

CAMPUS ACTIVITIES PROGRAMPUS ACTIVITIES THE OFFICIAL MAGAZINE OF THE NATIONAL ASSOCIATION FOR CAMPUS ACTIVITIES



4WORK/LIFE
BALANCE = ?

NACA® INSTITUTE SEASON ARRIVES!

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EXIT
INTERVIEWS AS
ASSESSMENT

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EDITOR'S PAGE

A Formula for Balance?

By Glenn Farr @EditorGlennNACA



I DID SOMETHING IN LATE MARCH I DIDN'T EXPECT I'D EVER DO. I asked to be released from a directing assignment late this fall at one of the local theaters where I practice my avocation. The show was to follow immediately after another show I'm to direct in early fall, and, after a holiday weekend that turned out to be neither holiday nor weekend due to yet another show I'm already rehearsing, I realized I was allowing my life to veer

That weekend caused me to reevaluate my schedule for the coming year. When I considered the demands of my position here, the responsibilities I bear as a board member for a local arts organization and the directing schedule to which I had agreed, I realized I'd be repeating the weekend more times than I'd like – or possibly could bear. It was only late March and I was tense and dreading most of the year to come.

It's ironic I would put myself in that position. How many articles have I edited over the years about helping student leaders and student affairs professionals maintain work/life balance? It all seems so simple when you see helpful tips in a document editor or on the printed page. In reality, pursuing work/life balance seems to be an elusive art. When extracurricular opportunities come our way, we are either eager to accept them or we're so darned flattered to be asked, we simply can't say no.

I first had a moment of awareness, though, as I began editing this edition's articles, in particular Jolene Chevalier's "Work/ Life Balance = Accepting Your Choices + Having a Support System" (Page 4). Jolene is one of those volunteers who always delivers when she commits to write an article, expresses herself clearly and has an innate ability to instruct others through her writing. Especially when I'm in a tight spot for a good article on a given topic, she's one who comes first to mind. However, when I read about how she juggles a fulltime job, a family with three very young children and her NACA® volunteer work, I told her, "The next time I ask you to write an article, I'll have a much better idea of what I'm really asking of you." (I'll also bear that in mind when I make similar requests of any other active NACA® volunteers.)

Only a few hours after I asked to be released from my verbal contract to direct that show later this fall, I already felt much lighter and optimistic about my ability to fulfill my remaining commitments this year. Maybe, like Jolene, I'm learning a formula for balance?

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MARKETING & COMMUNICATIONS STAFF

Director of Marketing & Communications Penny Delaney Cothran, APR

Editor Glenn Farr

Graphic Designer

Online Marketing Manager Wes Wikel

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FROM THE CHAIR

It's the **Final Countdown**

By Brian Gardner @stl_bg



I LOVE END-OF-THE-YEAR COUNTDOWNS AND RANKINGS. I enjoy hearing the top 100 songs of the year, reading the five biggest news stories of the year or watching the top 10 plays of the year; if you count it down in the waning weeks of the year, I'll join in.

I also appreciate the reflection that comes from reviewing these lists. The fun memories evoked by the sounds of the songs, the lessons learned from the year's biggest news and the reminiscences of those big plays. Whatever it is, it's a very reflective time of year and I love it.

NACA is now ending another fiscal year. That means my year as Chair of the NACA® Board of Directors is coming to an end. As this experience reaches its conclusion, I find myself reflecting on the Association, on the experience I've had and on myself as a leader. Please join me in my own year-end "countdown."

The Association

I love NACA. I loved it before joining the Board in 2011 and I love it even more now. We do good work. We have great people. We impact students. We enjoy great entertainment. We educate. We learn. What a great association!

As I consider the past several years, I'm proud of what we've accomplished. I'm proud of where the Association stands today. We're experiencing membership growth for the first time in more than a decade. We're adding value to membership through programs and services like ENCORE and NACA® Connect. It's never been a better time to be involved with NACA as a member and as a volunteer leader.

The Experience

To be honest, I'm exhausted. Serving on the NACA® Board of Directors is a lot of work - hard work, at that. But, this experience was easily the most rewarding professional experience I've ever had. I can't recommend this experience enough. If you are even sort of considering serving on the Board, would you consider participating in the new NACA® Leadership Development Program to learn more and prepare for joining this group?

As you read the articles in this issue about leadership and professional development, don't miss out on the development provided through the NACA® Board of Directors. When I pursued the Board, I did so thinking it was appropriate for me to give back to the Association. I felt I had the interest and skillset necessary to serve the Association through this important role. Little did I anticipate, though, that this would be the most impactful professional development experience of my career. Never does it happen that I leave a Board experience without having learned something small or large.

I am a better professional because of the NACA® Board of Directors, and Maryville University is a better campus because of my service to the NACA® Board of Directors.

The Leader

I have high expectations of others, but I have even higher expectations of myself. I want to work hard. I want to impact lives. I want to be a light in the dark. I want to respect first and be respected second. I want to serve. I want to lead.

As I review my experience on the Board and, more specifically, my year as its Chair, I am extremely thankful for the opportunity I've had for growth as a leader. I hope I have positively impacted others. I hope I have left a positive mark as a leader. I hope my legacy will be one that is remembered fondly by NACA® generations to come.

Nevertheless, I thank you for the trust you gave me to serve in this position, to make positive changes and to lead the Association to grow boldly in new directions.

But, what's a year-end reflection without a good old-fashioned countdown? Here are the top four reasons to be excited about NACA's future!

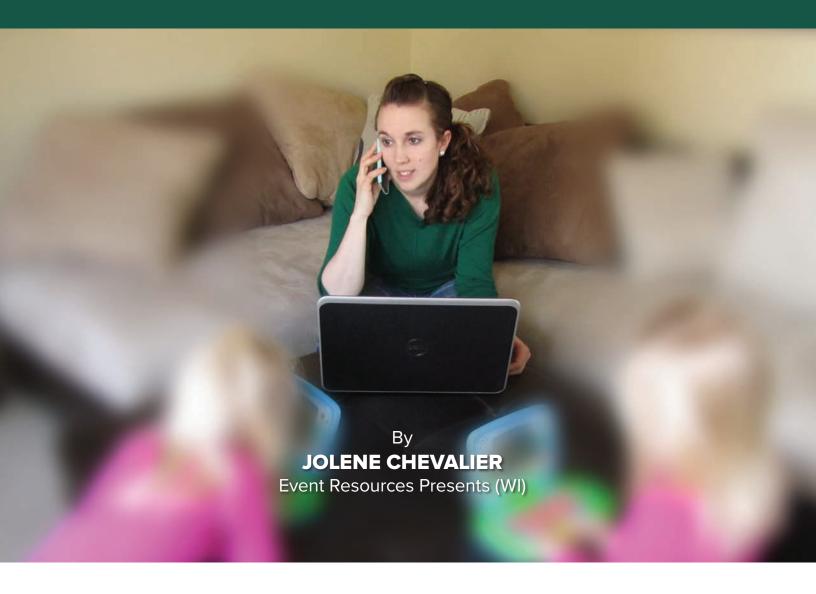
- **4. Dynamic Programs:** We continuously create new programs and adjust existing ones to ensure we're providing relevant programs for our members. Whether it's our regional conferences, our National Convention, our NACA® Institutes (attend one this summer!) or beyond - you will continue to see programs that provide you with tremendous experiences.
- **3. Exciting Services:** We are not just about events at NACA. Whether it's ENCORE, NACA® Connect or Campus Activities Programming® magazine, the services you've always loved and the new ones we're adding will continue to transform your membership experience. Use them all; take full advantage of your membership investment and avail yourself of the services that will enhance the value of your membership on a day-to-day basis!
- **2. Outstanding Staff:** Under the leadership of Executive Director Toby Cummings, we're seeing a transformation of the staff at the NACA® Office. A true partnership has formed between the volunteer leadership and the Association's Office staff. This team of individuals who call Columbia, SC, home are more focused than ever on providing customer service that will provide you with the most positive NACA® experience possible.
- **1. Engaged Volunteer Leaders:** We've said it for years and it can't be overstated – our volunteer leaders are simply the best. They are the lifeblood of the Association and do good work all the time. I am continually impressed by the work and passion displayed by our volunteers all across the country. Keep it up - we all appreciate it!

Good luck to all of you as this academic year comes to an end. Enjoy the upcoming summer and get some rest and time away. Everyone from the NACA® Office and Board of Directors looks forward to seeing you at the NACA® Institutes throughout the summer.

Gardner out.

WORK/LIFE BALANCE =

Accepting Your Choices + Having a Support System



S MUCH AS I WOULD LIKE TO SAY I HAVE PERSONALLY MASTERED WORK/LIFE BALANCE, I must admit I haven't. In fact, it is a work in progress for everyone. Balance looks completely different for each person, and some days are better than others. "If I had to embrace a definition of success, it would be that success is making the best choices we can ... and accepting them," Sheryl Sandberg wrote in her book *Lean In*.

Regardless of your career or future career path, and regardless of what you'd like the other parts of your life to look like (i.e. kids or no kids, active social life, married or single, etc.), I believe the two key elements in finding a balance that works are:

- 1. Accepting the choices you make; and
- 2. Having a support system that also accepts those choices.

Accepting Your Choices

I am a wife, mother and employee, as well as a sister, daughter, friend and dog master. All of these roles come with responsibilities and time-consuming tasks, and there is give and take in every single role. Accepting the choices you make means diving headfirst into your major commitments, and not apologizing to others for those choices.

For me, my largest commitments are family and work. I've accepted that I need both a family and a full-time career to feel fulfilled, and my support system has also accepted my need for both.

My career is hugely important to me, and I get a lot of fulfillment from working a full-time job. When I am at work, I am working hard. I hit the to-do list with gusto every morning. I eat at my desk so I can continue working. I answer emails at night before bed to save myself some sanity the next day. I travel, even though trips might fall on birthdays and anniversaries. I make and take phone calls after hours. These are all the ways I "accept" my job every single day.

My family and friends have also accepted that work is a high priority for me, and that alone makes all the difference. My husband has never made me feel guilty for traveling, and we don't apologize to our children for having careers. We've accepted that we both have full-time careers, and we expect our children, family and friends to accept it, as well.

I also get a lot of fulfillment from being a mother and wife. I always knew I wanted to be a mom, but I had no idea how all-consuming parenthood is before I had children. As a woman, having a baby means your body biologically tells you to take care of this screaming, pooping, but adorable, being you just created. Maternal instinct is a real thing and affects every single day of the rest of your life.

Right now, I have three kids under the age of three. My family is my world, so, for me, that means we eat together every evening, we do bedtime together as a family, and I pick my kids up from daycare almost every day. Weekends and weeknights are spent soaking in the family time as much as possible. Those are the ways I "accept" my life as a mother and wife every single day. Is it chaotic? Yes. The key to feeling balanced is accepting the chaos with open arms because these are the choices I've made, and I wouldn't have it any other way.

My co-workers and clients have also accepted my choices concerning family life. I may work hard when at work, but I leave every day at a specific time so I can pick up my kids. I'm always the parent that stays home with them when they are sick and, when necessary, I work from home. My clients typically don't mind when there is a squeaky baby or screaming toddlers in the background of phone calls. They've accepted my choices. I don't apologize for having kids in the background when taking phone calls after hours, and I don't

expect my clients to apologize for calling me after hours if they need something. If I am really occupied, I don't answer the phone. I always tell clients, "If you don't mind the kids in the background, I don't mind the phone call."

Having a Support System

I also can't say enough about the importance of having a support system. Mine comes in the form of a husband who covers half the parenting duties and who, as I said, never makes me feel guilty for having a full-time job with travel, relatives who are always willing to watch my kids on short notice, a flexible daycare, a flexible employer, and friends who face the same chaotic life challenges I do. If any of these amazing people falter in their support, my work/life world gets out of balance. That is when the chaos of life gets to me, and anxiety creeps in. Keep this in mind when choosing a spouse, employer, daycare, etc. If you already have all of those people in your support system, you may want to talk with them about your idea of work/life balance and how they can help you achieve it. Isn't it worth the discussion?

I am by no means a perfect example of work/life balance, but everything is about give and take. I always make sure there is nutritious food in our house, but I don't have time to take my kids to six different extracurricular activities. My extended family members are always welcome in our house, but their birthday cards from me will undoubtedly be at least three days late if they come at all, and they will be covered in stickers because that's how I kept my toddlers busy for 15 minutes. Although my ideal evening used to be a night out soaking in some live music, I've traded that in for tucking kids into bed and soaking in some Netflix. Sometimes, the only efforts I can devote to friendships are 10-minute phone calls during my commute or a quick text message with an inappropriate emoji.

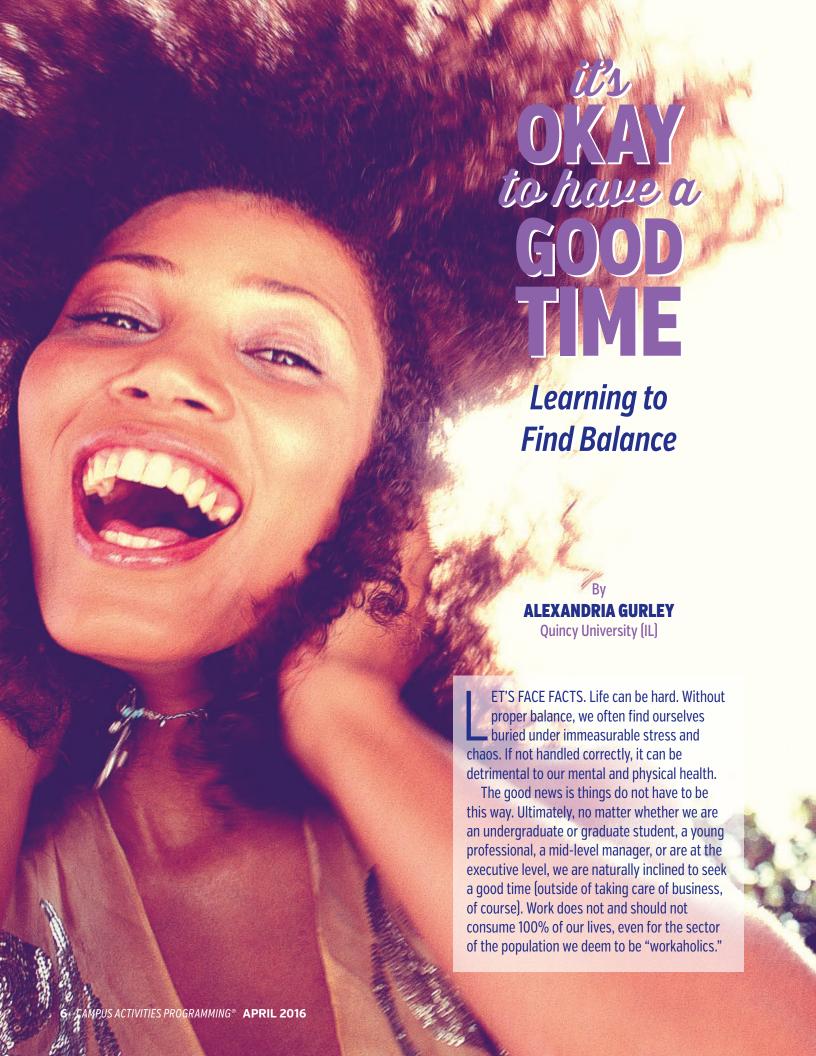
Embracing It All

As you seek to find your own work/life balance, keep in mind that you have the power to make your own choices. If you can't seem to find the balance, perhaps it's because you simply cannot accept the choices you've made, and then it's time to make other choices. Find the balance, accept your choices, make sure your support system is on board, and don't apologize - the balance will come. I can't promise it won't be utter chaos, but if it is, embrace it.

About the Author



Jolene Chevalier is Vice President of Talent Buying at Event Resources Presents, Inc. (WI), where she serves as a middle buyer and entertainment consultant for colleges, theaters, arenas and festivals across the country. She has written for Campus Activities Programming® on several topics, as well as contributed to several independent blogs.



On any given day, we serve in a number of different roles, sometimes – or often – simultaneously. The relationships we create and maintain with other people at work are a direct reflection of our own personalities and desires to connect with others. We human beings need to make personal connections to survive, and the relationships we carry on with others at work can sometimes blossom into some of the most fruitful and engaging friendships in our lives. Where or when did you meet your current closest friends? Was it during your childhood, in high school or college, in social groups, or at work? While I don't have statistics, I personally believe a majority of adults meet their good friends through the workplace.

With that being said, it's good to note the benefits of boundaries and to make sure you maintain them when it comes to your work and personal lives. This means you should not allow personal drama or issues to impact your work performance. Nevertheless, everyone is human and sometimes you must deal with critical issues in life. This is why you are allowed personal time off or can use your lunch break to take care of business. Also, your personal activities should not prevent you from getting to work on time or keep you from being mentally and physically productive.

Consequently, you spend nearly 30% or your time at your job. If you are severely unhappy at work, eventually that will carry over into your personal life (and vice versa). Until you get to the root of any problems you might be experiencing, your life will likely come to resemble a line of dominos, one aspect impacting another until everything gets away from you.

To help keep your dominos in line, here are a few tips to help you achieve a healthy work/life balance:

Be Honest with Yourself

When planning your schedule, give yourself realistic time constraints that accurately reflect your commitments and availability. Place contingency times between your meetings and other commitments. Don't exaggerate your capabilities – you'll be doing yourself no favors. Do what you can, when you can, for whomever you can, and learn to be okay with that.

- Example: It's Thursday morning. You have a major project for work due on Friday morning, and it's not done. You also have a work event to attend in the evening, which will last until 9:00 pm. All of this on top of your regular nightly duties, including cooking and cleaning your home, means you have a tight schedule. But a friend calls and asks you to go out for a drink and catch up. You could and, more often than not, would oblige your friend's request, if only to get away from the chaos of your life. However, the better option would be to decline the request (not forgetting to thank your friend for the offer, suggesting a possible date/time to reschedule) and take care of the business at hand.
- **Benefit:** Foregoing personal pleasure for business is beneficial in that you can develop yourself as a professional. Your professional life should sometimes take priority over your personal desires, yet you should not let either aspect of your life dominate. This is where learning and practicing balance come in.

Say No

Say it often. Say it loud. Say it proud. Be selfish with yourself and your time. Practice saying no in the mirror if you must. Do not overextend yourself, doing more for others than you would for yourself.

- Example: You are known as the yes person in your home. Anytime someone asks you to do something, you agree, even when you don't want to or even when you don't know how to get it done. You want to please everybody because you are in the business of making sure everyone else is happy. Today, though, you are tired more tired than usual. When you get home from work, all you can think about is sleeping. But when you enter the door, you are met with a new list of requests. You oblige everyone, as usual, but hate doing so and it shows in your attitude and demeanor. Yet, at no point do you express how you truly feel, when that would be best for everyone.
- **Benefit:** You learn to put your foot down. If you continue to say yes to everyone, you begin to do too much for the sake of other people's pleasure. You learn to be more self-sufficient and confident in your decisions and there is a much less chance of others taking advantage of you.

Keep Time for Yourself

Keep at least one hour of your day for yourself. Be conscious about the urgency and importance of "me" time. You cannot conceivably make time, but you can make better use the time you have.

- Example: As soon as you get home from work, you get wrapped up in phone calls, the television, and kids tugging at you you are being pulled in different directions at the same time. There is nothing wrong with wanting to be alone. Set aside some part of the day (morning, evening, possibly your own lunch break) as YOUR TIME. That means you do not answer any phone calls, you do not talk to anyone, you do not do anything for anyone else. You use that one hour to get in some journaling, go for a run, start a new art project, or get a quick nap. Whatever you do, do it for you and do it consistently.
- **Benefit:** You become an active partner in your own growth and maturity when you take the necessary and intentional steps to dedicate time to yourself. You must invest in yourself and understand your worth and potential before anyone else can truly value it.

Develop Your Strengths and Passion

Take time to learn about yourself. What are the things that make you tick? Work on your loves, your favorite pastimes, your hobbies, and spend time doing things that genuinely make you happy. You owe yourself that level of enjoyment.

• Example: You played an instrument when you were younger, but somehow you lost the skill and time got away from you as you grew older. A friend has invited you out to listen to some jazz. You hear the organ playing and are instantly reminded of your days on the piano. You have

fond memories of the instrument, but for some reason you just stopped playing it. If you make a conscious effort to include your own talents into your daily schedule, then they won't be lost. That could be you on stage doing what you love. You could be using your free time for just that, to be "free" of all worries and restraints.

• Benefit: You will learn and discover new things about yourself that you may have never known, as well as develop talents that will grow into passions and hobbies. This can be a very productive outlet and release for the not-so-peaceful times in your life.

Re-Center Yourself

Just as you take your car in for routine maintenance or take yourself to the doctor for annual check-ups, you need to frequently check in with yourself on mental and spiritual levels. Rediscover who you are. What are your goals? Is the current path you're on going to lead you where you want to go? Prioritize your responsibilities, organize your passions, and revisit your desires and goals often.

- **Example:** It's Wednesday and stress is piling on. You have work commitments to fulfill that seem never-ending and deadlines and family obligations that are daunting. You continue with your work, remembering you need to stay focused and try not to get sidetracked by all that is going on around you. Unfortunately, work stress becomes physical stress and you can become ill. Take a step back from the situation at hand and do something to help you to regain your focus, like meditation, prayer (if it applies to you), exercise, or another stress reliever of your choice.
- Benefit: Taking time to regain your strength and refocus can help you recharge, rediscover your motivation and give you a leg up on success.

A Balanced Approach

It is not that easy to change your routines. A gradual approach may work best, but such change is necessary if your dominoes are beginning to tumble. However, following a more balanced approach will be beneficial for your personal and professional growth. Both areas of your life will improve because of your conscious effort to work on yourself and to manage your priorities in a way that benefits you and the people in your life who matter most.

About the Author



Alexandria Gurley is Assistant Director of Campus Events and Coordinator of Multicultural Programs at Quincy University (IL). She previously worked as a Student Development Assistant at Tarrant County College (TX) and as a Graduate Assistant for Claremont Graduate University (CA). She also served as Assistant Branch Director for

the Boys and Girls Clubs of Greater Fort Worth. She holds a bachelor's degree in African-American studies from the University of California-Irvine and a master's degree in cultural studies from Claremont Graduate University (CA).

WHEN PLANNING YOUR SCHEDULE, GIVE YOURSELF REALISTIC TIME CONSTRAINTS THAT ACCURATELY REFLECT YOUR COMMITMENTS AND AVAILABILITY. ... DON'T EXAGGERATE YOUR CAPABILITIES - YOU'LL BE DOING YOURSELF NO FAVORS. DO WHAT YOU CAN, WHEN YOU CAN, FOR WHOMEVER YOU CAN, AND LEARN TO BE OKAY WITH THAT.



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NACA's successful Leadership Fellows program provides valuable opportunities for members of underrepresented ethnicities to become familiar with Association programs and provides opportunities to further advance your career.

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- Serve as a mentor and make an impact on the life of a new professional by assisting them with presentations, articles and event planning

For more information about becoming a Leadership Fellow or Mentor, visit www.naca.org/Volunteer/Pages/NationalPositions.aspx



A Happy Marriage

FUSING STUDENT LIFE WITH FIRST-YEAR EXPERIENCE COURSES

By **EMILY TEITELBAUM**

University of West Georgia

A first-year experience class offers benefits to individual students, the division that offers it and the university, as a whole. I have learned this first-hand by teaching in the First Year Experience Program at the University of West Georgia, where we offer the UWG 1101 Course.

According to Helen Steele, Director of our First Year Experience Program, this is " ... a two credit-hour course offered to first-year students to facilitate a smooth transition to college life and connect them with campus resources. ... [It] is one way to improve retention rates because people who take [it] are consistently retained at a higher rate compared to their peers who do not participate in a first-year program. UWG 1101 offers an opportunity to teach and mentor students before they take courses in a specific discipline and sometimes even before they declare a major."

I have worked in student life/activities for almost seven years, serving as Assistant Director for Student Events and Programs in the Center for Student Involvement at the University of West Georgia. In addition to my responsibilities as Assistant Director, I have taught a First Year Experience course for the past six years, and recently have been reflecting on how each has positively benefited me in fulfilling my responsibilities. I believe that the more I succeed at my job and the happier I am with my work, the more it shows in the classroom, and vice versa.

When I was first asked to teach this class, I hesitated. I was nervous about adding more to my already busy schedule, but by taking on this extra assignment, I have found additional fulfillment in my work. And even though I may not identify as an instructor or as a faculty member per se, to these students, I am, and the feedback and evaluations I get have shown me what a positive influence I have been able to have on them.

Often, it is easier to see that a student is having a good time

or that what you are doing is having a positive effect during a student event. You can see it as they laugh at the comedian, jump in the inflatable, make a street sign with their friend, or sing along at their favorite band/concert.

In academic classes, though, professors may not be able to see that as easily or as readily. It is the same for me when teaching this class. Sometimes it is hard to tell, as you stand in front of 30 students who are staring back at you, if you are getting through to them. Often, it is not until you receive the class evaluations the next semester, or receive an award for being an "influential person" from a freshman student, that you really know you had a positive influence on their lives and their experience in college.

Benefits for Your Office

If you teach a first-year experience class similar to ours, you have the opportunity to engage up to 30 or more students at your university in your classes. Twice a week, you have the chance to advertise your office's events and activities to a captive audience, promoting what your center for student involvement, campus activities office, alumni relations department, or diversity and inclusion program, have on their calendars.

More importantly, a class like this gives you the ability to make a positive impact in what can be a tumultuous time of transition for students. For my part, I want to be someone they feel comfortable talking to about issues, whether in person or during their journal reflections. As our course mission explains, it is intended to help students in their transition from



high school to college. We are here, as teachers, to provide resources and sessions on such topics as: time management, alcohol and sexual assault awareness, budgeting/credit card dilemmas, test-taking skills, diversity, personality and learning traits, and much more.

And with respect to campus events, we often assign papers and extra credit in conjunction with attending certain events. This is a win-win for the student activities office and for the university. It connects students to campus and gets them involved and meeting others. For us in campus activities, it guides them to our events and programs.

Benefits for the Teacher

I begin each year thinking that teaching this course is adding a lot of extra work to my already full plate, especially during the hectic fall semester that includes welcome weeks, homecoming and more. But by the end of the semester, I remember how

much of a positive impact I am able to have on these students. Of course, I will not reach all of them, but through the end-of-the-semester evaluations and conversations I have with students later in their college careers, I am reminded that I have played a significant role in their freshman year and beyond.

Sometimes teaching these courses also adds to your salary and, if so, great. Sometimes they will provide you with professional development funds. And sometimes, you teach them out of the kindness of your heart. No matter which case applies to you, remember that what you are doing for these freshmen students will help kick-start their college careers on a positive, connected and engaged note.

Working with a first-year course also provides an opportunity to

include your current programming board students and, if you have one, a graduate assistant. I have brought in a panel of upperclassmen (usually my SAC members and other student leaders) to speak to my first-year class because the students often learn even more from people closer to their age. They often feel they hear more relatable answers to their questions.

The first-year students also get to hear the success stories of the upperclassmen. My SAC students are involved in activities and are leaders on campus and are able to be mentors and role models for the freshmen.

A first-year class can also be a wonderful opportunity to have a graduate assistant co-teach your class or at least speak on a few occasions. It's a great résumé builder for the graduate student, as well as another opportunity to be a role model for the younger students.

Although the bonds and relationships I form with these students are different from those I share with my SAC students, they are just as beneficial. As I previously mentioned, through formal and informal feedback, participants let me know how

much the course helps them throughout their college careers.

Also, I am able to use some of my counseling background and presenting and organization skills for the class. It helps me get out of my office or venue and puts me in an academic setting with students, which can be rare for student activities professionals. By the same token, I am able to bring the student life aspect to the classroom. It is very fulfilling for a student activities professional to be able to utilize what they learned in graduate school about the success of the whole student and the importance of experiences inside and outside the classroom. I am able to focus not just on study and test-taking skills, and learning styles, but also on the benefits of taking personality tests, attending events, and joining organizations. I not only get to show students the importance of participating in advising or using a tutor, but also how important it is to attend a spring fling event or concert or a Relay for Life® meeting and what that can mean for their time in college and afterwards.

AS WE GET FURTHER AWAY FROM OUR OWN COLLEGE **EXPERIENCES. WE OFTEN** FORGET HOW DIFFICULT THE TRANSITION TO COLLEGE CAN BE FOR MANY, IF NOT MOST, FIRST-YEAR STUDENTS. THEY

ARE OFTEN DEALING WITH HOMESICKNESS, LONELINESS, LACK OF FRIENDS/SOCIAL LIFE, FINANCIAL ISSUES, ACADEMIC ISSUES, AND MORE.

Benefits for the Division/University

At the University of West Georgia, our First Year Experience course is a very effective way to convey benefits offered through our Division of Student Affairs. Not only do I help promote our office programs and events, but also I am able to bring in presenters from other areas in the Division to share what they do. If you initiate a first-year program on your campus, you can choose from presentations on counseling, career services and test-taking strategies with the advising center to alcohol awareness and sexual assault/consent with health services. All of these presenters bring valuable and useful information to first-year students. They are important aspects of college life that sometimes

students may not discover for themselves.

How to Get Started

If your college or university is just now starting a first-year experience course, you may be provided a template for a syllabus you can use to create your class. But you may also be given some leeway to add your own ideas. I have my students complete some readings from our textbook, as well as write journal reflections and participate in discussions, write event papers and cultural experience reflections, and make group presentations.

This past year, I also started one-on-one meetings with each student at a campus coffee shop. This turned out to be a great way to talk about whatever that student needed or wanted to discuss, and in the comfort of a one-on-one session.

In addition, we are able to complete several volunteer/ service projects as a class, and enjoy a couple class celebrations. All of this seems to be very beneficial to the students. Many of my most recent students seemed to be shy and expressed in their journals how much they enjoy and benefit from the class

get-togethers. They have said they finally feel they have some other students to talk to and have made some friends.

As we get further away from our own college experiences, we often forget how difficult the transition to college can be for many, if not most, first-year students. They are often dealing with homesickness, loneliness, lack of friends/social life, financial issues, academic issues, and more - and that's why I see this kind of class as the best possible intervention, of sorts, to help them in their transition to college. I want to be that person to encourage their involvement in college, which will, in turn, help them feel a part of, and connected, to the university.

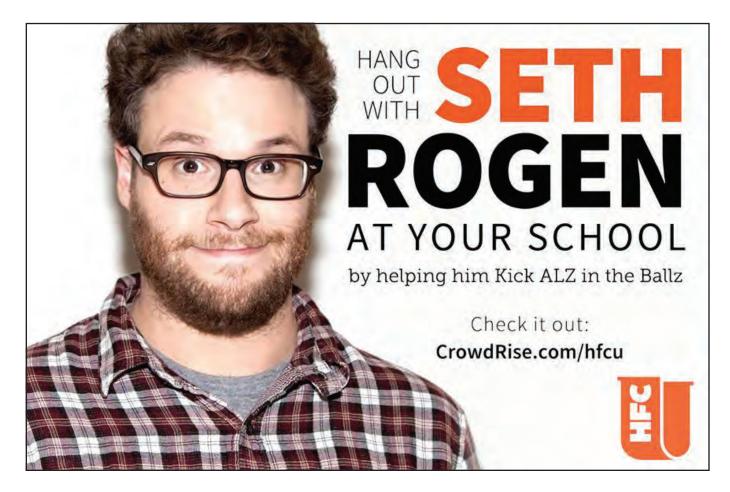
I hope if you ever get a chance to teach a first-year experience class that you are able to see the happy marriage of bringing the positive aspects of student life into the classroom experience for these new students. It will have positive effects on your own work and personal life, as well. My full-time work in student affairs influences/informs what I do for the class - but my teaching positively influences/informs my student affairs work, too. You may think that your primary responsibilities have little to do with teaching, but see this as an extra assignment that will add fulfillment and become a positive part of your work life and have significant impact on young people taking their first steps into their college and professional lives.

About the Author



Emily Teitelbaum is Assistant Director for Student Events and Programs at the **University of West Georgia**. Active in NACA, she most recently chaired the 2015 NACA® Concert Management Institute and is a Graduate Intern Mentor for the NACA® South Regional Conference. In addition, she has held other volunteer positions in NACA® South, has

presented educational sessions on the regional and national levels, and has written several articles for *Campus Activities Programming*®. She was named Employee of the Year at the University of West Georgia for 2013. She holds a bachelor's degree in psychology from Denison University (OH) and a master's degree in higher education from Southern Illinois University.





Co-curricular learning can have a significant impact on the ability of students to lead fulfilling lives after graduation. It is wise for advisors to help students understand the value of these experiences and how they can lead to opportunities later in life.

We've all seen Facebook posts about people who were promised a job after graduation, but now have no job and a ton of student loan debt. While it's easy to empathize – after all, many of us are about to pay or are still paying back those loans – a little critical thinking raises some significant questions about the claim. Who promised jobs to these students? What were the students' academic accomplishments? What did the students do to prepare for the careers they want? Did they take full advantage of the opportunities afforded them while in school?

Additionally, these claims should make us question if we are, in fact, preparing students to be the types of employees good employers need. What are the skills employers seek in new employees? What are the attributes of a strong candidate for employment? How do we prepare students to compete against others with the same degree and amount of professional experience?

We student affairs professionals know a student's engagement inside and outside of the classroom is a critical component of their college experience. The out-of-class experiences

we provide make our campuses unique and benefit students – this is a key component of what sets the experience at our institutions above that of an institution that is about getting students in and out with a minimum of interaction and development. Traditional campuses are a place to explore what or where you come from, who you are and want to be, and where you are going. Our job, then, is to help students understand the value and benefit of their involvement – in connection to their classwork and future goals.

Generally, we sort campus involvement into three categories: extracurricular, curricular and co-curricular.

Extracurricular involvement consists of activities that are not associated with a class or course of study, with a focus on enjoyment of the experience and/or exposure to ideas and concepts. An activity is likely extra-curricular if it:

- Is passive.
- Is surface-level.
- Happens one-time.

Curricular involvement involves activities and learning associated with a class or course of study, with varying levels of learning. An activity is likely curricular in nature if it:

- Is interactive.
- Provides opportunities for reflection, practice, skill-development, experience and/or application.
- Centers on the curriculum and classroom.

Co-curricular involvement includes activities not associated with a class or course of study, but involve ongoing, deep learning. An activity is likely co-curricular if it:

- Is interactive.
- Requires a longer commitment.
- Provides opportunities for reflection, practice, skill-development, experience and/or application.
- Is not in the classroom or part of the school's curriculum.

Together, all of these types of involvement create a college experience, and each is necessary at different points in a student's developmental process. Extracurricular activities provide stress relief and positive activities to fill disposable time. They help to create a sense of community through shared interests. Curricular activities are at the core of the college degree, and define a student's knowledge and capability to handle specific subject matter and possibly specific career content, as well. Co-curricular activities fill a vital third component – that of preparing an individual for daily interactions with co-workers, expectations of an employer, and an understanding of self and how one wishes to contribute to the world.

Staff throughout student affairs regularly witness the positive outcomes of co-curricular involvement, yet collectively struggle with educating the public about the value of these experiences. There are some resources, however, that can help us speak the language of our consumer.

It takes more than an understanding of the content obtained in a classroom to get the job and to succeed at it. According to the National Association of Colleges and Employers (NACE) *Career Readiness Competencies*, the top skills employers seek in entry-level employees are:

- Critical Thinking/Problem Solving
- Oral/Written Communication
- Teamwork/Collaboration
- Information Technology Application
- Leadership
- Professionalism/Work Ethic
- Career Management

While many of these competencies may be practiced in the classroom, it is often in situations where there are stakes more important than grades that these skills are honed and articulated. Let's take a look at some scenarios that have deeper impact and are regular occurrences in the life of a student involved in co-curricular learning.

Officers for a Club Sport

Club sports like soccer, rugby, basketball and lacrosse have try-outs, travel regularly, compete against other schools,

work at creating a team, practice frequently, and make tough decisions, such as determining who will play in Saturday's match. This type of officer experience inherently includes problem solving during tryouts, travel and play. Creating and keeping a team is at the core of the club officer's job, and it takes leadership to maintain the team. Evidence of work ethic comes through regular practice.

Student Employees or Volunteers for Campus Events Management

Students who select, promote and run events for campus gain transferable skills in many of the top areas NACE identified. Selecting artists and events that are appropriate for one's specific campus requires collaboration and critical thinking. Staffing events requires teamwork. Working with artists and campus staff requires a level of professionalism. As more promotions are executed through social media, there is clear application of technology. And anyone who plans events for a living knows that problem solving is a daily occurrence and key to managing campus events.

Studying in Another Country

Whether for a few weeks, a semester, or an entire year, studying abroad can significantly impact a student's skill set and confidence in the world and the workplace. Travel provides opportunities for personal and professional growth through interactions with others, as well as exposure to different ideas and points of view. In our global society, the ability to communicate across cultural identities, persevere when in new or difficult situations, and understand one's role in society are all needed assets.

Starting a New Student Organization

Identifying a need for an organization, bringing others together around a common interest, creating the documents and presentations necessary to earn campus recognition, facilitating meetings, leading through the many changes that come with a new organization, building membership and creating a sustainable group are all difficult tasks that represent many skills (communication, problem solving, critical thinking, leadership, teamwork, work ethic and more) employers seek in new employees. The focus of the organization doesn't really matter – it's what the students get out of the process that develops their abilities and likelihood of success.

Serving Others through a Service-Based or Service-Focused Organization

While some community service is extracurricular by definition (one-time, little scheduled reflection, focused on filling a relatively simple need), the ongoing service that is provided by service-based student organizations, as well as those student organizations that are brought together through a passion for a particular service mission, is focused on a form of co-curricular involvement. These deeper experiences include many opportunities for building leadership and teamwork skills. Service focused on identifying a commu-

nity need and finding ways to fill that need requires problem solving, collaboration and a greater understanding of the work ethic and commitment needed to make real change – all skills and traits employers seek.

The Value of Reflection

No matter the kind of co-curricular activity, a crucial component is the opportunity and ability to reflect upon the experience to both realize its value and to grow from it. For many, reflection is not automatic. Students will depend upon good advisors and supervisors to carve out time to thoughtfully discuss the experiences and put them into a context that both the student and potential employers will understand and value.

Just like constructive criticism, reflection is most meaningful when it takes place as close as possible to the time of the actual experience. Many co-curricular opportunities have exit interviews and/or evaluations that help stimulate reflective thought and encourage students to make meaning of their experience. Consider the greater impact of regular discussions throughout an internship or leadership position. This could be in person through weekly or bi-weekly meetings. It may also be through written reflection in the form of a blog or journal. Regardless of format, this guided process helps each student to analyze their experience and apply what they have learned to other parts of their lives. It also provides an opportunity to provide an advisor's perspective and knowledge at the moment a student is most likely to feel its value.

What Can We Do?

Don't let students belittle or forget their experiences. Too often, students don't realize the value of their experience, especially if the activities are something they initially joined for fun.

Encourage conversations early and often about how their experiences are helping them move toward a career in which they can succeed.

Incorporate ways for students to reflect upon their work:

- Transitioning officers provides a great time to reflect and pass on knowledge to incoming leaders. Transitioning activities include guided discussions, job-shadowing out-going officers during office hours or group meetings, writing letters to incoming officers, interns, or employees, and more.
- Reflection activities provide opportunities to ask students to create and present year-in-review videos or live presentations. Also, include self-evaluation during formal evaluations.
- Create opportunities for those studying abroad to share their experiences with other students.
- Encourage or even require career counseling for interns or student employees.
- Take time to review their résumés with them. Quite often, student leaders are so involved they fail to reflect their full experience on their résumés, or they "undersell" the experiences they have.
- Goal setting with individual students, organizations, and within student employee groups provides a framework for understanding the value of the experience. Regular check-in on those goals provides a way to naturally incorporate reflection into daily conversation and to set expectations for the experience.

DON'T LET STUDENTS BELITTLE OR FORGET THEIR EXPERIENCES. TOO OFTEN, STUDENTS DON'T REALIZE THE VALUE OF THEIR EXPERIENCE, ESPECIALLY IF THE ACTIVITIES ARE SOMETHING THEY INITIALLY JOINED FOR FUN.

Build and promote a language that separates the co-curricular from the extracurricular, language that doesn't assume the co-curricular is less than the curricular. Like any broad topic, creating a common definition and understanding of what co-curricular is and how it differs from extracurricular is a necessity. The co-curricular experience, and the value of that experience, will be accepted only if we student affairs professionals are able to create a common language that can be shared with stakeholders on and off campus.

Use the tools at your disposal to praise the value of the co-curriculum:

- Software or web-based management systems to share opportunities for involvement and provide ways to track that involvement;
- Fairs and other events to help students explore engagement;
- First-year courses designed to help students explore campus opportunities;
- Learning communities and freshmen interest groups to build community around common interests and passions;
- Student organization leaders and advisors to promote, suggest and encourage; and
- Coaches and mentors to do the same.

As in the classroom, where grades are earned for the work produced and the lessons learned, co-curricular opportunities provide opportunities to both produce and learn – and the grades are the experiences and lessons that can be applied to the classroom, to the workplace, and to ultimately one's place in society.

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About the Author



Kimberly Clarksen is Assistant Director of Career and Leadership Development at the University of Wisconsin-Whitewater. She previously worked in public education. She has participated in NACA® events on the regional level as a student and later as a professional. She holds a degree in broadfield science education from the University of

Wisconsin-Whitewater and a master's degree in leadership in higher education from Capella University (MN).

RELATING STUDENT LEADERSHIP EXPERIENCES TO PROFESSIONAL GOALS

JILLIAN VAN AUKEN University of Dayton (OH)

Overseeing the planning of campus events, such as a skating event (University of Dayton [OH], below) or a large concert (Indiana University-Purdue University Indianapolis at right) leads to the development of professional skills.





INVOLVEMENT IN CAMPUS ACTIVITIES assists college students in navigating the university environment and also prepares them for the workforce after college. Student leadership opportunities afford students the ability to build community, learn how to navigate the world around them and explore their identity outside of the classroom. Through this involvement, students develop transferrable skills they carry with them as they complete their college degrees and move on to their first professional positions.

Transferrable skills are those that individuals pick up intentionally or unintentionally as a result of life experiences. Serving as an officer in a student organization, overseeing the planning of a campus-wide event or introducing new students to campus as an orientation leader are invaluable experiences that provide college students opportunities to grow and develop on their way to reaching their professional goals.

As a student affairs professional, I regularly find myself talking to my student leaders about the knowledge and skills they are learning as a result of the positions they hold on the program board, the homecoming committee or in a student organization. Students do not usually realize the value of their out-of-classroom experiences until it comes time to apply for their first professional positions. It is often not until after an experience is over and in a moment of reflection that students realize the impact their involvement in campus activities had on their development and ability to reach their goals.

In fact, the learning that takes place outside of the classroom increases the likelihood students will graduate and be ready to transition to the workforce. According to Astin (1984), the greater the student's involvement in college, the greater will be

the amount of student learning and personal development. The development resulting from student leadership experiences assists students in applying the knowledge attained in the classroom in a real-life context. When it comes time to enter the workforce, the students who were involved on campus will have more transferrable, practical experiences than their peers who were not involved and, consequently, will have an easier transition as they begin the next chapter in their lives.

Exploring within a Safe Environment

Student leadership experiences complement students' academic coursework and allow them to explore their talents and abilities in a safe environment that often mimics real-life experiences. Campus involvement assists students in building community and in forming connections with their peers and members of the faculty and staff. Students who feel a sense of belonging in the campus community are more likely to succeed in reaching their goals and persisting through college. With community come support and access to resources, two key ingredients to retention and success in college.

In addition to building community, involved students

connect with the local community and learn what it means to be an active and a productive member of society. Active citizens contribute to the community where they live a positive manner, provide support where needed and feel a sense of responsibility to do their part to move the community forward.

Students also learn what it means to be a leader and about their personal leadership style. Understanding their personal leadership style and how it relates to their work on a team will prepare them for taking on a role in a professional environment and to work with individuals different from themselves.

Students also learn how to effectively communicate their thoughts and ideas, resolve conflict and manage their time. These basic skill sets provide students a great foundation for navigating a new work environment, working through office politics and advocating for what they need to be successful.

Developing Communication Skills

Serving in leadership also assists students in the development of communication skills. By nature, student leaders are charged with overseeing a group of diverse individuals and ensuring they are contributing members of an organization. To accomplish this aim, student leaders must first understand how the members of the organization receive and communicate their needs and ideas. It is essential that student leaders communicate their messages in a way that reaches the diverse individuals who make up the organization. Individuals take on a variety of communication styles including, but not limited to:

- Assertive,
- Aggressive,
- Passive-aggressive,
- Submissive and
- Manipulative.

Understanding the role communication

styles play in an organization can help student leaders avoid conflict and effectively engage the membership. If the members of the organization are not engaged and attentive, it is difficult to keep them on task and to work toward the organization's goals. Developing the ability to communicate in a variety of ways serves students well as they work on their first professional teams or supervise staff.

Learning Project Management

Student program board directors are charged with planning and executing events and programs for the campus community. Planning and executing events requires an individual to be organized, delegate tasks to a team of their peers, meet deadlines, manage time and ensure all parties involved in the event have what they need to perform their part in the event.

Managing a large project or planning a large-scale event teaches individuals how to identify and utilize the strengths of a team to effectively complete large projects. Playing into individuals' strengths ensures tasks are completed effectively and that the end product is high quality. In addition, when individuals are delegated tasks based on their strengths and passions, their motivation to complete the task increases. Individuals also learn the importance of staying organized and paying attention to detail.

Completing a large project requires an individual to keep track of a lot of moving parts and make sure all are completed in a timely manner. Developing organizational skills assists students in accomplishing assigned tasks and prioritizing their time and use of resources. These skill sets provide students a solid foundation for working in a professional office environment and managing large projects.

Discovering Strengths, Talents and Abilities

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THEIR GOALS.

As students take on leadership roles and develop new skill sets, they start to understand that some tasks come naturally

to them while others are challenging. Discovering their strengths leads students to recognize their passions and areas of expertise. As students complete their college experience and prepare for the workforce, it is important that they can communicate their strengths and recognize their limitations as they search for a fit in their first position. Students choosing a profession that aligns with their strengths and passions will increase the likelihood that they will be satisfied with their work and be a contributing member of the workplace.

Conversely, it is important for students to recognize their limitations and to learn how to overcome them in their leadership roles. Students need to learn to own their limitations and ask for help when necessary. Finding a balance between aligning work with one's strengths and confronting limitations is the key to professional growth

and development. Involved students have the opportunity to explore their strengths and limitations in a safe environment, paving the way for success in the future.

Engaging with Peers, Faculty and Staff

Student leaders have the chance to engage with their peers, faculty and staff through professional development opportunities such as retreats, conferences, trainings and workshops. Attending regional and national conferences provides students an opportunity to network with student leaders from across the country, exchange ideas and present best practices in a professional setting. Learning how to network in a professional setting prepares students for engaging with future employers in interviews and in forming connections with potential clients or customers.

In addition, retreats, trainings and workshops instill in students the importance of growing professionally and increasing one's skill set in an effort to achieve one's goals. As a program board advisor, I ensure students are provided with the knowledge and skills they need to be successful in their roles and with ongoing opportunities to continue to learn throughout their time in the organization. It is my hope students will become lifelong learners and reflect on their development while on their way to achieving their dreams. Engaging in professional development opportunities leads to promotions, increased satisfaction in the workplace and confidence in one's ability to do their job.

Relating Skill Sets to Professional Positions

After identifying the transferrable skills and knowledge acquired in leadership roles, students often need help relating the identified skill sets to a desired professional position. I assist students with this process by having them break down the desired position into skill sets and then asking them to match their experience from student leadership roles to the qualifications of the position. This makes it easier for students to recognize the similarities between their past experiences and the position they may be seeking. The key is to assist students in communicating the value of their student leadership experiences to potential employers with common language that both parties understand.

It is also important for students to understand the mission and goals of the organization they are hoping to join in an effort to align their past experiences with the mission and goals of their potential employer. Employers want to see that the candidate's past experience matches the skill sets needed for the position and that the candidate's values fit with the mission and goals of the company. Students can speak to the values of the potential employer by reflecting on their personal values and the reasons why they joined organizations or accepted student leadership positions during college. Finding a position that is a good fit and attaining job satisfaction starts with recognizing the knowledge and lessons learned from past experiences and using those experiences as a foundation for future endeavors.

Making an Easier Transition

When students understand how their student leadership experiences relate to their professional goals, they have an easier transition from college to their first professional positions. Reflecting on the knowledge and skills they developed and the lessons learned during their time in a leadership position can provide them a great foundation for communicating their experience to a potential employer and landing their first position. The learning that takes place outside of

the classroom provides students with the practical experience needed to demonstrate the knowledge they learned in the classroom and prepares them for working in a professional setting.

The transferrable skills involved students acquire as a result of holding leadership positions sets them apart from their peers who simply went to class and did not explore their talents, abilities and passions outside of the classroom. Student affairs professionals can assist students with connecting their leadership experience to their professional goals by providing students opportunities to reflect on their experience and development throughout their time with an organization or in a leadership position. Students who can recognize and communicate their talents, abilities and passions will find greater professional satisfaction and will be better prepared for life after college. Placing value on the transferrable skills attained during college and afterwards is the key to career advancement and success.

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About the Author



lillian Van Auken is Assistant Director for Student Life at the University of Dayton (OH). She previously served as Coordinator for Student Activities at Indiana University-Purdue University Indianapolis, where she was named Advisor of the Year for 2010-2011 and 2013-2014. While pursuing a master's degree at Miami University (OH), she

was named Outstanding Graduate Advisor for 2009-2010. Active in NACA, she has presented educational sessions and has written multiple articles for Campus Activities Programming®. She most recently served as a 2015 NACA® Mid America Graduate Intern Mentor. She also holds a bachelor's degree in education from Otterbein University (OH).



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SOON TO GRADUATE, BUT LACK PROFESSIONAL EXPERIENCE? GET INVOLVED!



REMEMBER ARRIVING AT SCHOOL FOR THE FIRST TIME AS AN UNDERGRADUATE. I walked into my dorm room with no clear vision or goals, simply excited to get started on my academic journey. Then, in a blink of an eye, I was in my junior year and, for the first time, I began to think about life after graduation.

What job opportunities would be available for me? What would I do with my degree? What applicable skills did I have?

I didn't really have answers for those questions, so I began to brainstorm what I could do with my free time between classes. I spoke to a few of my peers and learned they were actively involved in various campus organizations. I was unaware, though, of what benefits I could gain from utilizing my relative freedom as my peers were.

The main thing that prevented me from gaining more information on the multitude of campus leadership opportunities available to me was the freedom I enjoyed. I was accustomed to being readily available, readily available often to do nothing. So, upon researching a few job postings and reviewing the skills potential employers expected of new graduates in entry-level positions, I began to get a good idea of the basic skills I lacked. I then visited my institution's student life webpage and was shocked to see all of the organizations I could have been involved with since my freshman year!

Why Should You Get Involved on Campus NOW?

"Of course academics will be your main focus during college, BUT there's more to student life than going to class, choosing a major, and making sure you have the credits you need to graduate" (Indiana University of Pennsylvania, 2015). Students need experiences and opportunities, not only inside of the classroom, but in the university community, as well, to help improve their overall success rates. In addition, it's increasingly accepted that students who are involved in extracurricular activities and organizations are less likely to drop out of college because there is also a high correlation between student involvement and academic success.

Student involvement also can give you, as a student, the ability to find a balance between academics and a personal life while gaining skills to boost your résumé for the real world. The most costly resource to you while in college or at a university is your time and how you spend it, especially when you lack professional experience and specific skills potential employers will be seeking – skills that can be gained from being actively involved in your campus community through living-learning communities, student-run clubs and organizations, greek life, athletics, work-study opportunities and even philanthropic projects.

Many college campuses have resources available for students to develop holistically (academically, physically, socially, emotionally, professionally, and even spiritually), as a whole individual. One of the main obstacles for students, however, is that they are not aware of the opportunities avail-

able to them. If you're a student, starting today, explore your campus and your institution's website to learn more about the options available for you!

So, What Exactly Is Involvement?

"Student involvement refers to the quantity and quality of the physical and psychological energy that students invest in the college experience The greater the student's involvement in college, the greater will be the amount of student learning and personal development" (Astin, 1984, pp. 528-529).

How Can YOU Become a Leader?

Leaders can be born or they may evolve, depending on the individual's environment, socio-economic status, educational background, experiences and opportunities. A larger part of leadership involves skills. You personally can develop new skills or improve skills you already possess by practicing or learning more about them. Leadership can be learned through professional work experiences; through hands-on experiences such as work-study jobs, cooperative education assistantships or internships and even volunteer service, trainings and workshops; through evaluations or feedback, development plans, and educational courses; or through coaching and mentoring experiences and opportunities (Hughes, Ginnett, & Curphy, 2012).

To improve your leadership skills:

- Begin to reflect on your dream job.
- Look at current postings or schedule informative interviews.
- Ask for feedback from a mentor, advisor or supervisor.
- Attend conferences offered by national associations or organizations.
- Use campus resources such as a career development center or student life office.

What Kinds of Leadership Opportunities Are Available on Most College Campuses?

Opportunities for you to learn outside of the classroom can be offered by a number of departments and programs on most campuses:

- Student life: activities/events, student clubs and organizations (national, professional, educational, ethnic or religious), Greek life and athletics.
- Community service: philanthropy/fundraisers, volunteer work.
- Tutoring: peer tutoring or mentoring.
- Admissions: serving as orientation leaders or tour guides.
- Work-study: holding part-time jobs or working in residence life.

How Important Is it to Market Your Student Leadership Experiences?

One 2013 survey (Arnold-Cook) revealed that if an employer had two equally qualified candidates for a position, they used the following criteria to decide which to hire:

- Extracurricular activities: 3.6
- Volunteer work:.....3.0

(Based upon a 5-point scale where 1 = no influence, 2 = notmuch influence, 3 = somewhat of an influence, 4 = very much influence and 5 = extreme influence.

Next Step? Highlight Your Campus Involvement on Your Résumé!

In a recent survey compiled by the National Association of Colleges and Employers (NACE), employers listed these as the top skills they are seeking from new employees:

- Interpersonal skills,
- Communications skills (verbal and written),
- Honesty/integrity,
- Motivation/initiative,
- Teamwork skills,
- Strong work ethics,
- Strong values,
- Adaptability,
- Computer skills,
- Detail orientation,
- Organization skills,
- Self-confidence, and
- Effective time management skills (Arnold-Cook, 2013).

This is important information to have because it tells you just how important "transferable skills" are to the people who will potentially hire you. Employers still want/need you to have technical skills in your field, but beyond that, they also need for you to have the skills listed above. Knowing what employers want is a big advantage because it allows you then to market your transferable skills, the same transferable skills you can gain from your leadership experiences on campus.

What are transferable skills? Believe it or not, you are practicing and demonstrating these skills in current or prospective leadership roles and this is something you can "sell" to future employers.

The point is that the leadership roles you currently hold (or will in the future) on campus can help you develop very important, marketable skills that are highly sought by employers. So, your time and effort in being a leader on campus will help you in your future job search. What you are doing now is actually very important.

Upon graduation, your goal is to communicate this to employers. You want to capitalize on your campus involvement. So, how you can market your leadership experience/ skills to employers?

One mistake many students make is that they actually deemphasize their leadership experience, doing a very poor job of marketing what they have done on campus, rarely effectively tying it to a position for which they may be applying:

- Most leadership experiences are "hidden" in an "Activities" section.
- Most experiences are also not described in detail.

Section headers such as **RELEVANT EXPERIENCE** make experiences as an "Orientation Leader" stand out much more and bring this involvement to the top of your résumé.

Another wise approach is to actually create a **LEADERSHIP EXPERIENCE** section at the top of your résumé. This gets the important information right to the top and emphasizes your on-campus experience.

What Should Your Résumé Tell about Your Leadership Experiences?

Don't focus on titles! Instead, focus on your accomplishments, what you learned, and the skills or abilities you directly developed. Be as detailed as possible. Consider the following examples for describing experiences on a résumé:

- A fair description can be: "Planned campus orientation events."
- A better description can be: "Planned and coordinated campus orientation events for incoming freshman."
- A great description can be: "Planned and coordinated small- and large-group campus orientation events for an incoming freshman class of 200 students; resulted in significantly improved student survey results on program evaluation."

What Else Should You Know before Graduating?

Begin to evaluate your performance as a leader. Develop an

- Set SMART goals Specific, Measureable, Achievable, Realistic, and Time-bound.
- List two steps you will take to address your current

NACA® Member Benefit Helps Students Prepare for What's NEXT

NACA® NEXT (Navigating Employability and eXperience Tool) is a new tool designed to help students prepare for their next step after graduation – their careers. It has been developed in response to a survey published annually by the National Association for Colleges and Employers (NACE), in which employers identify the skills they are seeking from recent college graduates. This online tool allows students to evaluate themselves on the skills employers seek and provides them with suggestions for mastering these skills through their involvement in campus activities. As an added option, this tool allows them to have their advisors evaluate them on these same skills. Visit www.naca.org/Members/Next and sign up your students today!



weaknesses (lack of skills) and act on your opportunities on campus.

What if You Are a Non-Traditional or Graduate Student? What Are Your Options?

Non-traditional students are typically described as being over age 25, having taken a two-year or more gap between high school and college, having a family with children, and/or working a full-time job. This essentially means they do not have the time to be as actively involved on campus as a traditional student might, and their priorities are different. So, non-traditional students are instead encouraged to join a professional association or organization that is related to their field or major to:

- Stay current in your field.
- Build your network and find valued references.
- Acquire volunteer experiences through conferences and events that lead to valuable professional practice.

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About the Author



Arielle Norment, MSHE, earned a master's degree in higher education from Drexel University (PA), where she also served as an admissions recruiter. She earned a bachelor's degree in early childhood education from Indiana University of Pennsylvania, where she gained experience as a peer advisor. In addition, she has served as an adjunct professor in

the Early Childhood Education Department at Harcum College (PA). As an undergraduate, she served as president and treasurer of the Kappa Lambda Chapter of Sigma Gamma Rho Sorority, Incorporated.

NACA® CORE VALUES

STEWARDSHIP

Make fair and strategic decisions about the use of Association resources with a focus not just on the particular program, but for the longterm health of the Association.

INNOVATION

Imagine and create new opportunities, improve experiences, and anticipate the needs of our members.

COMMUNICATION

Enhance relationships through the effective, efficient and timely exchange of information and ideas.

RESPECT

Commit to see and celebrate the unique value in ourselves, others and the Association.

LEARNING

Provide opportunities for the acquisition of knowledge, skills and competencies.

INCLUSIVITY

Create, with intention, environments where all people can thrive and be successful.

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





To begin a discussion of graduate preparation in student affairs, I share one of my early experiences as a master's program student:

I was sitting in my intro to student affairs class in a traditional classroom lined with rows of desks. My classmates were talking incessantly about their desired roles in the field and the paths they would take to get there. The only end goal I had in mind was ultimately working in student affairs. I felt somewhat out of place, a feeling made worse when everyone around me seemed to have everything figured out, including all the course content. I expressed my concern about whether I had made the right choice to the faculty member teaching the class. He responded that the other students were all just as clueless, but felt a need to hide it.

WHY DO I SHARE THIS STORY? Because paths into and through student affairs are not clear for everyone entering the field. Part of the preparation involved often includes the graduate assistantship. I want to make something very clear, though: the support of graduate assistants is a shared responsibility. Obviously, the immediate supervisor has a clear role. But, so do the faculty in the graduate preparation program, as does each individual student. And we need to stress the importance of graduate assistants supporting each other.

Something I've heard for some time is that the academic programs need to do more in preparing graduate students. I get it. Grads are entering the field as new professionals, full of confidence, but supervisors are still having to spend time

training them. If new professionals have master's degrees, why should we need to do this? The reality, again, is we have a shared responsibility among grad prep faculty, supervisors and graduate assistants. Collectively, we must commit to fully supporting graduate assistants in their professional preparation.

In student affairs, we rely heavily on the labor of graduate assistants. Through their positions, graduate assistants gain a range of experiences, from planning programs to managing budgets, and from negotiating contracts to advising student groups. Those of us who have supervised graduate assistants know first-hand how invaluable they are. Despite that recognition, though, we could do better when it comes to supervising, and more importantly, supporting graduate assistants.

Immediate Supervisors

The immediate supervisor of a graduate assistant serves a crucial role in the support and development of graduate assistants in their quests to become student affairs professionals. Simply saying that supervisors need to provide support isn't enough, so I offer some suggestions. First, the supervisor needs to ask questions of the graduate assistant. For example:

- What is being covered in your courses?
- What connections do you see between course materials and assistantship experiences?
- What questions do you have about gaps or places where you don't see a connection between courses and assistantship experiences?

One of the more challenging aspects of supervising graduate students is that they don't know what they don't know - they don't know what questions to ask.

Also, when asking questions, the supervisor needs to listen - really listen. Be an active listener. Attend to what is being said, but also to what is not being said. In The Leadership Challenge, Kouzes and Posner urge us to "Model the Way." Likewise, it is important to be with the other person in the conversation, to be in the moment. Supervising graduate students is about more than directing the work of subordinates. The experiences you have with a grad student you supervise are part of the process of inducting them into the student affairs field.

A significant component of the experience of being a graduate assistant, intern, or practicum student is applied learning. For this practice to be effective, supervisors must encourage empowerment, which involves challenge. We must challenge ourselves to truly empower those we supervise and not simply dole out tasks. We must share decision making and provide support and paths for our grads to be successful. Empowerment is also about support.

I have heard and read critiques of student affairs graduate programs over the past couple of years that basically put the full responsibility of what new professionals need on the academic program. While I recognize that not every student in these programs has graduate assistantship opportunities, most do. Because part of the audience I have in mind are those who supervise graduate students studying in student affairs programs, I want to emphasize the responsibility of helping students connect the dots. We need professionals who can demonstrate the concepts learned in their graduate courses in the context of practice in the field. We can't assume that connections will happen automatically.

Graduate Preparation Faculty

Graduate preparation program faculty have the responsibility to support graduate assistants, not only as currently enrolled students, but as emerging members of the profession. Faculty support can and should happen, both inside and outside of class. In class, like supervisors, faculty should ask questions. Faculty have opportunities to structure class discussions and activities in ways that facilitate open dialog among

students about their experiences in particular course contexts.

Most faculty post office hours, but relying on students to drop in is a passive practice. When possible and practical, faculty should be visible in campus settings outside of academic buildings. This visibility can help them to be seen as approachable. But even that is still passive. Faculty (if they are able) should avail themselves to students, whether by attending programs and events or popping into the offices where graduate assistants spend time.

Individual Graduate Assistants

Each individual graduate assistant must be active in their own learning and development. Remember when I said supervisors must be mindful of the fact that sometimes you don't know what you don't know, that you might not know what questions to ask? What I've seen is that graduate students sometimes don't want to appear to lack prior knowledge. This means you might refrain from asking questions for fear of appearing to be unprepared. However, your role is to learn, and the first step in learning is to admit not knowing.

Make connections – connect course content to experiences in the field. Also, make connections with your peers and professionals in the field. Students should try not to think about networking for the sake of finding a job, but for the sake of building a learning network. It's not only about what you gain, but what you can contribute.

As a grad student, taking immediate ownership of your engagement can be tough, particularly if you're new in your environment. You almost have to wait to be given some direction. When I was a master's student, I had a practicum placement in greek life. I was basically left to read manuals about house corporations. I think the staff were waiting on me to ask questions. But, I was in that space where I didn't know what I didn't know.

Peers

Peers are one of the most important support systems for any student, but especially for graduate assistants. Who else understands the graduate student's struggles better than others in the same position? Peer support can be formal or informal. Formal peer support might come in the form of an official student group comprised of students enrolled in the graduate preparation program. These groups can be tremendous sources of peer support (this was true for me as a graduate assistant), but there are shortcomings. For instance, what happens if a graduate assistant is enrolled in a different, yet applicable, graduate program? What if one year yields weird group dynamics, or even in-fighting?

Informal peer support typically comes as graduate assistants develop bonds of friendship. Graduate assistants should be encouraged to connect with peers outside of class and other campus settings. While shared peer experiences through classes and campus events can be beneficial, I have found few replacements for blowing off steam (and occasional venting) that off-campus adventures can afford.

Connecting Ideas to Practice

In grad prep programs, we talk about theories that serve as a foundation to working with and on behalf of students. Sometimes, those discussions remain abstractions without addressing the specifics of how to work in the field. Graduate preparation is not simply about learning nuts and bolts of doing student affairs work. Grad programs are going to continue to address theory that guides the profession. Ideally, we're reaching toward deep learning that reflects a blend of theory and practice.

I've lost count of the number of times I've seen looks of shock on students' faces in the classes I teach when a student shares a story of encountering a tough moment in the field. I get it: we don't want to scare anyone away from the field. But I've known new professionals who never heard the tough stories in their grad programs and are shocked when having to deal with something difficult. Aspiring teachers rarely learn of the tough moments of teaching until coming face to face with them in their own classrooms. In other fields, such as counseling, social work - those programs teach the hard lessons. We must do better.

Doing It Together

Reach out to faculty in grad prep programs, whether on your own campus, your alma mater, or the campus nearest you. We're committed to the future of the field, too. How can we help you support the grad students with whom you work?

Contributing to Scholarship

I've talked to many professional staff over the years who say there's very little research available on campus activities and related areas. Fill that void! Student affairs professionals need to feel capable of addressing gaps they see in literature. Not sure how to do that? Talk to faculty - publishing and presenting is part of the faculty job.

Being a Guide

Our master's students need us to guide them into the profession. It's up to us to help them find their paths and wade through the degree requirements. By working together, mindful of the principles and philosophies that shape our work, we have an amazing opportunity to contribute to the future of graduate preparation in student affairs.

We must be honest about the work we do in student affairs. It's not all bulletin boards and icebreakers. Working in campus activities isn't just about planning events and concerts. There are difficult conversations with students, with vendors, and with each other. I work in student affairs because I was an involved student. Someone saw something special in me and suggested I explore the field. I didn't have any clue about difficult conversations until I was having them as a grad student and new professional. I don't want to scare people away from working in student affairs, but I do want us to do a better job of conveying the intricacies and impact of our work.

About the Author



Dr. Brian Bourke is a faculty member in the postsecondary education master's program at Murray State University (KY), where he focuses on student affairs professional preparation. He discovered student affairs through his involvement in student government and campus activities as an undergraduate at the University of South Carolina

Upstate. That involvement led to graduate school at the University of South Carolina, followed by several years working in residence life, along with doctoral study at The University of Alabama. Since becoming a faculty member in 2007, he has helped dozens of emerging professionals find their paths into student affairs.

OUR MASTER'S STUDENTS NEED US TO GUIDE THEM INTO THE PROFESSION. IT'S UP TO US TO HELP THEM FIND THEIR PATHS AND WADE THROUGH THE DEGREE REQUIREMENTS. BY WORKING TOGETHER, MINDFUL OF THE PRINCIPLES AND PHILOSOPHIES THAT SHAPE OUR WORK. WE HAVE AN AMAZING OPPORTUNITY TO CONTRIBUTE TO THE FUTURE OF GRADUATE PREPARATION IN STUDENT AFFAIRS.



"THANK YOU,
NACA, FOR THIS
SCHOLARSHIP AND
FOR HELPING ME GET
ONE STEP CLOSER
TO ACCOMPLISHING MY
LONG-TERM GOALS!"

Erika BellThe Ohio State University

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"I HOPE I CAN GIVE BACK AND HELP SOMEONE ACHIEVE THEIR GOALS, AS THIS SCHOLARSHIP WILL DO FOR ME."



Tenasia Law Point Park University (PA)



LEFT: Emily Teitelbaum (right) and her soon-to-graduate graduate assistant, Tiffany Powers, who was named Outstanding First-Year Student in 2015.

BELOW: Amanda Mintz (right) and her current supervisor, Lori Vaughn, Associate Director for Student Activities at Florida State University.



Fostering Positive Relationships between Graduate Students and Supervisors

by **EMILY TEITELBAUM**

University of West Georgia and

AMANDA MINTZ

Florida State University

THE RELATIONSHIP GRADUATE STUDENTS MAINTAIN WITH THEIR SUPERVISORS can be instrumental to their development in graduate school. In a study observing the transition experiences of graduate students into their work roles, supervisors were mentioned as " ... the biggest hindrance to the students' transition, or just the opposite - supervisors were critical in aiding in the process" (Haley, Hephner LaBanc & Koutas, 2011).

However, the level of attention graduate students expect from their supervisors can sometimes seem unrealistic when combined with the variety of expectations placed on campus activities professionals. We'd like to enhance understanding of both the graduate student's and supervisor's perspective and provide practical tips for navigating this important relationship.

The Graduate Student's Transition

The graduate student role can be a challenging one. Graduate students are navigating a number of different transitions and roles, all the while trying to integrate themselves into office cultures, find their places in the academic program, and maintain relationships from the lives they left behind. Many graduate assistants face homesickness in the first few months and struggle to maintain relationships while also investing in new ones. Furthermore, being in a paraprofessional role provides its own set of challenges as students strive to meet expectations, impress others and be professional, all while still having a significant amount to learn and often feeling lost in a new environment.

The Supervisor's Experience

Although not facing the same type of transition, supervisors also juggle a number of responsibilities and expectations. They must report to a variety of constituents, including their own supervisors, the dean of students or the vice president of student affairs and, even at times, the president of the university. The supervisor may also have "other duties as assigned" included with their job descriptions, such as serving on committees for the institution or professional organizations. Some supervisors also have additional projects, teach an undergraduate course, or advise a student group, all while also wanting to support and invest time in their graduate assistants or the new professionals they supervise.

For many graduate students, the relationship with the supervisor can be critical in creating a supportive environment for learning and growth throughout the graduate experience. We, among others in the field, support the need for investment in the relationship between graduate student and supervisor. Petroc and Pearcy of Ohio University (2013) found graduate students reported desiring the following from their supervisors:

- "A supervisor who is both accessible and approachable."
- "A personal, meaningful relationship with a supervisor."
- "Ongoing and consistent feedback."
- "Guidance, teaching, and modeling appropriate behavior."

While idealistic, with all that supervisors have to manage, many are unable to provide these qualities to those they supervise.

The Graduate Student's Perspective

As a current graduate student, I (Amanda) want to share what I believe are some thoughts graduate students have, specifically at the beginning of their graduate experiences. Gathered with input from peers and cohort members from various institutions, the following are myths we believe ultimately hindered our relationships with our supervisors

or our work environments, or our ability to perform to the highest standard.

- "I don't want to burden my supervisor with too many questions. I'll impress them by figuring it out on my own."
- "My supervisor will think I am ungrateful or lazy if I ask for time off."
- "I'll never have time for myself between school and my graduate assistantship."
- "What am I doing here? I made a huge mistake coming to graduate school!"

Tackling each of these myths requires reliance on three strategies. First, graduate students must be willing to selfadvocate. While some graduate assistants are fortunate to have supervisors who will advocate on their behalf, sometimes you must be willing to advocate for yourself. Advocacy is rooted in your ability to live your values. For example, if you value family, advocate for time off to visit home or to travel. If you value spirituality, fight for your ability to consistently take time each week to pursue community with others or personal time for meditation. In the student affairs field, we often preach self-care and work-life balance, but do not always live out those actions.

Advocacy also involves being realistic with what you want out of your assistantship experience. Ask for additional projects, take initiative in your office, or ask to shadow professionals in other functional areas. This time is yours to make it what you want, but you must be willing to be an advocate for your own experience.

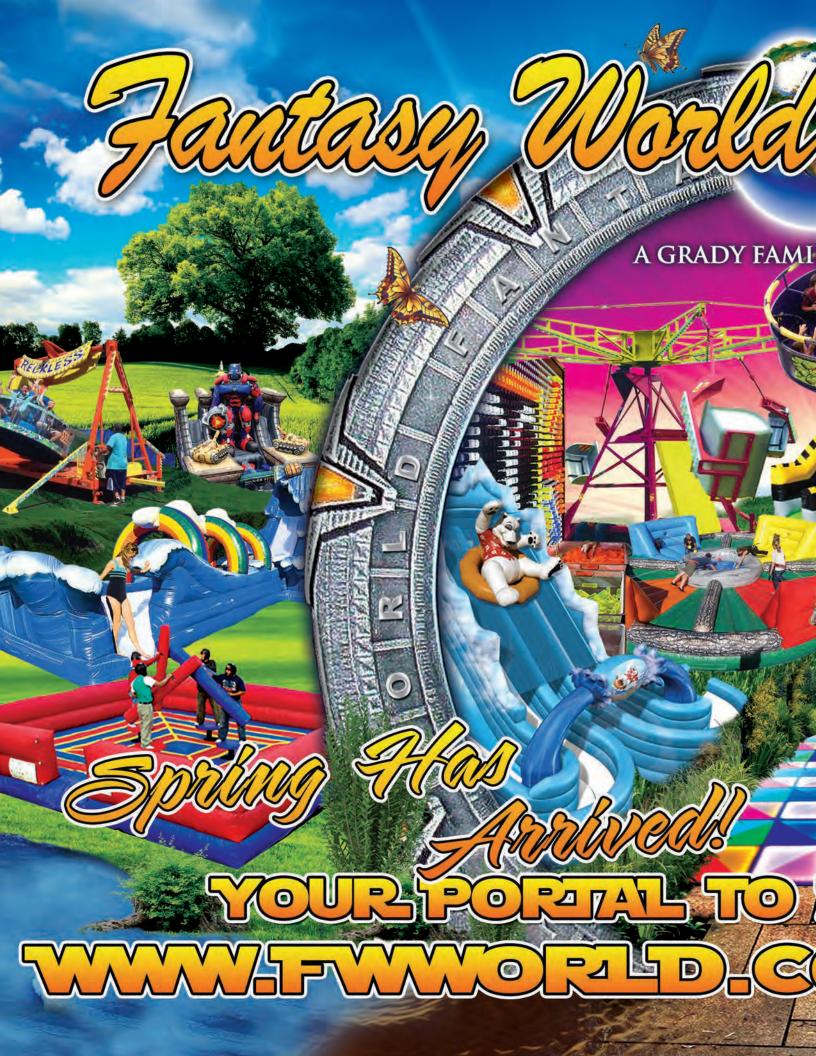
A second tip for managing the relationship with your supervisor is to manage up when you can, and know when you cannot. There will be times when it is appropriate to give your supervisor feedback, and there will be some instances in which the institutional or office culture tells you managing up is inappropriate. As you spend time in your office or at your institution, you will learn how to navigate this sometimes challenging dynamic. Understanding the office culture will help you decipher how to manage your time properly between work and school.

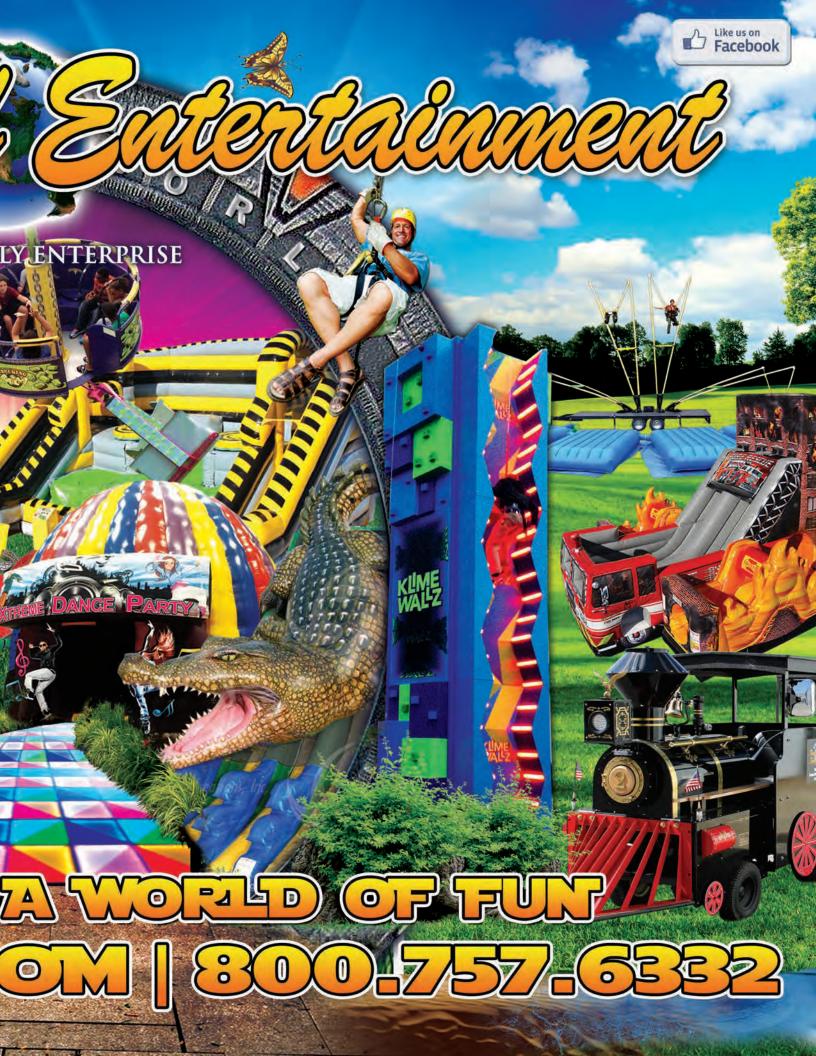
Finally, **reflect** on your experiences. Graduate students inevitably face a point in the first year when they ask, "What am I doing in this program? In this field? At this institution?" When that moment comes, reflect on what brought you to where you are. More importantly, feel empowered to be honest with your supervisor about how you are feeling and advocate for the challenge and support you need.

While responsibility to put these strategies to use falls largely on the graduate student, these tips also require action on the part of the supervisor. If your graduate student is trying to self-advocate, provide a supportive space for them to do so. Create opportunities for your grad to give you feedback, and genuinely be willing to hear their concerns. Finally, guide your grad through the process of reflection and help them make meaning from their experiences.

The Supervisor's Perspective

Your supervisor may be trying to balance their busy schedule with the needs of their graduate assistant. I (Emily)





often try to balance the hands-on approach with giving my graduate assistant their independence. I want my students to know I will be there to support their growth and learning process while also giving them space to be creative and independent. I think it is helpful for both people to know that our schedules are ever-changing and flexibility is key. One of the best lessons I have learned in this field is to be patient and flexible. You can almost guarantee that no matter how much you prepare for an event, program or a day at work, something is bound to come up, and having the flexibility, patience, and peace to move through it is important.

It is also important to make time for graduate assistant training and orientation as graduate students begin their jobs. Make sure your office sets up that time to review policies and procedures of the office and the university. Also, conduct personality tests, icebreakers, and team builders with everyone in the office so they can get to know each other better. It is very important to share your expectations of them and learn theirs of you, and give them a detailed and concise job description and expectations (with other duties as assigned included, because we get this!).

I advise taking a personal, mentorship approach to working with graduate students. Helping to develop a graduate student into a strong professional is one of my favorite parts of the job. Setting aside time for consistent biweekly or weekly one-on-ones, including time to not only talk about work, but also school or anything else they may want to discuss, helps to foster open communication lines. The newest thing my graduate assistant and I have done is create a Google document we share for one-on-one discussion items. This gives us a space where we both can see before our meeting what we need and want to discuss.

Taking time out of the office, such as for coffee or lunch meetings, helps change the pace of the office environment and can inspire creativity and conversation. Also, maintain an open door policy with your graduate assistant and always make time to answer their questions whenever they come up. It is important to remember that academics come first, so be supportive and understanding, and help them work on a calendar and schedule so they can enhance their time management skills. As a result, they are able to learn how to balance school, work and the importance of their personal life!

I also recommend applying the Five Practices of Exemplary Leadership (Kouzes and Posner) to the supervision of your graduate assistant:

• Model the Way: Remember you are a role model to your graduate students. They are watching you to learn how to be a professional - in email, in interactions with

- colleagues, and how you dress and act. Try not to participate in office gossip or other negative discussions.
- Inspire a Shared Vision: Create a shared vision together. Make goals for the year together and list shared expectations. See the importance of developing your graduate student and putting the time into working on your shared goals and vision.
- Challenge the Process: Help your graduate students see it's okay to ask for more information or challenge some traditions or policies. But also help them learn why the policies are there or advise them that it is best to wait a year at an institution and learn about the culture before they try to change things or compare your current school with their past institution. Help them feel comfortable with being a part of positive change and being a part of new ideas or a new vision and give them the opportunity to give feedback.
- Enable Others to Act: Encourage your graduate student to feel competent and establish trust in them. Give them independence but provide them the tools and support to be able to do things on their own. Invite them to be on committees with you; encourage them to get involved with NACA, NASPA or ACPA. Encourage your graduate assistant to present at conferences or to be involved with other opportunities on campus. Also, show them you do not ask others to do things you would not do yourself. Be that example; help them realize you make copies, answer phone calls, or help out with office events just as you may ask them or a student worker to do. Enable and inspire them to be the best graduate student and paraprofessional they can be.
- **Encourage the Heart:** Appreciate what your graduate student does for you and for the office and for the students on your campus. Show your appreciation. Find out in what ways your graduate assistant likes appreciation to be given; do they like public gestures, a note or email, cookies, or a lunch out? Show your appreciation and trust and say THANK YOU. Make them feel connected and a part of the team and show them they MATTER!

My final pieces of advice are:

- Commit to enhancing the life of your graduate student, just as you do with the students you advise.
- Remember that you once were a graduate assistant/student, so take from the good and bad you experienced and try to make their experience the best it can possibly be.

Synergistic Supervision

Synergy is illustrated by the equation 1+1=3; the effect of

ADVOCACY ALSO INVOLVES BEING REALISTIC WITH WHAT YOU WANT OUT OF YOUR ASSISTANTSHIP EXPERIENCE. ASK FOR ADDITIONAL PROJECTS. TAKE INITIATIVE IN YOUR OFFICE. OR ASK TO SHADOW PROFESSIONALS IN OTHER FUNCTIONAL AREAS. THIS TIME IS YOURS TO MAKE IT WHAT YOU WANT, BUT YOU MUST BE WILLING TO BE AN ADVOCATE FOR YOUR OWN EXPERIENCE.

a joint effort is greater than the sum of individual parts or contributions. When synergistic supervision exists, working together allows you to achieve and accomplish more than either could do on their own. The following four components of synergistic supervision, described by Petroc and Piercy (2013), are particularly important to consider:

- Joint effort: When the relationship is synergistic, goals are created together, and both the supervisor and the graduate student put forth equal and mutual effort into the relationship. Asking yourself, "Are both parties putting forth energy and effort toward the relationship?" will help you discover how you are doing in this area.
- **Growth orientation:** In a growth-oriented relationship, the supervisor considers student development in the supervision process by focusing on personal and professional growth, assessing skills and knowledge, and exploring potential career aspirations. To assess if your current relationship is growth oriented, ask yourself, "Are there regular conversations on the professional and personal growth of the GA?"
- **Systematic and ongoing process:** In a synergistic relationship, regular time should be set aside for one-to-one meetings. Furthermore, these meetings should not simply be for workrelated tasks, but also for giving and receiving feedback, examining the progress of goals, and discussing priorities. Assessment of this aspect of the relationship is done through the questions, "Are one-to-one meetings NOT canceled? Are they more than just reporting on tasks?"
- Holism: Finally, synergistic relationships focus on personal development as well as career aspirations. To share a personal anecdote, I (Amanda) recall a time in which I was making a decision about where to accept a summer internship. I was managing competing priorities and had more than one great option on the table. My supervisor, who knows I value my faith and spirituality, challenged me by asking if I had prayed about the decision yet. I remember how valued I felt because she knew not only my career goals, but also about my personal values and she encouraged me to pursue them in the context of work. If you are wondering if your relationship with your supervisor is holistic, ask the following question: "Does the supervisor value the GA as a whole person (class, wellness, personal lifestyle, career goals)?"

Arminio and Creamer (2001) studied what student affairs supervisors think makes for effective and quality supervision. Their results demonstrated the following:

"Most remarkable about our findings is that quality supervisors who participated in [our] study did ordinary things but in a persistent and direct fashion They supervise as ethical and principled educators constantly and consistently, seeking to accomplish goals through synergistic relationships in supportive environments."

You do not have to do anything extraordinary to be an exceptional supervisor. Be ordinary, but do so persistently and in a supportive environment that encourages a mutual relationship. Through understanding the complexities of this relationship, gaining knowledge of differing perspectives, and putting to use the personal tips and tricks we have shared, we hope you feel encouraged to take necessary steps forward in making your relationship as positive and productive as it can be.

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About the Authors



Emily Teitelbaum is Assistant Director for Student Events and Programs at the University of West Georgia. Active in NACA, she most recently chaired the 2015 NACA® Concert Management Institute and is a Graduate Intern Mentor for the NACA® South Regional Conference. In addition, she has held other volunteer positions in NACA® South, has

presented educational sessions on the regional and national levels, and has written several articles for *Campus Activities Programming*®. She was named Employee of the Year at the University of West Georgia for 2013. She holds a bachelor's degree in psychology from Denison University (OH) and a master's degree in higher education from Southern Illinois University.



Amanda Mintz is a Graduate Assistant in the Student Activities Center at Florida State University, where she works with Homecoming and other large-scale programming initiatives. Amanda has been active with NACA as a graduate student, serving as a graduate intern for both the NACA® South Region and the NACA® National Conven-

tion. She was named FSU's New Employee of the Year in the Division of Student Affairs for 2015. She is pursuing a master's degree in higher education and student affairs. She holds a bachelor's degree in linguistics from Baylor University (TX).

A GRACEFUL EXIT:



Departing with Class

By
ASHLEY CRISP
Clemson University (SC)

"CLASS IS KNOWING WHAT TO SAY,
WHEN TO SAY IT, AND WHEN TO STOP."

While the author of this quote is unknown, the concept is not. In fact, it's rather relevant in the world of professional behavior and development. It doesn't matter if you are a student leader, a new professional in your first job, or a seasoned veteran in your career – exiting with grace is something every individual needs to know how to execute.

You may be thinking, "But I just entered my leadership or professional position. I don't need to think through how I plan to leave. I'm just trying to handle the first 90 days!"

A first impression is critical; others are looking to see how you handle stress, conflict and change. A lot of what you do is measured by the person who previously served in your position, and it will take some time to build trust and rapport within the group. The buildup in the first few hours, weeks and months solidifies how you plan to lead. But by the end of your position, everyone will have an understanding of your philosophy, your commitment and your leadership.

That's why making a graceful exit is so important. It adds a new facet to your leadership and will probably be the final memory members will have of how you handle transition and change. When it comes time to sever ties – naturally or unexpectedly – how do you want to be remembered?

Peers and advisors are more likely to cut you some slack in the beginning – you're dealing with a new set of rules, a new level of time commitment, and a much higher expectation for responsibility. One month on the job can completely change your outlook and opinion!

In contrast, an exit is something that is usually left as a

last-minute task. Unfortunately, your exit impacts many other people, and leaving them with short notice or a conflict to resolve can destroy credibility you built in the beginning of your time in the role.

A graceful exit will allow you to speak honestly with others in the organization, provide information in a direct but reassuring way, and it will give the organization a direction moving forward. It's a last demonstration of leadership, and it can leave a great final impression when people remember your contributions.

Exiting with grace isn't just about sending the last email or handing over the gavel. There are several simple steps you can take to make sure the news is delivered in an effective and efficient way to your group.

What Do You Say?

Tell the Truth:

Be honest about your departure. It could be the natural conclusion of your leadership experience. It could be you are burned out and have lost interest in the organization's mission. You may have lost an election for a position you

were passionate about and now you no longer have a connection to the group. Maybe you are taking on another role with another organization. Odds are the reasons will not come as a big surprise to those who know you well or work closely with you. Don't feel embarrassed to say the workload was overwhelming or you just don't have the enthusiasm you did in the beginning. If your departure aligns with your values, it won't be difficult to justify it to the other members. It's okay to say that while you value the organization and the experience it provided you, you value other things more.

Set the Tone:

The reason for departure is less important than how you frame it. Delivering the news with a positive tone is critical. So, any negativity that comes with your departure shouldn't be gener-

ated by you. If you set a tone for disagreement and bitterness, you are giving permission for others to follow suit. Even if you are leaving in the midst of conflict, the focus should always be pushing forward to the future – for you and for the organization.

Talk about the positive change the organization has made in your time, or in the last five years. Your departure discussion can be just as much of a charge forward as it is a way to make a graceful exit. Discuss what attracted you to the organization to begin with, and emphasize that the work being done is still a great contribution to the institution. There is no reason to destroy your reputation or that of the organization due to your departure.

Manage the Transition:

Not to burst your bubble, but your departure is only one part of the equation at this point. In the announcement of your exit

should also come the plan for the future. The mission and values of the organization are of the utmost importance at this time, and that should remain the focus of the conversation.

Provide information on what the next week, month and year will look like. Any time you present a problem to the group, you should also present a potential (or even a final) solution. Confusion won't benefit anyone involved - and it doesn't make for a good last impression. Ensuring that programs, ideas and people are in good hands says a lot about your ability to see beyond your own personal situation. And, it says a lot to people who come after you.

When Do You Say It?

To Your Supervisor:

The best time to break the news isn't in a moment of frustration or at the first opportunity for a "shock and awe" moment. Anyone to whom you report directly needs to be the first to learn of your departure. Give them the courtesy of knowing the details before announcing to the rest of the organization.

Why? Everyone in the organization is going to be looking at your supervisor's reaction. They are going to partly process the transition based on popular opinion, and the attitude of that heavily relies on the reaction of your supervisor. It's better to have someone in your corner when it comes time for the discussion. Don't add another opponent to the mix.

A GRACEFUL EXIT WILL ALLOW YOU TO SPEAK HONESTLY WITH OTHERS IN THE ORGANIZATION. **PROVIDE INFORMATION IN** A DIRECT BUT REASSURING WAY, AND IT WILL GIVE THE **ORGANIZATION A DIRECTION** MOVING FORWARD. IT'S A LAST DEMONSTRATION **OF LEADERSHIP, AND IT CAN LEAVE A GREAT FINAL IMPRESSION WHEN PEOPLE REMEMBER YOUR CONTRIBUTIONS.**

To Your Successor:

If a person or position will immediately take the place of the one you are vacating, you need to inform that individual, as well. No one should find out they are the new president of an organization in an email blast. Find time to talk with this person privately, answering any questions and providing any information that would be useful to them. If you still value the organization and its mission, you will care more about presenting a united front and a solution moving forward than a dramatic exit for the ages.

You will likely continue to communicate with your successor regularly moving forward on myriad concerns and questions. That's normal; this isn't just a one-time conversation that makes everything okay. But, it is a start in showing that you believe they can take the organization in a direction of growth. You want to give them the courtesy of

providing the best possible starting point for them, regardless of the reason behind your own personal departure.

To Everyone Else:

Once your supervisor and your successor know, it's going to be hard to keep the news a secret. While it is always preferred to inform others in person, use your best judgement on the mode of communication you choose. Some organizations are large enough that a meeting is impossible. In that case, you could still inform an executive board or a leadership team in person.

If you are waiting on a few final pieces to come together, hold off on sharing the news. It's better to present the situation and its resolution simultaneously - it leaves less room for speculation in the meantime. You want to maintain honesty but demonstrate that you have thought about all the possible outcomes, needs and pressing issues that will arise in your absence. Having answers to those questions when you deliver the news will allay fear that might initially accompany the news of a leader or professional exiting the organization.

When Do You Stop?

Just because you have made the announcement of your exit doesn't mean the job is finished. What loose ends need to be tied up for the next person to be successful? What about your ideas and creations – do they become the property of the organization?

Depending on your role, these questions will be answered differently. The important thing is that you leave the organization well prepared for the future, even though you won't be present for it. So, any final projects that really require your presence and decision-making should be discussed with your supervisor and, potentially, with your peers. It may be easier for you to finish putting the final touches on an event or program; your organization may decide that's the best way for your replacement to learn. Ask for honest feedback from other affected leaders and act accordingly. Your mission is to exit with grace, not to leave a heap of issues for the next person who is just now diving into their leadership journey.

As for ideas, programs and processes you brought to the organization – think carefully before making a fuss over those. If you brought a great new idea, you have ownership over its creation and original implementation. No one can take that away from you. For the survival and betterment of the organization, allow the group to keep the idea; your legacy will survive with it. See it as a compliment that what you bring to the table contributes to the greater good and can withstand the test of time.

Why Does It Matter?

If for no other reason than your reputation, make a graceful exit. Your advisor, your peers – these people are potential references for you one day. And if you are leaving to pursue another position or another interest area, it is hard to find any one group that is completely isolated from another. Word travels quickly, and there is no reason to ruin your reputation with a hasty dash out the door.

It will better serve you to continue to see value in the organization, its purpose, and its needs. Leaving an organization doesn't erase your previous participation. It doesn't change what you did contribute or what you felt during your tenure. It just means priorities have shifted, and it's time for you to take on something else. People remember your exit. It's your last impression, and it may be the final impression some people have of your leadership.

Extend a Final Courtesy

Exits are hard – it's difficult to communicate that you don't find enjoyment anymore, that you are burned out, or that you have found something else that has sparked your interest. But that doesn't have to set the tone for your exit. You can still do yourself and your organization the courtesy of a graceful, thoughtful exit to allow a new leader or professional to step in and make a great start.

About the Author



Ashley Crisp is an Academic Advising and Coaching Specialist with Clemson University (SC), where she earned a bachelor's degree in communication studies. She also holds a master's degree in higher education/student affairs from the University of South Carolina. As an undergraduate, she worked in student media and, as

a graduate student, she advised student government. She currently advises a service sorority.

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EXIT INTERVIEWS FOR STUDENTS:

An Assessment Tool

By

KAITLYN SCHMITT

George Washington University (DC)

In this era of declining financial support, demonstrating student learning through assessment is paramount. But measuring student learning in co-curricular activities doesn't have to be difficult and time-consuming. Exit interviews provide an efficient method to measure student learning and gain insight into your organization.

An exit interview is a formal conversation with a person who is departing your organization. Exit interviews are popular in the corporate sector as a method of discovering why a person is leaving a company and how the company could improve the organization to reduce turnover. Of course, in student organizations, there will always be turnover – which provides a natural conduit for conducting qualitative assessment through exit interviews.

Benefits of Conducting Exit Interviews

The benefits of conducting exit interviews are numerous and apply to the student, the student organization, and the institution.

- Opportunity to reflect on the student experience. Exit interviews provide students a structured time to reflect on their experience. Asking good questions, particularly followup questions, in the exit interview can facilitate student learning.
- Easy for students to complete. Students are constantly bombarded with requests to complete surveys. This can lead to survey fatigue, which negatively impacts survey participation and results. Different from a survey, an exit interview allows students to give feedback in a way that feels much less formal. Moreover, an exit interview involves interacting with another person rather than

- answering questions on a computer. Many people find it easier to respond to questions by speaking rather than typing. These qualities make an interview a more pleasant way for students to participate in assessment.
- Reflections on the entire experience. Graduating students have completed their experience with your organization. Ideally, these students have gained all they can from the experience you offer. Exit interviews are a way for you to gain insights about the experiences of students in your organization - from beginning to end.
- Limited reasons for students to withhold critical feedback. A major benefit of conducting exit interviews is that graduating students have no incentives to temper their responses. They are leaving the organization and the institution, and do not have major concerns about how what they say will impact their future. In contrast, returning students may not provide truly honest feedback out of apprehension that critical feedback may hurt their future experience in the organization or harm a chance at a future leadership position.
- Way to tap into new ideas for the organization. You might be surprised at some of the ideas students express in exit interviews. Departing students may use this opportunity to voice ideas they have been considering or on which they have been ruminating - particularly if those ideas did not



fit into any other discussions that occurred.

• Way to demonstrate student learning. As students reflect on their experience in the organization, they can think about how they are different from when they first joined. They can provide qualitative data about how they have changed or grown while in the organization. They may even point to specific events that have facilitated their growth. This conversation can provide a method for demonstrating student learning, as well as student self-awareness of that learning, and specifically tie learning to the experiences your organization provides.

How to Conduct Exit Interviews

Once you decide to conduct exit interviews, you must decide who will participate in them. Exit interviews are typically conducted with people leaving the organization, but you may want to conduct exit interviews with all student leaders as they exit their respective leadership positions. Or, you may want to restrict yourself to interviewing only graduating students, not students who are departing the organization mid-term. The appropriate participants will depend on your institution, your organization, and what you're trying to discover. If you want participants to be honest without fear of repercussions, limit your participants to students leaving your organization or institution. If you want feedback on all leadership positions, hold interviews with all exiting student leaders.

You may also want to consider who will be conducting the exit interview. Will a full-time staff advisor conduct all interviews? Will a graduate assistant or the student leader of the organization involved conduct interviews? Will you get the best data if the interviewer and the interviewee have a pre-existing relationship or if they do not have a relationship? What is most appropriate for your purpose?

For example, at the College of William & Mary (VA), the programming board conducts exit interviews with graduating or departing students from the executive board. The programming board consists of over 100 students, so exit interviews with all departing students is not practical for the advising staff. They aim to interview any student departing from the executive board, whether it be at mid-term or at graduation. This provides valuable feedback, especially when a student did not have a positive experience with the programming board.

Staff or graduate assistant advisors conduct the interviews. This allows for appropriate follow-up questions during the interviews and first-hand memory of the conversations during data analysis. They choose to have students interview with their direct advisor. In this campus culture, they believe students tend to be more forthcoming in their responses when they are talking to a person with whom they have a pre-existing relationship. In addition, many graduating

seniors appreciate the opportunity to say goodbye to their advisor in this final one-on-one meeting.

You will also need to decide what questions you will ask in your exit interviews. An interview can be a conversation with the participant, going in whatever direction is best for them, but having some defined questions can be helpful to guide the conversation.

When developing your questions, it's best to start with easy, positive questions such as, "What did you like best about your experience?" These kinds of questions prompt participants to reflect in a non-threatening way. Then, as the interviewer and the interviewee get more comfortable in the conversation, they can move on to harder questions or questions that are likely to have critical feedback.

Remember to ask open-ended questions. Closed questions with limited response options will provide you with limited responses and are more appropriate for surveys. If you are trying to gather qualitative data, open-ended questions will better suit your purposes. Additionally, try to reduce leading questions and limit listing example responses to minimize bias in responses.

The best questions for you will depend on what you want to know. If you are looking for student learning, be sure to ask about how the student has changed. If you want feedback on a particular experience or something your organization did differently this year, ask specifically about that. You can tailor the questions to your needs.

Be cognizant of the number of questions you're asking. Interview questions ought to be open-ended to provide for rich qualitative data, but that means they often take longer to answer than you might expect. They will also likely take longer to answer than questions for a job interview because of the reflective nature of the questions. In my experience, 10-12 questions is appropriate for an hour-long interview.

If you are uncertain about your questions or question sequences, look into research about how to conduct interviews. Resources on interview protocols can be useful. You can also work with assessment experts on your campus.

Sample Interview Protocol

This interview protocol was developed by staff and graduate assistants at the College of William & Mary for the programming board, Alma Mater Productions (AMP).

- 1. What have you enjoyed most during your time in AMP?
- 2. What did you enjoy least during your time in AMP?
- 3. How was your executive board position similar to or different from what you expected when you accepted the position? What expectations were not met?
- 4. Do you feel we provided sufficient training for your position? What was most useful to you from training? What changes would you suggest?
- 5. How has your involvement in AMP contributed to your overall student development? In other words, how are you different because of your involvement in AMP?
- 6. What skills have you developed or honed because of your involvement in AMP?
- 7. How has your involvement helped you to more clearly

- define your career path or career goals?
- 8. What improvements would you suggest to enhance the experience for future students?
- 9. What information would you pass on to the next person in your position?
- 10. What else would you like to share?

Sample Findings and Data-Based Decisions

After you've conducted all the interviews and compiled all the responses, it's time to analyze your data. Look for trends in the responses or great ideas that you heard. Use this data to report impact of student involvement and to start a discussion about improving the experience of membership in your organization.

For example, in the leadership development office at the College of William & Mary, we used the Social Change Model of Leadership to frame experiences for students, focusing on exploring self, others and community. In the exit interviews conducted with programming board leaders in April 2015, 50% of students said their participation in AMP helped them develop greater knowledge of self. Additionally, 38% of students said the programming board improved their leadership by providing opportunities for them to practice leadership and by giving them additional perspectives.

All students listed skills the programming board helped them develop or hone. In particular, 75% listed interpersonal skills and 63% listed communication. These statistics were quoted in the annual departmental assessment report as supporting data that the experiences our department facilitated helped students develop an awareness of self and improve group effectiveness by capitalizing on different perspectives.

Additionally, exit interviews helped the programming board jumpstart conversations about improvements to the experience. For instance, College of William & Mary student leaders repeatedly reported feeling unprepared for their role on the executive board. They cited poor (and boring) training, as well as a large increase in responsibilities when transitioning from general board member to executive board member. This data encouraged the executive board to look at the board's training model from the time of initially joining to graduation.

From these conversations, the programming board decided to adjust its structure. They added another level of leadership for students that included greater responsibility and time commitment than a general board member, but not as much as an executive board member. When new Executive board members were selected in spring 2016, 60% of new executive board members had served in this mid-level leadership role, indicating that this leadership experience provided preparation for future leadership roles (though the full impact remains to be seen). Moreover, the advisors and student leaders restructured the Executive board training. For the 2015-2016 student leaders, training began during the spring 2015 semester and continued throughout the fall semester – a marked difference from trying to cram all training into one weekend retreat in the summer.

In addition, the weekend training retreat was refocused on activities and discussion rather than lecture, emphasizing soft skills such as delegation and communication over hard skills

WHILE EXIT INTERVIEWS CAN PROVIDE MEANINGFUL DATA AND FEEDBACK, THERE ARE LIMITATIONS TO EVERY ASSESSMENT. A SINGLE EXIT INTERVIEW IS THE PERSPECTIVE OF ONLY ONE PERSON. DEPENDING ON WHOM YOU CHOOSE TO INTERVIEW, YOUR SAMPLE MAY NOT BE REPRESENTATIVE OF THE ORGANIZATION.

like making room reservations. These data-based changes received positive feedback from the new student leaders and led to a greater sense of community on the executive board.

Other interesting ideas arose from the AMP exit interviews. Students suggested new ways of operating, such as formalizing a transition meeting (where an outgoing chair attends an incoming committee's meeting), collecting graduating students' résumés as examples for future members, or providing academic credit for serving on the executive board. While some of the ideas were impractical at the time, they demonstrate that exiting students capitalized on the opportunity to discuss their ideas, providing thoughtful and thoughtprovoking responses. The organization benefited from providing this open floor for feedback.

Additional Considerations

Here are other points you might want to consider when conducting exit interviews.

- Conduct the interviews during regularly scheduled one-on-one meetings. This will minimize the time commitment for the student, which increases the assessment participation.
- Approach the process with an open mind. Expect to hear appreciative and critical information from each student both the superstars and the members who did not appear invested in the organization. Everyone's experiences include positive and negative aspects. You may find that a person who did not appear invested actually cared about and enjoyed your organization, but was never given the chance to talk about their ideas.
- Record and transcribe the interviews. This requires additional technology and staff hours, and exit interviews can be valuable even if they are not recorded and transcribed. However, transcriptions can provide you with the most accurate data for your analysis and decisions. It can also provide direct quotes to include in reports, brochures, websites or other places where you may want to highlight impact.
- Recognize the limitations of exit interviews. While exit interviews can provide meaningful data and feedback, there are limitations to every assessment. A single exit interview is the perspective of only one person. Depending on whom you choose to interview, your sample may not be representative of the organization. For example, interviewing only graduating students or only executive board members will provide you with a skewed perception of the

experiences of younger members or non-executive board members. As long as you remember the population from which you are drawing, you can make strong decisions based on the data from your sample.

Ending on a Positive Note

Exit interviews are a straightforward assessment method for gathering qualitative data about your organization. This qualitative data can help improve the experiences of students in your organization and demonstrate student learning. They are also a nice way to say farewell to the departing students and end the relationship on a positive note. If you design your exit interviews with good questions that are meaningful to you, you are likely to find that they are useful - and fun!

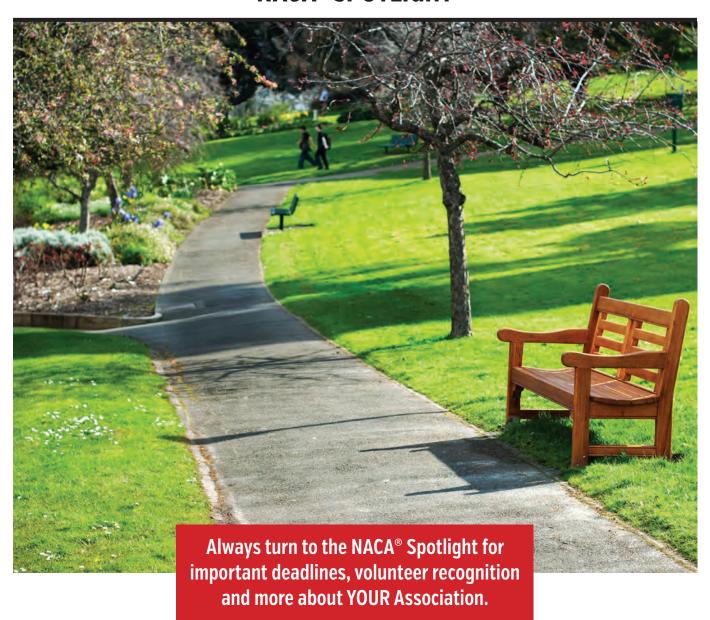
About the Author



Kaitlyn Schmitt is Program Coordinator for Student Involvement at the George Washington University (DC). Until February 2016, she served as the Coordinator for Programming at the College of William & Mary (VA). She previously served as the Union Activities Board Advisor at North Carolina State University and was a graduate

assistant at Boston College (MA), where she earned a master's degree in higher education. She also holds a bachelor's degree in mathematics from the University of Notre Dame (IN). She has served NACA® South as its Graduate Intern Coordinator and Advisor Networks Coordinator. She has written about trends in late-night programming, as well as the process for student organization officer removal for Campus Activities Programming®, and on competencies among new professionals in the union and activities fields for the ACUI Bulletin. In 2013, she received ACUI's 2013 Chester A. Berry Scholar Award.

NACA® SPOTLIGHT



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More coverage of the 2016 NACA* National Convention, which was held Feb. 20-23, will appear in the May 2016 issue of Campus Activities Programming*. On-site awards photography is by Kenneth Breivik.

New Volunteer Service Award Recognizes Two Recipients

The National Volunteer Development Team introduced the Volunteer Service Award during the 2016 National Convention to recognize volunteers who have gone above and beyond their formal volunteer responsibilities. Nominated by their peers, these volunteers exemplify the passion and dedication of what it means to volunteer with NACA.



Vince Bowhay, Fort Hays State University (KS): Bowhay was described by a peer as someone who "recognizes the greatness in others, even if they can't see it in themselves." Another nominator shared how Bowhay "took measures to improve the volunteer role for those who would serve in the position in

the future." He has served as a volunteer in a variety of roles, most recently as Institute Series Coordinator, a role in which he helped to create a new vision for the experience of Institute volunteers.



Saville Harris, Stephen F. Austin State University **(TX):** Harris was described as someone who "truly exemplifies the passion and dedication the Association strives to inspire in higher ed professionals, tirelessly giving his time and energies to show others the value of their volunteer experience." Another fellow volun-

teer said having him "on your team, or working with him as a volunteer, always makes it a more enjoyable venture. He is continuously smiling and is happy to lend a hand wherever he can." He has served in a number of volunteer roles, including as an Institute staff member and as part of the NACA® Central Regional Conference Program Committee.

NACA® Legacy Award

The 2016 NACA® Legacy Award was presented to **Peter Pereira**, Assistant Director of Campus Activities & Student Organizations at Texas State University.

Pereira was described as "someone with a detailed plan of future aspirations to volunteer in the Association for the foreseeable future; always focused on the core values of stewardship, innovation, communication, respect, learning and inclusivity in the work he does at Texas State University and in the volunteer roles he serves in NACA."

He successfully chaired the Central Regional Conference and most recently served on the National Convention Program Committee.

The Legacy Award was created in honor of NACA's 50th Anniversary and provides a year of NACA® professional development opportunities for up to two deserving current NACA* leaders. Recipients will have served NACA in multiple previous roles as a volunteer, and will have the potential to serve the Association at a significant level for a significant period of time.

C. Shaw Smith New Professional Award



"This year's recipient truly reflects C. Shaw Smith's commitment for excellence in service to student leaders," wrote a nominator for **Eboni N. Turnbow**, Advisor at **Wayne State University (MI).** "When [she] began working with her programming board, it struggled. There were no committee members and

little encouragement for the students. Within three years, the Campus Activities Team at Wayne State University was flourishing. Students were empowered and encouraged to enhance their leadership via involvement. From serving NACA as a Leadership Fellow and in a number of regional volunteer roles, Eboni has made a strong impact in her short time as a new professional."

The C. Shaw Smith Award was established in 1994 to honor the memory of one of NACA's most beloved founders. Smith's influence, affection and energy in support of new professionals entering campus activities is reflected in this annual award to recognize individuals who demonstrate the potential and commitment for excellence in service to student leaders.

Patsy Morley Outstanding Programmer Award



"[Nevins] exemplifies dedication to the field of campus activities," said a colleague of **David Nevins**, Director of Campus Activities at the University of Wisconsin-Platteville. "With more than 30 years as a part of the Association, [he] has volunteered, spent countless hours in Block Booking, conducted more than

[his] share of educational sessions and workshops, chaired a regional conference and has attended more than [his] share of NACA® conferences and Conventions. Always recruiting and lifting others up, [he] is a mentor and a role model."

The Patsy Morley Outstanding Programmer Award is given each year to an individual who best exemplifies outstanding achievement in the field of campus activities advisement. The award honors the late Patsy Morley, a former NACA® Board Chair, who died in 1981.

NACA® Research Grant Award-**Comprehensive Grant Award**



Presented this year to **Scott Lyons**, Director of Student Involvement & Leadership at Johnson & Wales University (RI), the NACA® Research Grant-Comprehensive Award was established in 2009 to encourage the development and dissemination of knowledge that has potential to improve the experiences of

college students and campus engagement.

The award was presented to Lyons for "A Study of Exemplary **Co-Curricular Advising College and University Faculty,"** in which he sought to discover how the field assesses and promotes the active and collaborative learning that happens within student organizations on our campuses. His study provided practical implications on co-curricular advising by college and university faculty members that can truly reshape advising resources for all student organizations.

Advancing Research in Campus Activities



Presented to Julia Broskey and Amanda Papinchock of Illinois State University, the Advancing Research in Campus Activities Award provides monetary support and/or membership access to NACA® members who are conducting research in the field of higher education and student affairs with a focus on student engagement or campus activities.



Broskey and Papinchock received the award for "Cross Campus Collaboration to Assess an Alcohol Alternative Program at Illinois **State University."** They were credited as having "done more than conduct research on student engagement, [they have] bridged

the gap between academic affairs and student activities. With the cooperation of the Dean of Students Office at Illinois State University, students in the Department of Health Sciences have been able to measure and research the effectiveness of late-night programming as an alternative to engaging in high-risk drinking behaviors."

Frank Harris Outstanding Student Government Award



Dr. Keegan Nichols, Associate Vice President for Student Affairs at Fort Hays State University (KS), was described as "someone who does their job and does their job well. Focused on core initiatives related to student success, student safety and student support, [she] excels as a student government advisor and as an NACA* volunteer, [having served] as the Student Government-East Institute Chair. But simply volunteering and advising student government isn't what makes [her] outstanding. In her role as Assistant Vice President of Student Affairs, Dr. Nichols displays the utmost compassion for others. Kind and caring, she is able to give her all to the students at Fort Hays State University."

The award recognizes individuals who have the commitment to challenge and advise student government associations. It is named for the first Chair of the NACA® Board of Directors, Frank Harris, who served as Chair in 1968-69, and who advised student government associations throughout his professional tenure until his retirement in 1997.

Your Best Campus Tradition™ Video Competition Winners

The Your Best Campus Tradition™ Video Competition showcases amazing school spirit at its best. NACA created this friendly competition so schools can provide resources to other member schools and engage campuses in what they believe are their best campus traditions. Winners were announced during the 2016 NACA® National Convention. You may see their videos on the NACA® website at https://www.naca.org/Awards/Pages/YBCT.aspx:



Schools with Under 5,000 Full-Time Enrollment - aWake All Night, Wake Forest University (NC)







Schools with 5,001-Plus Full-Time Enrollment - Homecoming Bonfire, University of North Texas







Diversity Recognized with Program and Individual Awards

Diversity has long been an integral part of many events at NACA's National Convention and in 2016, the Outstanding Diversity Achievement Award - Program and Outstanding Diversity Achievement Award - Individual were presented.

Outstanding Diversity Achievement Award - Program

The Cultural Conversation Series at the University of New **Orleans (LA)** was recognized for seeking "to bring students together by discussing what keeps students apart. Students have reflected that this program has created a safe place to learn, grow and talk with other people, while giving everyone multiple viewpoints in a respectful manner. These conversations, based on real-life events happening throughout the world, are truly uniting the community at the University of New Orleans."

The Outstanding Diversity Achievement Award-Program was established to recognize programs at NACA® member institutions that positively contribute to the development of a diverse culture on campus.

Outstanding Diversity Achievement Award - Individual



Amber White, Coordinator for Diversity Affairs at Fort Hays State University (KS), was honored for leaving "a legacy on all she touches. From challenging stereotypical perceptions of diverse populations to fostering relationships between underrepresented and marginalized groups, [she] has

helped create a more inclusive environment at Fort Hays State University. From her Men of Merit program to the Phenomenal Women Project, [she] has positively impacted her community through programming."

The Outstanding Diversity Achievement Award-Individual was established to recognize individuals at NACA® member institutions who positively contribute to the development of programs and services promoting cultural diversity, understanding and/or awareness. These programs can be based at member institutions or within NACA.

NACA® Foundation Honorary Trustees Honored for Contributions

Each year, NACA honors individuals and companies that have made lifetime contributions to the NACA® Foundation totaling at least \$1,000 and \$5,000 by inducting them, respectively, into elite groups of donors, the Honorary and Corporate Trustees. Inducted as Honorary Trustees at the 2016 NACA® National Convention were:



David DeAngelis Suffolk University (MA)



Scott Hazan Central Connecticut State University



Matt Miller Bridgewater State University (MA) and



Heather Miller Babson College (MA)



Steve Morgenweck Johnson & Wales University (RI)



Ahmed Samaha University of South Carolina Aiken



James Spinnato FUN Enterprises Inc. (MA)

Institute Coordinators Honored

NACA® spring and summer Institutes provide higher education professionals and students with training and resources to effectively accomplish their on-campus goals. Institutes cover topics ranging from leadership development and risk management to campus programming and concert production. Institute Coordinators use their talent and organizational skills to facilitate successful institutes for the Association. Volunteers who coordinated the fall 2015/spring 2016 Institutes were recognized for their service:



INSTITUTE SERIES COORDINATOR Vincent Bowhay Fort Hays State University (KS)



HUGE **LEADERSHIP WEEKEND** Dare Chronister Stephen F. Austin State University (TX)



PROGRAMMING BASICS INSTITUTE Thanh Le University of **North Carolina** at Charlotte



CONCERT **MANAGEMENT** INSTITUTE **Emily Teitelbaum** University of West Georgia



STUDENT GOVERNMENT-WEST INSTITUTE Jamie Bouldin Stephen F. Austin State University (TX)



STUDENT GOVERNMENT-EAST INSTITUTE Melissa Ulmer **Rowan University** (NJ)



NATIONAL **LEADERSHIP SYMPOSIUM Chris Gill** Culver-Stockton College (MO)



NACA® SUMMER LEADERSHIP EVENT Matt Morrin University of South Florida-St. Petersburg



INTERNATIONAL EXPERIENTIAL **LEARNING INSTITUTE David DeAngelis** Suffolk University (MA); **Ken Brill** Augustana College (IL)



S.P.I.R.I.T. INSTITUTE **Josh Barnes** Clemson University [SC]

Retiring Regional Program Leaders

Retiring Regional Program Leaders were recognized for service:



Leann Adams Whitman College (WA) NACA® West Regional Conference Program **Committee Chair**



Callie Clark Clarke University (IA) NACA® Northern Plains Regional Conference Program **Committee Chair**



Kendrick **Durham Centre College** (KY) NACA® Mid America Regional Conference Program **Committee Chair**



Courtney **James** DePaul University (IL) NACA® Central Regional Conference Program **Committee Chair**



Joseph Lizza Stockton University (NJ) NACA® Mid Atlantic Regional Conference Program **Committee Chair**



Katie W. Reichner Christopher Newport University (VA) NACA® South Regional Conference Program **Committee Chair**



Meagan Sage **Southern New** Hampshire University NACA® Northeast Regional Conference Program **Committee Chair**



Jessica Claar The College of **New Jersey** NACA® Mid Atlantic Festival Coordinator

Retiring National Program Leaders

Retiring National Program Leaders were honored for their service during the past year:



Ken Abrahams Fun Enterprises Inc. (MA) **Associate Advisory Group** Facilitator



Dan Ashlock Arizona State University Education **Advisory Group** Chair



Melanie Bullock, University of South Florida St. Petersburg NACA® Leadership **Fellows** Coordinator



Cindy Kane Bridgewater **State University** (MA) NACA® Research & Scholarship **Group Interim** Chair



Heather Miller Babson College (MA) NACA® Graduate Intern Program National Graduate Intern Program Coordinator



Matt Miller Bridgewater State University (MA) National Volunteer Development **Team National** Volunteer Development Coordinator



Michael **Preston** University of **Central Florida** NACA® Research & Scholarship **Group Chair**



Rich Ramos Simpson College (IA) NACA® Foundation Development Steering Committee Chair

Outgoing NACA® Board of Directors Members

NACA® Board of Directors Members whose terms conclude at the end of April 2016 were recognized:



Ken Brill Augustana College (IL) Immediate Past Chair



Cecelia Brinker **Eastern Illinois** University General Member



Brian Gardner Maryville University of Saint Louis (MO) Chair



Bill Harcleroad SUNY-Oneonta Treasurer



Jillian Kinzie **Indiana University-Bloomington** Guest to the Board



Edie McCracken Fort Hays State University (KS) Vice Chair for Programs



beth triplett Guest to the Board

Leadership Fellows, Mentors Recognized

The NACA Leadership Fellows Program provides opportunities for full-time professional staff of underrepresented ethnicities to become familiar with NACA® governance, programs and professional development opportunities at the regional and national levels. Outgoing Leadership Fellows and Mentors were recognized at the Convention.

Leadership Fellows:



Doug Peters University of South Carolina Upstate



Amber White Fort Hays State University (KS)



Kernysha Rowe Georgia State University



Sridevi Rao Neumann University (PA)



Lamar Walker University of Central Florida



Diana Ogbevire California State University-Monterey Bay

Leadership Fellows Mentors:



Leann Adams Whitman College (WA)



Ebony Ramsey Florida Southern College



Saville Harris Stephen F. Austin State University (TX)



Shanna Kinzel California State University-Monterey Bay



Dorsey Spencer Florida State University



Thanh Le University of North Carolina at Charlotte



Kyonna Withers Ripon College (WI)

Brian Gardner, Chair of the NACA® Board of Directors, presents NACA's 2016 Hall of Fame Award to actress and comedian RETTA, a star of multiple TV shows and films who enjoyed much success on the college entertainment circuit during her career.



2016 National Convention Program Committee Recognized

Last but not least, the following National Convention Program Committee members were recognized during the Recognition & Achievement Celebration:



Michelle Whited **Illinois State** University **National Convention Program Committee** Chair



Kris Vatter St. Olaf College (MN) **Associate Networks** Coordinator



Gerome Stephens Georgia Institute of Technology **Educational Programs** Coordinator



Crissy Fabiszak Community College of Baltimore County (MD) Volunteer Development Coordinator and 2017 **National Convention Program Committee** Chair



Joanna Shaver **Southeast Missouri State University Campus Activities** Market Coordinator



Peter Pereira Texas State University **Advisor Networks** Coordinator



Brandy Skierkiewicz **Aurora** University (IL) Diversity Programs Coordinator



Tiffany Clayton Albright College (PA) Showcase Selection Coordinator



Megan Habermann **Western Oregon** University Lecture Showcase **Selection Coordinator**



Heather Miller Babson College (MA) Graduate Intern Coordinator



Michael Croal Wake Forest University (NC) Graduate Intern for Communications



Amanda Mintz Florida State University Graduate Intern for CAMP



Alana Crosby New York University Graduate Intern for CAMP



Sean Ferguson University of Florida **Graduate Intern for Diversity Programs**



Kaila Messerli **Southern Illinois** University Graduate Intern for **Advisor Networks**



Kelsev **Elam-Geuting University of** Tennessee-Knoxville Graduate intern for **Block Booking**



Ronnie Robertson Heartland Community College (IL) Graduate Intern for **Educational Programs**



Brittany Murtaugh University of **Rhode Island Graduate Intern** for Volunteer Development



A number of Past Chairs of the NACA® Board of Directors attended the 2016 National Convention. Seated, left to right: Incoming Chair Dan Ferqueson, Suzette Redwine, Billie Potts and Brian Gardner. Standing, left to right: Jon Dooley, Gayle Spencer, Bill Smedick, Dave DeAngelis, Steve Westbrook, Greg Diekroeger, Ken Brill, beth triplett and Justin Lawhead.

Follow Up on Block Booking to Save \$\$!

Schools now have the ability to indicate if a Block Booking form previously submitted at an NACA® event was eventually contracted with the artist or program. This is a great way to help other schools form blocks with you.

- Begin by logging into the Block Booking site: https://blockbooking.naca.org
- Click on My Bookings. Any forms approved by the Agency can be upgraded to a Contracted Performance (CP).
- Click on the date of the electronic form.
- · Adjust the date on the form (if needed).
- Scroll down to the bottom of the form and select Contracted Performance (CP).
- When finished, an email will automatically be sent to the Agency for final approval. Simple as that! Your efforts to update Block Booking information may help other schools save money!



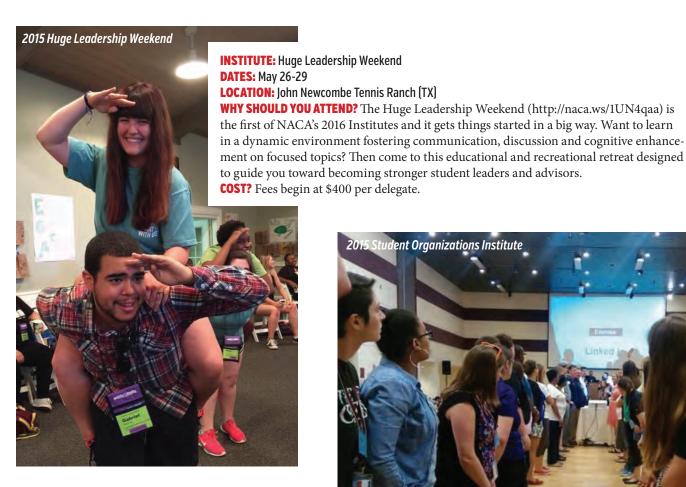
Update Your NACA® Profile Today!

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

NACA® Institute Season Arrives!

Register Now and Engage in Experiential Learning Opportunities This Summer

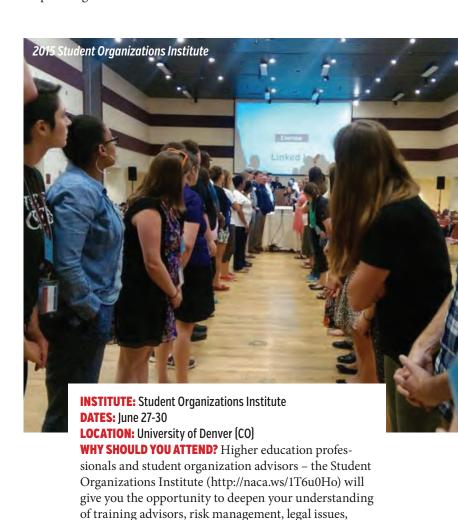
NACA offers nine Institutes that offer team building, effective training and inspiring programming ideas that will leave you highly motivated to build better programs on your campus in the coming year. Registration is open now, so visit our Institutes home page (http://naca.ws/22G32ZI), check out the Institutes menu and register for the one (or more) you plan to attend! Questions? Contact Dionne Ellison at dionnee@naca.org.



DATES: lune 9-12 **LOCATION:** University of Pittsburgh at WHY SHOULD YOU ATTEND? If you're a new college student with little or no experience coordinating campus programs and events, this is the Institute for you! The Programming Basics Institute (http://naca. ws/1ShYtQp) is a hands-on, interactive experience – just what you need to develop and enhance the essential skills you need to produce programs your

INSTITUTE: Programming Basics

entire campus will want to attend. **COST?** Fees begin at \$515 per delegate.



student group conduct and other crucial issues involved

in working with student organizations.

COST? Fees begin at \$590 per delegate.



INSTITUTE: Summer Leadership Event

DATES: lune 19-22

LOCATION: Disney's Coronado Springs Resort (FL)

WHY SHOULD YOU ATTEND? The Summer Leadership Event (http://naca.ws/1ZtB29z) is a leadership development program for both students and advisors. If you're a student, you'll learn about peer-to-peer training and supervision, customer service skills and other skills that will help you to excel in leading others. If you're an advisor, you'll learn the latest in training and communicating with student leaders, as well as connecting student leader experiences with future goals. This Institute has something for everyone!

COST? Fees begin at \$680 per delegate.

WHY SHOULD YOU ATTEND?

Everybody loves a good concert and when you return to campus after the Concert Management Institute (http:// naca.ws/22G75Ff), you'll be planning and implementing large-scale events like a pro. Hands-on concert scenarios and the practical application of skills involved will get you ready to create standingroom-only events back on your campus. You don't produce large-scale events? No matter: the skills you develop in this Institute will serve you well with smaller events, too. This Institute is open to both students and staff.

COST? Fees begin at \$515 per delegate.

INSTITUTE: S.P.I.R.I.T. **DATES:** June 3-5

LOCATION: Clemson University (SC) **WHY SHOULD YOU ATTEND?**

S.P.I.R.I.T. (http://naca. ws/1MmnM4z) stands for Spirit, Pride, Involvement, Relationships, Impact and Traditions. And during this three-day event, you'll be able to focus in-depth on these key aspects of campus life. Members of spirit clubs and programming boards, as well as student affairs professionals and athletic department staff are encouraged to attend. You'll return to campus fully charged for a "spirited" year ahead. **COST?** Fees begin at \$385 per delegate.



INSTITUTE: Student Government-West

DATES: July 14-17

LOCATION: University of Oregon

WHY SHOULD YOU ATTEND? If you serve on your student government, you likely already know that representing a diverse group of students and organizations on campus is an important job. The Student Government-West Institute (http://naca.ws/1PrSeoD) will help make that job easier by exposing you to current leadership development theories while also giving you hands-on experiences learning about personal leadership skills and helping you define the role of student government.

COST? Fees begin at \$515 per delegate.





INSTITUTE: Student Government-East

DATES: July 28-31

LOCATION: University of North Florida

WHY SHOULD YOU ATTEND? If you want to offer strong, effective student-driven leadership on campus, the Student Government-East Institute (http://naca. ws/1U9LOCt) is for you. It will help you define the role of student government as a liaison for students and organizations and its interactive program will help you focus on personal leadership development and strengthening your organization on campus. There will also be an advisor's track that will promote networking and idea sharing.

COST? Fees begin at \$540 per delegate.

INSTITUTE: National Leadership Symposium

DATES: July 18-21

LOCATION: University of Tampa (FL)

WHY SHOULD YOU ATTEND? From the introduction of the Social Change Model of Leadership Development in 1996 and the Kellogg Report Leadership in the Making in 2001, to research from the Multi-Institutional Study of Leadership (MSL) from 2006 to today, and with many other contributions in between, the conceptual, theoretical and empirical research base on college student leadership education has substantially grown. We know much more today than ever before about college student leadership development, and it is our responsibility as leadership educators to use this great insight to guide contemporary practice in leadership education. If you participate in the National Leadership Symposium (http://naca.ws/1Si1P5R), you'll



be in a much better position to do that, as the Symposium will focus on intentional and evidence-based pedagogies, practices and considerations that can maximize student leadership learning and development.

COST? Fees begin at \$575 per delegate.

Take Advantage of These New NACA® Member Benefits

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

Amplify Your Experience!

You know the value of NACA® membership. Help spread the word to prospective school members and



create a greater, stronger Association. More members mean more resources, more Block Booking opportunities, expanded professional development and more professional networking. Plus, when you participate in the Amplify referral program, you will have an opportunity to enjoy some great incentives. Visit www.naca.org/Amplify to learn more.

What's NEXT for Your Students?

NACA® NEXT (Navigating Employability and eXperience Tool) helps students prepare for their next



step after graduation - their careers. It has been developed in response to a survey published annually by the National Association for Colleges and Employers (NACE), in which employers identify the skills they are seeking from recent college graduates.

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

Are You Ready for Your ENCORE?

ENCORE, the Exclusive NACA Collaborative Online Resource Engine, is ready for you! It gives extended life to your programs and research in the campus activities field. Submit resources associated with your events, programs, meetings and more, and they get repeat play - making your knowl-



edge and experience available to other NACA® members.

In addition to allowing you to submit your own resources, ENCORE allows you to search its vast library by keyword, student competency, author, institution or resource type so you can view great work from other NACA® members, as well.

ENCORE is a member-only benefit, so log in at www.naca. org. Click on the Resources tab and choose ENCORE from the drop-down menu. Then, watch a tutorial video at http://naca. ws/20E7kOd, or click the Launch ENCORE button to begin. Questions? Contact Kayla Brennan at kaylab@naca.org.

PUT NACA.ORG ON YOUR EMAIL SAFE LISTS



To be sure you're not missing important news, updates and member information from NACA, include naca.org on your safe lists for incoming emails.

May Deadlines for NACA® Foundation Scholarships

The NACA* Foundation offers numerous scholarships that are available to undergraduate and graduate students, student leaders, professional staff and associate members on an annual basis. Deadlines vary according to scholarship, so always check online (http://naca.ws/1LtDAge) to see when to apply for funds to assist with tuition and books or to attend workshops and other professional development events. Deadlines for May include:

May 1 - Multicultural Professional Development Grant: Part of the NACA Foundation's affirmative action effort to increase the participation of ethnic minority individuals in the field of campus activities, the grant is designed to provide economic assistance to qualified under-represented programmers, allowing them to attend NACA-sponsored training workshops, regional conferences and National Conventions.

May 30 - NACA® Graduate Scholarships: One way the NACA® Foundation demonstrates its commitment to the development of campus activities professionals is through providing scholarships to individuals pursuing graduate work in preparation for, or to enhance, a career in campus activities. NACA offers three graduate scholarships - the New England McCullough Memorial Scholarship Fund, the William E. Brattain Graduate Scholarship Fund, and the Hayward M. "Skip" Daugherty Jr. Graduate Scholarship Fund. The Brattain and the Daugherty scholarships are for students in the Mid Atlantic/Central and Mid Atlantic/ Mid America regions, respectively, while the McCullough scholarship is for students in the NACA Northeast region.

Find complete scholarship descriptions online (http://naca.ws/1LtDAge). Questions? Contact Telesia Davis at telesiad@naca.org.

Time to Renew Your NACA® Membership!

The NACA® membership year expires April 30. Renew now to enjoy uninterrupted benefits, including members-only discounts on events, professional development, webinars, the NACA® Connect online community, the ENCORE digital library, research grants, leadership opportunities, timely communications and much, much more. To renew online, visit www.naca.org and log into your NACA® profile.



New NACA® Members

NACA welcomes these new members, effective March 23, 2016.

SCHOOL MEMBERS

Bismarck State College (ND) California College of the Arts (CA) Century College (MN) Moravian College (PA) Northwestern University (IL) Pace University (NY) Stony Brook University (NY) Western New Mexico University (NM) Western Technical College (WI)

ASSOCIATE MEMBERS

National General

Partick Artists (ON)

National Self-Represented or Solo Artist

Dream Talks (KY)

Regional General

FIVEONETHREE Music Group (MN)

Regional Self-Represented or Solo Artist

CMW - Challenger Michael Wigge (CO) Greenvironment, LLC (AL) Humanity (An Original Dance Production) (MI) Jillian Maas Backman (NC) Lipstick Jodi (MI) Riley Ann: One-Woman Band (CO) The Mini Golf Party (RI) Travel Hacking (NY)

NACA® Member Benefit: Job Opportunities from The Placement Exchange

NACA partners with The Placement Exchange to promote job opportunities within the field of higher education that are relevant to NACA® membership. Sign in at www.naca.org, then look under the Member Resources tab to find Higher Ed Jobs. To learn more about an opportunity

listed there, click on the job title. If you are interested in applying for the position, visit The Placement Exchange at https://

www.theplacementexchange.org.



Advertise in the NACA® Spotlight **Electronic Newsletter**

Vibe Riot (VA)

Whosah (MN)

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

Support NACA® Foundation through Amazon Smile

You can support the NACA® Foundation while shopping through the Amazon Smile program – just log in at the Amazon Smile website (https://smile.amazon.com/), then make the NACA® Foundation your charitable organization of choice. For more information, visit: http://smile.amazon.com/about. When you purchase items on a



qualifying list, a percentage will be donated to the NACA® Foundation for scholarships and research grants. You may also contribute (http://naca.ws/1k4P9CB) directly to the NACA® Foundation.

Dates, Locations for Future Conventions, Regional Conferences

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

2016 REGIONAL CONFERENCES

NACA® South, Sept. 29-Oct. 2, Charleston, SC

NACA® Mid Atlantic, Oct. 13-16, Buffalo, NY

NACA® Central, Oct. 20-23, Arlington, TX

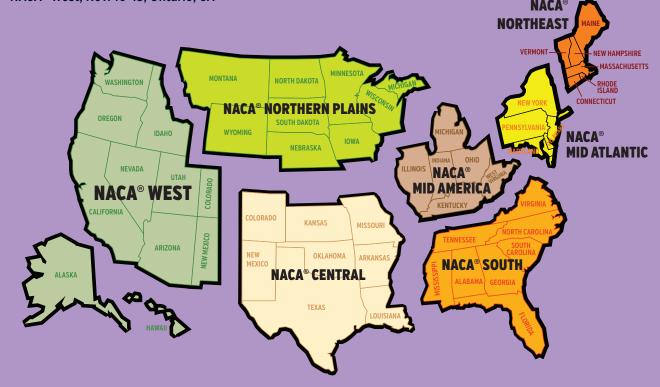
NACA® Mid America, Oct. 27-30, Covington, KY

NACA® Northeast, Nov. 3-6, Hartford, CT

NACA® West, Nov. 10-13, Ontario, CA

NATIONAL CONVENTIONS

Feb. 18-22, 2017: Baltimore, MD Feb. 17-21, 2018: Boston, MA

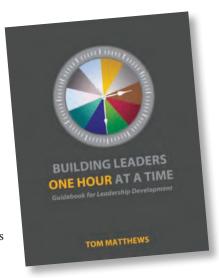


Building Leaders One Hour at a Time

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

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

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



Write for Campus Activities Programming®!

2016-2017 Editorial Calendar

No matter whether you're a novice or a seasoned writer, Campus Activities Programming* has a place for you. Take a look at the suggested topics in our 2016-2017 editorial calendar and see where your experience or expertise will lead you in contributing an article during the coming year.

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

BACK TO SCHOOL 2016

Getting Down to Business

(beginning of the year, conference prep, and more)

• A guide to CAMP, negotiations, booking talent and getting the most from interactions between schools and agencies

NACA® Connect-ing

• Showcasing new member benefits, along with networking, traditions, communication, and enhancing professional and volunteer connections.

SEPTEMBER 2016

Finding Your Niche

(niche/genre programming)

• Covering everything from films, comedy and weekend programming to late-night, alcohol-free and commuter programming.

Growing Your Programs

• Developing programs that get students out of their dorm rooms and off their electronic devices, developing home-grown programs, getting out of programming ruts and creating programs that impact academic missions.

OCTOBER 2016

Supporting Our Students (advising and leadership)

 Setting boundaries and expectations, creating advising styles that work, impactful mentoring relationships, helping students avoid involvement burnout, managing student activism,

mental health programming and experiential learning.

Creating Your Path

(professional development)

• Maintaining work/life balance, transitioning between student affairs jobs, challenges and successes of being a new student activities director, student affairs practice at different institution types, supervising graduate assistants and making the best impact on your team.

NOVEMBER/DECEMBER 2016

Campus Activities by the Numbers (assessment)

• Designing quality surveys, demonstrating student learning outcomes, demystifying assessment, peer audits and straightforward assessment strategies.

Show Us the Money (budgets, sponsorships, etc.)

• Pursuing corporate sponsorships and incentive programs, a big impact with a small budget, finding funds for leadership development and making the most of your student stipend/salary.

JANUARY/FEBRUARY 2017

The Online Student Union (new media, social media)

• Programming on Fleek, amping up your social media game, building the online student union, and managing organizations online (using Google,

Selling Your Brand (marketing, branding, social media)

• Leaving your marketing comfort zone, the best apps for marketing, creating a digital marketing buzz, how to get a second look, and giving your brand a boost

MARCH 2017

And Now for Something Completely Different ... (embracing change)

• How small changes can have a big impact, putting theory to practice in leading change, updating campus traditions, implementing staff transition guides, managing transitions for professional positions, and returning to student affairs after working in other areas.

Uncommon Commonalities (diversity)

• Leading a multicultural organization, cultural programming, impact of class, power and privilege on leadership, addressing gender identity through programming, leading events - and leaders - to become more inclusive, balancing between the First Amendment and political correctness, working with students who are veterans and building teams that celebrate diversity at community colleges.



Cooler Heads Can Prevail (conflict, controversy, risk management)

• Managing conflict, controversial conversations and events, censorship and freedom of speech in programming, empowering students to lead in crises, and understanding risk in a legal context.

Getting Along to Get Ahead (collaboration)

• Collaboration vs. co-sponsorship, cross-campus collaboration, creditbearing co-curricular collaboration models and engaging faculty as part of a co-curricular leadership program

MAY 2017

Follow the Leader ... Or Lead the Followers (leadership development)

• Leading your friends, guiding members to greater heights, avoiding common leadership mistakes, reframing task delegation, and recruitment and retention.

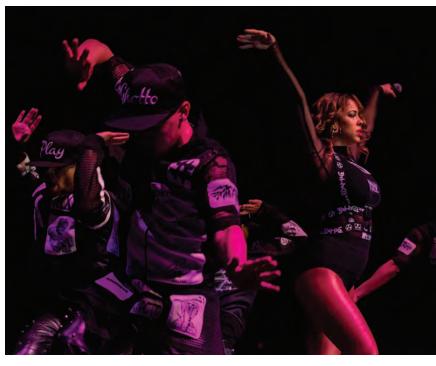
What Matters Most? (values, mission, wellness/balance)

· Living and leading with integrity, discovering your own values and/or mission, leading with facts and intuition, discovering passion and purpose, refocusing to rejuvenate, managing family in the midst of student activities chaos, and how to work, love and play when you don't have time.

Want to Help Choose Your Region's 2016 Showcases?

Take an active role in determining who will appear on the showcase stages at NACA's fall 2016 regional conferences. Students and staff at NACA® member institutions can apply now! If selected, you'll be reviewing audio/visual and printed material submitted by NACA® associate members and making selections after discussion and deliberation. You'll need a broad view of campus activities and a strong ability to work through the decision-making process as a group member. Follow the links for more:

- NACA® South: Apply (http://naca.ws/soushowselcomm) by May 11, 2016; contact: Tearria Beck-Scott at tearria.beck.scott@duke.edu.
- NACA® Mid Atlantic: Apply (http://naca.ws/matshowselcomm) by May 20, 2016; contact Amanda Cataldo at amanda.cataldo@farmingdale.edu.
- NACA® Central: Apply (http://naca.ws/censhowselcomm) by June 1, 2016; contact Jessica Barraclough at jessica.barraclough@washburn.edu.
- NACA® West: Apply (http://naca.ws/wstshowselcomm) by June 1, 2016; contact Pete Erschen at peterj@pacificu.edu.
- NACA® Mid America: Apply [http://naca.ws/MAMShowSelComm] by June 8, 2016; contact Devon Sanchez-Ossorio at dsanche5@nd.edu.
- NACA® Northeast: Apply (http://naca.ws/nstshowselcomm) by June 15, 2016; contact Casey Mulcare at Casey.mulcare@bridgew.edu.



MEMBER NEWS

Lyons Family Welcomes Daughter

Scott Lyons, EdD, his wife, Candace, and daughter Claire Lilly welcomed Rachel Dani Lyons to the family on March 10. Lyons is Director of Student Involvement and Leadership at Johnson & Wales **University-Providence Campus (RI).**





NACA® LEADERSHIP

2015-2016 NACA® BOARD OF DIRECTORS



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NACA® Mid America **KATEY BIGNALL** Augustana College (IL)



NACA® Mid Atlantic STEVE KREIDER Anne Arundel Community College [MD]



NACA® Northeast
CANDACE
DEANGELIS
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State University



NACA® Northern
Plains
CALLIE CLARK
Clarke University [IA]



NACA® South
CHRIS O'CONNOR
Campbell University (NC)



NACA® West BERTO CERRILLO Washington State University



NACA® National Convention Program Committee Chair MICHELLE WHITED Illinois State University



Institute Series
Coordinator
SARA HILLIS OUSBY
Pennsylvania College
of Technology



Leadership Fellows Coordinator MELANIE BULLOCK University of South Florida-St. Petersburg

2015-2016 ASSOCIATE ADVISORY GROUP



Facilitator **KEN ABRAHAMS** Fun Enterprises, Inc. (MA)



Facilitator **MELISSA BEER** Summit Comedy, Inc. (NC)



Member **SHERRI KETULA** Everything But the Mime (FL)



Member **JEFF HYMAN** DMS, Inc. (IL)



Member MARIE MONROE EVO Entertainment (PA)



Member **ERIC DITTELMAN** Agent C Agency (IL)



Member **LEE MAYER** Houla Entertainment, LLC (TN)



Member **SAILESH JIAWAN** Metropolis Management & Entertainment Group (CA)



Member **NICK FERRUCCI** Impact Entertainment, LLC (NJ)



Member **AMANDA FARNUM** NMP Talent (ME)



Member MICHAEL MILLER Fun Enterprises, Inc. [MA]



Member **MELISSA BOYLE ARONSON** Babco Entertainment LLC (FL)



Member **BRIDGET REILLY** Sophie K. Entertainment, Inc. (NY)



Member **ROB EINHORN** Promotions & Unicorns, Too [N])



Member **SUE BOXRUD** The College Agency (MN)



Board Liaison **KEN BRILL** Augustana College (IL)

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MARIA PALUZZI North Idaho College



Member **QUINNE EVANS** North Idaho College



Member **NATHAN VOREL** Maryville University of Saint Louis (MO)



Member **EDITH REZA-**MARTINEZ Fort Hays State University (KS)



Member **SARAH DYKE** Marshall University



Board Liaison **BILL HARCLEROAD** SUNY-Oneonta

VOLUNTEER WITH NACA!

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

10 QUESTIONS WITH...

Courtney Buzan

Coordinator Office of Student Involvement

The University of Central Florida



1. Leadership/management book you are currently reading?

First, Break All the Rules by Marcus Buckingham and Curt Coffman

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

Our SGA concerts haven't had outrageous attendance these past few years, but this year our Homecoming Concert with Big Sean was in a word. HUGE. We sold out 6,700 student tickets in two days - when we normally can't give them all away the day of the show. My board and I were completely caught off guard. The event had tremendous attendance and got us very excited for future shows to bring to campus!

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

As of now, the event that stands out for me is last year's Knight-Thon: UCF's Dance Marathon's Main Event. After a year of preparation, days to set it up, and the completion of 20 hours, I was exhausted, sobbing my eyes out, and overwhelmed with pride. My students and their dedication towards this event and its cause gave me a whole new perspective on philanthropy and a whole new love for my job.

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

Post-it® notes, Post-it® notes, Post®-it notes, They come in many shapes, sizes and colors and they all serve a purpose - they all keep me sane.

5. Best teaching tool for your students?

Autonomy. The students I work with have the power to produce some of the most innovative programming on campus. They control hundreds of thousands of dollars to benefit their student body. I just get to sit back, smile, and pray they don't burn down the building!

6. Technology that most benefits vou at work?

Our Creative Services team is such an asset to our office. They consist of a dozen graphic designers, DJs, podcast hosts, and a state-ofthe-art production crew. My areas use these resources daily, and I know the peace of mind and the quality of our programs would not nearly be at the level they are without our creative team.

7. Most challenging aspect of your job?

Overseeing three programming areas can be challenging at times, especially when they have conflicting programming. Luckily, all of my areas heavily support one another, so that makes advising over 60 students seem like one big family.

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

Treat yo' self. My co-workers are some of my closest friends, so I'm lucky that I enjoy my work environment, but we always make sure we treat ourselves to some out-of-the-office "socials" on a weekly basis. The change of scenery makes all the difference with respect to regaining balance.

9. Best programming advice vou've ever received?

You will never please everyone, so just try to please most.

10. Something unique about your programming board?

The most important item my Homecoming board buys every year includes 2,500 rubber ducks. We give them out at our largest and most cherished campus event of the year, Spirit Splash.

CURTAIN CALL

Following My Own Advice

By William Fry



MIDWAY IN MY CAREER AS A PROFESSIONAL COMEDIAN AND

JUGGLER, my agent told me I had a contract to perform for a major cruise line. I was to fly to Casablanca, Morocco, where I was to join the ship and then sail the coast of Africa before crossing the Atlantic Ocean to arrive in Belem, Brazil - gateway to the Amazon! I was very excited. To fly into the airport that was featured in a scene of my favorite movie (Casablanca), explore Africa, and visit an exotic port in Brazil - it was going to be a dream come true!

Later, she told me the contract had changed – I was, instead, to fly into Rio, sail southern South America for 10 weeks, and fly home from Chile. I was bummed. I had sailed South America before, and I found the cruises there to be slow, under-booked and, to be honest, sort of boring.

So I moped around for a while, complaining to friends about my disappointment. One of them helped me find perspective. "Let me get this straight," he said. "A cruise line is flying you to Brazil, paying you for what you love to do, you are cruising on a ship that visits beautiful, exotic ports - and you are complaining! Really?"

So, it was time for me to follow advice I had given to others when things didn't turn out for them as they had planned: Make the best of it. So, I followed my own advice, and did just that.

I started by reviewing my itinerary and I discovered our route was exactly the same one Darwin had traveled when he developed his theory of evolution! I acquired his biography and read it as we stopped at each port he visited. It was truly amazing to me as I began to see the world through his eyes. I came to a better understanding of how he arrived at his conclusions about evolution and the survival of species. I saw the flightless ducks on the Falkland Islands, which purportedly had lost their ability to fly because there were no predators pursuing them. I saw a close relative of that duck in Argentina that still could fly because there were predators from which they needed to escape. After seeing things as Darwin had seen them, I totally got it.

There is another piece of advice I have given in the past that I also followed on that cruise: crack the door. By this, I mean that there are pockets of knowledge many people possess that are rare, but which express unique expertise. Even if you show just a little familiarity and interest in these areas of expertise, people will open up and share their knowledge with you.

I discovered that my South American cruise was one certain bird watchers booked simply because it was the best place in the world for pelagic bird watching. I bought a book on the topic by an expert named Sibly. When I was on the deck with this book in hand, passionate bird watchers would engage me and draw me into their world. I had an amazing experience entering the realm of bird watching, sharing a unique world with some wonderful people.

Ultimately, what started out to be a booking I resented turned out to be one of my favorite gigs. So, sometimes it truly is the wiser course to follow your own advice.

WILLIAM FRY is your "typical" ex-Coast Guard officer, law school dropout, retired professional comedian/juggler who is now greatly enjoying his return to local community theatre. He and partner Carol Studer continue close involvement in the college market with Everything But the Mime [www.everythingbutthemime.com]. He may be reached at Jugglefry@aol.com.

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