CAMPUS ACTIVITIES
Programming

naca.org

NACA
A New Mission and Vision

naca
National Association for Campus Activities

Why should you attend a NACA regional conference?

It's a chance for students, staff and associates to come together and engage in the business process.
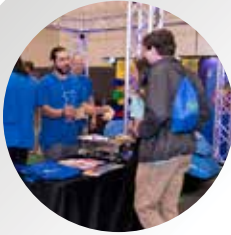
Three areas of NACA® events work together to help school and associate members conduct effective business:

SHOWCASE

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

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

MARKETPLACE

An exhibition by associate members of campus entertainment and services.

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

BLOCK BOOKING

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

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

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How Have You Been Making It Through COVID-19?

The coronavirus caught the world by surprise and has had an enormous impact on everyone, including NACA's members. It became necessary to cancel the NACA® Northern Plains Regional Conference, but we were able to offer two days of virtual caucuses to those who had previously registered for the conference. Many of you stepped up in a variety of ways to create and provide programs virtually and NACA added a Virtual Programming category to NACA® 24/7. A number of you also offered first-hand stories of how you've adapted to serve students and conduct business in a very trying time. Check them out in our NACA® Blog (naca.blog). Do you have stories to share? Contact Jameson Root at jamesonr@naca.org.

Reflections on NACA® Live

Were you able to make it to NACA® Live in February? Whether you did or didn't have the opportunity to attend NACA's reimagined convention experience in Denver, CO Feb. 22-26, turn to Page 26 for photos of showcases, educational programs, the revamped Campus Activities Marketplace and more, as well as a report on NACA® Foundation Fundraising.

Submit News to NACA® Spotlight

Has something significant happened in your career or personal life? Share it with your peers in the NACA® Spotlight, our weekly electronic newsletter. Send your information and photos to Jameson Root at **jamesonr@naca.org**.

Update Your NACA® Profile Today!

Do you have a new job title? Have you moved to a new institution? Do you have new professional responsibilities or interests? Log in to **naca.org**, click on your name in the upper right of the page and make any needed changes. Doing so not only keeps our records up to date, it also helps make sure you get the information, communications and connections that are important to you.

Review Acts in NACA® 24/7

Have you checked out NACA® 24/7? How about offering a review of an act you've recently booked on campus? Your opinion matters to other schools, so log in, find the artist's profile, and tell us what you think!
naca.org/NACA247

ADVERTISERS IN THIS ISSUE

NACA® CORE VALUES

Stewardship • Innovation • Communication • Respect • Learning • Inclusivity

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.

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Laying the Foundation for Greatness

EBONY RAMSEY
nacachair@naca.org

My name is Ebony Ramsey and I use (she/her) pronouns. I am excited to begin my term as Chair of the National Association for Campus Activities Board of Directors.

First, I'd like to recognize all our members for working tirelessly during the past few months to adjust to the impact of the COVID-19 pandemic on our professional and personal lives. I hope we continue working together to reshape our work and personal lives as we seek an end to this spring's crisis. I love that our Association can provide reassurance and remind us to laugh as we collaborate during tough times. Being a NACA member has allowed me to develop the kinds of professional and personal relationships that are crucial now. We are all in this together and we are greater than the sum of our parts.

Recently, I've been reflecting a great deal on my time in higher education. For half of my life, I've volunteered for only three organizations: the National Conference for Community Justice, where I began at age 15; Delta Sigma Theta Sorority, Inc.; and NACA, where I've served for 21 years.

During my time with NACA, I've been actively learning, growing and engaging with all of you. I definitely grew up in the Association and consider it my professional home and family. As I reflect on all the wonderful experiences I've had and the countless faces I've met through my volunteerism, I'm reminded of the richness of the relationships I've been blessed to share, especially in light of the current pandemic. There are so many people within the Association who've fortified me and contributed to my growth in ways I'll never forget.

As I embark on another Association milestone, I'm aware NACA, like me, has grown and continues to change. I am excited to be a part of the Association's transformational growth. I've seen it weather trials and enjoy triumphs. Although we now face an unexpected challenge to how we're accustomed to interacting and conducting business, my goal as Chair is to leave NACA better than I found it by focusing on procuring non-dues revenue and developing a new strategic plan. Under the leadership of our two Immediate Past Chairs, Becky Riopel and Demetria Bell Anderson, we've seen the fruits of efforts that began in 2017 through the development of our current strategic plan:

- Introduction of NACA® 24/7, which has changed how school members do business with associates (and which has been extremely useful in recent weeks),
- Reimagination of our national convention as NACA® Live,
- Expansion of our educational programs,
- Creation of our diversity competencies,
- Launching The Journal of Campus Activities Practice & Scholarship, and
- Achieving capacity attendance at our 2019 Summer Institutes.

Going forward, we plan to retool and nurture our regional event experiences. All these accomplishments are a direct result of our audacious actions to step out of our comfort zones and stake our claim in the realm of education, engagement and entertainment.

Reading Jim Collins' book "Good to Great" has caused me to consider why I joined the Association. Another goal I have as Chair is to help to move NACA forward to become even greater. This will require us to push past our fears, engage in difficult dialogue and ask, "At what can we be the absolute very best?" Collins writes:

"Greatness is not primarily a function of circumstance. Greatness is first and foremost a function of conscious choice and discipline."

I hope this year that we may overcome current obstacles and continue to lay the foundation for NACA's greatness. I want to change the perception of who can serve on the Board of Directors, so if you don't see someone who looks like you on the Board, help change that. I will continue to strive to foster inclusion and transparency and express my true passion for NACA.

One of my favorite things about being a NACA volunteer is forming lasting relationships resulting from the work we do together as school members, associate members and Office staff. While the feeling that comes from our collaborations may be intangible, it reminds me of words credited to Maya Angelou:

"I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel."

As we move through the current crisis and our volunteer paths continue to cross, I hope you'll never forget how I've made you feel. Let's boldly strive for greatness as the premier association for campus activities!

Ashe! ■

(Pronounced "ah – SHAY," a West African concept meaning "So be it" or "So it is.")

A New Mission

AMBER SHAVERDI HUSTON
amberh@naca.org

AT A TIME WHEN EVERYTHING IS UP IN THE AIR and there are more questions than answers, where do you go for direction and inspiration— your founding purpose and mission.

Prior to our world changing, the Association had assembled a workgroup to appraise our mission and vision statements, and the timing intersected at a critical time. The workgroup deliberated every word of a one sentence statement to ensure that it represented all members of NACA, the original vision of cooperative buying, and provide guidance for the future.

When the future is unknown our mission and vision will guide us forward. As I write this column, health and elected officials are not in agreement about our country's reopening nor do we know how many students will attend classes on their physical campuses. What we do know is that there is a stronger need than ever before for community. Higher education needs and is relying on campus programming to provide a sense of belonging. I continue to reflect on a remark from vice president of Student Affairs, Jon Dooley, Ph.D., that campus activities professionals are "retention specialists". That is a muscle for us all to flex. That is a role that we can play. When retention and student persistence is of great concern, campus activities is the pathway for affinity, a vehicle for community, and a driver for student success. NACA is unique in that exists to serve associate members, students, campus staff, and the institution. The NACA community of associate and school members can come together and help schools achieve student persistence. Schools haven't finalized the pieces of the puzzle and can leverage NACA to drive student success and retention.

For the next six months I have asked the Board of Directors, staff, and volunteers to hone in our three priority areas so that we can focus and evolve with our ecosystem. Our priorities will focus on technology, strengthening our membership community, and financial health. These three areas incorporate multiple initiatives, services, and operations. We are evaluating ways to update NACA® 24/7 as the platform for business and solutions for online delivery of programming. The Association is intentionally considering what we can and should offer in a virtual format. For example, the new Summer Series isn't simply taking the institute curriculum and repackaging it online; instead, we've developed a new curriculum specifically for an online experience. We recognize that messaging has to change as institutions change. We are aggressively marketing the various ways a NACA membership can be value add to a campus— one institution = one membership (meaning multiple departments and subsets of students can be covered under one membership versus multiple associations), the value of cooperative buying, and the place for training both students and staff.

Many of you were able to find opportunities from the challenges and creatively develop online programming. You developed brave spaces for students to once again have shared experiences where they could laugh, learn, be authentic, grow, and entertained. And now NACA has the opportunity to leverage cooperative buying to help campuses come together and secure a speaker, entertainer, musician, an expert that may have not been within their financial means but due to online programming radius isn't a factor. The NACA community can come together and block book someone who at one time can reach multiple schools across the country. It's fair to say we can go back to our roots while navigating a new future. We will foster relationships, train, entertain, and be the premiere venue for educators and entertainers.

Our mission —"NACA empowers members to amplify the campus experience through inclusive learning, meaningful connections, and engaging entertainment that transforms college communities"— is exactly what we will do both in person and online. We look forward to serving you this upcoming year. ■

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National Association for Campus Activities

MISSION

NACA empowers members to amplify
the campus experience through inclusive
learning, meaningful connections,
and engaging entertainment that
transforms college communities.

VISION

To create college communities
where everyone belongs.

Good on You, Mates!

GLENN FARR

After 30-plus years of service on the NACA staff, Glenn Farr decided to enter retirement effective May 1. Farr is probably most known for helping countless school and associate members publish articles in Campus Activities Programming® Magazine, of which he published 243 issues during his tenure on staff. As content editor, Farr was instrumental in curating, copy editing and publishing the Association's regular communications, such as Spotlight, Associate News and NACA® Foundation's Momentum. The Association is grateful for his many years of service and wishes him a well-deserved retirement.

BY THE TIME YOU READ THIS, I truly hope the COVID-19 pandemic has abated. As I write this, it's late March and the numbers of cases in the US are on the rise after the virus has devastated Italy, Spain and other parts of Europe and the United Kingdom. India has gone into lockdown but China and Korea have seemingly been able to reduce numbers of cases. Time, and I hope, wise decisions, will tell where we've all ended up.

While the pandemic has created what we hope is only a temporary new normal, it's not the first time in my life I've experienced a natural disaster. On two occasions, I've left locations only an hour or so before tornadoes devastated them. Consequently, when tornado watches or warnings have been in the forecast, I've often joked, "If I leave, go with me!" When it came time for those in the NACA Office to decide whether it was safer to work from home, I was one of the first to make that choice. I'm in one of the more vulnerable demographics and after having experienced both the flu and pneumonia, I didn't want to risk what COVID-19 promised. As other staff members pondered their decisions, I remembered my tornado warning and almost said, "I'm working from home; go with me (only to your own home, of course)." But since I wasn't sure humor is allowed in such circumstances, I collected the files I needed to continue working and simply left the building.

For me, telecommuting hasn't been all that different from working at my desk in the NACA Office. There's been a noticeable absence of small talk with co-workers, but it's been easy to share files remotely and to meet on Zoom when conversation is the most efficient form of communication. I have an empty bedroom I use as a dedicated "office," my neighborhood is quiet, and I've been getting a lot done.

But then, so have all of you.

When we, as a nation, began to grasp the pandemic's grave implications, educational institutions on all levels, various venues and other businesses were either ordered closed or did so voluntarily for weeks at a time. This had a significant, even crippling impact on many of you. As you well know, schools had to cancel programs and related bookings and associate members and the performers they represent faced what could be months of lost income at a crucial time of year.

But, you networked, you moved quickly to find some semblance of business normalcy in spite of an unprecedented disruption of the campus activities market. Both professional staff and associate members quickly explored virtual options so performers could perform, students could engage in those performances and other programs, and the show, as they say, has gone on in many instances. And NACA added a Virtual Programming category to NACA® 24/7 so performers could share that they could provide that kind of presentation and school programmers could find them.

Many of you volunteered entries for the NACA Blog, where you shared how you were creating virtual programs and presenting them through everything from Facebook Live to YouTube, Zoom and more. Additionally, you participated in our Coffee & Conversations webinar series, which focused on timely topics such as working remotely, supporting seniors when their final days on campus have been disrupted and presenting programming awards in a virtual format. Perhaps most notably, for NACA® Northern Plains, whose regional conference had to be cancelled, you supported an experimental multi-day virtual business hub as a way to still keep NACA business and connections alive.

I've been mightily impressed by your creativity, versatility and drive as we've all attempted to find balance moving forward. As a friend of mine from Australia is wont to say, "Good on you, mates!"∎

TEAM BUILDING
Taking the Process Beyond Icebreakers

By
LUKAS J. WYMER
University of Wisconsin–Platteville

AS THE OLD SAYING GOES, "One never wants too many cooks in the kitchen." But what does that look like for your programming board? When members present different personality types, strengths and weaknesses, and leadership styles, creating a cohesive team can be difficult.

However, it doesn't need to be. Although college student leaders have matured beyond high school, the process of forming a successful team is the same, regardless of the age level. Whether or not team members are aware of it, there are definite steps every team takes in achieving harmony. Fortunately, for student affairs professionals, there are specific steps you can take to ensure this process is successful with your current team. Working through four different areas, and incorporating a few team builders along the way, can help you ensure that a unified team is a very real possibility.

Knowing Your Needs

Before any team building can be accomplished, you need to know what you expect of your team. There's a strong difference between an advisor who expects students to be fully committed to a position and plan every detail and an advisor who only expects students to be at the event the day of to help with logistics, check-in and tear-down. Although neither way is incorrect, the goal, and thereby the building, of the two teams is entirely different.

Additionally, it's always important to know the expectations and goals of each of the students. By learning what each student wants to see happen, how they expect to meet their goals, and their expectations for themselves and others, you, the advisor, can get a clearer perspective of how to develop and lead the team. Plus, this process allows students to feel they have a voice in the process rather than being just additional cogs in the machine.

Through your role as advisor, you are responsible for the first part of this process. I recommend creating a list of needs, talking with like-minded professionals in the

field, or reading about relevant studies to envision what you want your team to be like. Moreover, when it comes to working with your students about your goals and expectations of them, it's to best to be completely honest from the beginning. Better yet, by hosting activities where students create expectations for themselves and for you, you provide them the independence to hold themselves to a higher standard, and therefore, give them a sense of membership in the group (Tajfel, 1979).

Team Members Knowing Themselves

Although Tuckman (1965) argues that the first stage of creating a team involves the "forming" stage, where everyone acts through their own independent agencies, I would instead argue that when starting a successful team, everyone first needs to know themselves. For example, look at a basketball team of five random players who had previously only shot around on their own. Although none of them would know right away how each of the others plays, they would know their own strengths and weaknesses. They would know if they could make a consistent three, if free throws were their downfall, or if they were even capable of dunking the ball. It's similar with your team.

Each student you work with has a general understanding of their strengths and weaknesses, even if they are not explicitly aware of specifics. Whether they are an introvert who plans every second of their day but stinks at public speaking or are an extrovert who loves to procrastinate but is great at making small talk with artists, everyone has their select set of strengths and weaknesses.

You can help your team members recognize these abilities and how they help, or hinder, the team's growth. On the most basic level, having your team take one of the many personality tests can help them gain a clearer understand of how they tick. True Colors, Myers-Briggs, StrengthsFinder and many others can show your students their basic innate personality types. On a deeper level, and without the use of technology, an exercise that involves students introspectively examining their strengths and weaknesses as a leader, strengths and weaknesses as a follower, and how they interact with others can go beyond the results of personality tests and allow them to uncover their abilities on their own. No matter the method, a successful team's members first need to understand themselves as individuals.

Mixing It All Together

After students begin to understand themselves, they are better able to understand how they each work with the rest of the team. Referring to our basketball team example, this is when the players begin to see how their strengths fit in with the rest of the team. Some players become shooting guards, another becomes a power forward, and conversely, another sees their strengths on the other end of the court as a great shot blocker.

No matter your student's "position" on the team, it's important they understand they have a necessary skill that enhances the group.

Ideally, this process would happen gradually. However, that's not always possible in campus activities. Between "Welcome Back Bashes," spring concerts, homecoming weeks, and late-night programming, campus activities advisors often get precious few hours to not only build a team but also to teach students other necessary requirements of their jobs.

Why not combine activities during training? Instead of having separate teambuilding and event training activities, combine them into one that forces students to plan an event in a way that's new to them or have them partner with someone with whom they don't normally work (and/or with whom they sometimes disagree) to prepare a mock event. No matter which option you choose, ask students to reflect, either as a group or individually, on what they learned and what caused them to struggle, and how they believe this will impact their work going forward. If done correctly, and with enough refection, this process will allow students a better understanding of their strengths and a clearer view of how of their teammate's strengths can balance their own weaknesses.

Intervening When Needed, Embracing the Victories and Celebrating the Successes

No matter how much training and teambuilding you do, rifts between teammates will eventually occur. By addressing these issues promptly and professionally, you can not only limit the circulation of rumors and creation of bad blood among team members, you may also, ideally, end the conflict, even if for only a short time. Moreover, when facilitating a disagreement, it's important to understand the root of the problem and find a compromise that works for all parties, including yourself. Larry David once said, "A good compromise is when both parties are dissatisfied (2009)." And when it comes to disagreement in teamwork, agreeing to disagree may sometimes be the best solution.

Most importantly, though, teamwork involves celebrating the victories, no matter how small. Whether it's recognizing the good work of an unlikely duo or completing a spring concert, all successes should be recognized to reinforce desired behavior. Through this bit of extra effort, you may push your students to do better, work harder, and see you as a coach who wants their team to succeed.

Although much of what I've shared may seem basic, it can be easy to forget during day-to-day activities. Teamwork, like any relationship, involves constant work and, without taking the proper first steps, you might see it all go astray. But if you invest time, energy and effort into your group, it can grow from a team that simply coexists to a dependable and passionate one committed to making their dream work.

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ABOUT THE AUTHOR

Lukas J. Wymer is interim coordinator of Campus Activities at the **University of Wisconsin–Platteville**, where he earned a bachelor's degree in secondary history education. In May, he will complete his master's degree in student affairs administration at the University of Wisconsin-La Crosse. He currently is a graduate intern for NACA's department of Education & Research. Active in NACA® Northern Plains, he has served as one of the region's Graduate Interns, as well as an Educational Session Presenter/Reviewer.

CREATING A MEMBER DEVELOPMENT PLAN:
4 Key Components

MARY MERCER
Pittsburg State University (KS)

IN SPRING, THE WEATHER IS CHANGING, the programming schedule is jam-packed, a hiccup may occur with concert planning, finals are lurking, and senioritis hits its peak. What a great time to add executive board transitions into the mix! Fast-forward to the next semester as you sit across from an overwhelmed student during a one-on-one meeting. They are trying to navigate the organizational culture and get a grasp on their position's responsibilities, while remembering some of the basics involved.

Sound familiar?

Given the demands on college students and the fast-paced campus activities environment, it's not uncommon for outgoing executive board members to condense valuable information and experiences into rushed written reports of varying quality. This, coupled with under-engaged general members throughout the year, can be detrimental to an organization's health. Challenges arise in retaining membership and adequately preparing students to advance. Regardless of when new members are brought into the organization and new executive board leadership is appointed, it is imperative that transitioning is treated as an ongoing process in cultivating leadership rather than a one-time act of onboarding or documentation.

Campus activities professionals are in the business of experiential learning. Kolb, through his model, emphasizes the need for students to learn, reflect and actively participate in experiences (Evans, et al.). Keeping this in mind when creating a member development plan, there are four key components to consider: orientation, education, relationship building and reflection.

1. Orientation

In acclimating students to the organization, it's important to provide the knowledge and resources that enable members to successfully navigate their programming board's culture. Often, a retreat is used as a catchall experience and can result in bombarding students with too much information at once. It's worthwhile to consider breaking apart the skills and knowledge students need to develop into three distinct categories – orientation, training and team building – and share them over time.

Orientation provides the opportunity to establish organizational/volunteer purpose and begin to lay a foundation for students to make meaning of their involvement. This is the time to introduce members to the organization's values, mission and vision while openly discussing joint expectations of membership. In keeping with the idea that onboarding is not merely a one-time

act, it's beneficial to find opportunities to reinforce information given in earlier stages of membership or at the beginning of terms. Find moments during meetings to engage members across the organization in activities and discussion about the mission. Proactively and periodically review internal policies and procedures, and remind members of set group expectations. The ultimate goal is to provide members with the information and resource knowledge they need to successfully engage in the organization's operational and programmatic activities.

2. Education

Create a teaching and learning environment with the goal of providing personal and professional development. Whether it's providing students with a competitive edge for future jobs, justifying funding, or implementing necessary training, education is a constant focal point for programming boards. For the purpose of preparing students to be productive members in the organization, it's crucial to identify the knowledge and skills they need to develop to carry out their responsibilities.

As with orientation, the goal of training is for students to successfully engage in all aspects of the organization. Members can be helpful in identifying training topics by answering the question, "What does a member need to know and do to be successful in our organization?" In furthering opportunities for educational development, reviewing the NACA Competency Guide for College Student Leaders (available at naca.org/Resources/Pages/default.aspx), along with institutional/departmental learning outcomes and members' desired outcomes, can help pinpoint areas on which to focus for students' personal and professional development.

Committing to integrating intentional education and training will require pre-planned rotating meeting topics or pre-scheduled educational opportunities. In allocating time for education, consider whether depth or breadth is the desired goal. If a topic is worthy of including in education, determine how that learned material is modeled by students, taught by peers, and reflected upon in one-on-one meetings.

3. Relationship Building

Develop personal connections among members and learn what they need to be successful. Motivations among students will vary, and the ability for them to form personal connections with peers will be integral to member retention and morale. It's beneficial to observe the forming of the group and recognize when it's time to stop beginning every meeting with an icebreaker and move into team building and bonding activities.

Another key component of relationship building is diversity and inclusion, which comprise a crucial education and training area. Becoming aware of one's own identity is a needed first step in creating inclusive spaces for connections to form. Part of relationship building will fall to the responsibility of executive board membership to actively engage general members in event-planning work. When under-engagement seems to be a concern, it can be helpful to have program chairs identify action items that need to be accomplished and which items can be shared with general members.

Depending on the conversation and outcome of this exercise, there may be some challenges in the dynamics between executive board members and committee members that need to be addressed. Cultivating strong relationships can also help executive board members more effectively utilize individual strengths, provide growth opportunities, consider motivations and recognize achievements. Relationships and member engagement are interconnected.

4. Reflection

Facilitate opportunities to process experiences and personal/professional growth. Providing students with the space to practice giving and receiving feedback is a crucial life experience. There are opportunities to prompt introspection through peer-to-peer meetings and evaluations, as well as working with an advisor in this area. NACA® NEXT is an excellent tool to help students translate and articulate their skills and knowledge for future employment opportunities.

Beyond incorporating reflection for individual growth, periodic reflection is helpful in ongoing transition documentation. Simply starting a meeting with everyone answering the question "What do you wish you would have known?" can yield helpful notes for the future. Informal and formal reflection can be great ways for the programming board to assess member engagement and current benefits of involvement.

Celebrate the Wins Along the Way

When creating and implementing a member development plan, celebrate the wins along the way. Everything does not need to happen all at once. It's inevitable there will be a mixture of forward and backward movement. Consider beginning the process by assigning key components to executive board members to research and bring back to the team to discuss and connect ideas. Some simple discussions and scheduling can go a long way in taking first steps. Over time, weaving orientation, education, relationship building and reflection into the fabric of the programming board will cultivate leadership and will promote membership persistence by positively impacting retention and preparing students to advance in the organization.

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ABOUT THE AUTHOR

Mary Mercer is program coordinator for Campus Activities at **Pittsburg State University (KS)**, where she has worked with the Gorilla Activities Board since the fall of 2014. She served as the NACA® Central Block Booking Coordinator in 2016 after serving as Assistant Coordinator in 2015. In 2019, she was the region's Central Logistics Coordinator. She also served as a NACA® Live Team member in 2020, after serving on the National Convention Program Committee in 2018 and 2019. She holds a bachelor's degree in theatre/speech communications from Siena Heights University (MI) And a master's degree in college student personnel from Bowling Green State University.

PLANNING RETREATS
Crucial Questions Before You Begin

AMANDA FERGUSON
Saint Leo University (FL)

CIDNYE WORK
Wilmington, NC

RETREATS ARE COMMON TO THE STUDENT LEADER EXPERIENCE, but their success is dependent on the intentionality of the planning process. Retreats should differ from regular meetings, trainings or workshops. If they're not held in a different space than usual, it's not a retreat, just a long meeting. Retreats should be an immersive experience created for our student leaders to encourage and motivate them in their roles. To create a successful leadership team, you must create a successful leadership retreat. Through our combined experience in and out of students affairs, we have identified important focus areas for planning.

Retreat Basics

As you consider planning a retreat, you must first understand how a retreat differs from other meetings or trainings. What makes it different is its focus on bonding and building community. Its purpose is to provide a refreshing and inspiring environment to innovate, collaborate and plan. Planning a retreat requires you to ask important questions:

- **Who is the retreat designed for?** Is it for all your members, including general body members, or just your executive team? Do you consider a joint retreat with other leadership positions? Are professional staff included in your team or department retreat, or just students?
- **How many retreats a year do you plan to have?** Retreats are best utilized at the beginning of a season to help with the inspiration and assimilation of ideas. You can host a retreat at the beginning of the school year, the beginning of a semester, the beginning of a new leadership change, or a combination of these options.
- **How long are the retreats going to last?** One day? Two days? A half day?
- **What is the ideal location for the retreat?** A retreat is defined by Oxford as "a quiet or secluded place in which one can rest and relax," so be sure your retreat is truly a separation from campus (location) and focused on relaxing your students and motivating them, not overworking them. There are benefits to going off site for a day or an overnight to allow a physical retreat from the typical stressors and distractions of campus. Placing your team in a new location helps level the seniority of a space and allows for a reframing mindset.

  If your budget does not allow for an off-campus location, host your retreat in a different part of campus. Explore a new building, an outdoor area, or borrow from another office or department. Removing your team from their usual routine and familiarity can help spark new ideas and lessen the monotony of routine spaces.
- **What is the budget for the retreat?** Consider space rental or lodging, transportation, food, etc. Is it worth it to splurge on one bigger retreat a year and then spend less on any additional retreats? If money is a barrier, consider creative options such as a daytime retreat with an optional social at dinner, utilizing resources and spaces on campus, or borrowing supplies from another department.
- **Who should be involved in planning the retreat?** While professional staff members will be the ones to sign contracts, book spaces etc., it's important to include graduate assistants and executive team members. Giving ownership to student leaders will also create more buy-in and excitement. It feels like something they helped create rather than something they've just been told to attend. Additionally, students are often more insightful about what the group might like or not like and what will hold their attention. Retreat planning should be a joint group effort to ensure all perspectives are considered.

- **What content will be included in the retreat?** A successful retreat is one that balances work and play and has many moving parts to keep everyone's attention. For presentations, consider having multiple presenters so information isn't coming from one or two people the entire time. If you have vendors or campus partners with whom you often work, consider inviting them to speak. For activities and team-building exercises, consider ways to allow the group to experience vulnerability and build trust with one another. As you create the retreat agenda, you can increase how deep activities go toward the end of the retreat once the group is more comfortable with each other. Also, don't forget to schedule "fun" or "free" time for the group to do their own thing.
- **How will you assess the retreat's effectiveness?** Assessment is a crucial part of the retreat process. You cannot measure growth, self-reflection or team progress without assessment. Be sure you create that pre- and post-retreat survey to measure the success of your retreat and identify areas where your team may need more support.

Retreat Audiences

There are two major groups of a leadership team: your executive board and general members. You're able to host retreats with both groups, but the event may look different depending on your audience. A retreat with your executive board will probably focus more on the individual leaders: their strengths, areas of growth, conflict and personality styles, and how they interact with others on the team. A retreat with your general body will probably look at growing morale as an organization on campus, how the different departments or committees work together toward one mission of the organization, and understanding that all committees are equally important. Although they are different audiences, both are important. If you focus just on your leaders, and don't invest in your future leaders, how do you expect continued growth of the organization?

Retreat Focus

If you focus on teaching your students how to do their jobs, you've created a training. If you talk about the position and share information on their role, you have created a long meeting. The focus of a retreat is building team morale and growing team members' understanding of how they work together.

Some ways to include team bonding, outside typical ice breakers, include strengths analysis or personality assessments. It's important to facilitate conversation and the roles and strengths of each team member, how they contribute to the overall success of the group, and how each individual perceives conflict. Just as you cannot expect success without training, you cannot expect your group to function without building their morale through team training.

The most important thing to remember when retreat planning is that each group is unique. What works well one year or for one team, may not work very well the next year with another team. Retreat planning should be an intentional and well-thought process each time, considering what the group needs at that moment. Take advantage of our tips and be intentional, and be sure to have fun!

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Putting T.R.A.D. in Tradition

ASHLEY WALKER

East Carolina University (NC)

Showing school spirit at the University of Albany.
Photo by UAlbany Media Department

EVERY CAMPUS HAS AT LEAST ONE TRADITIONAL CAMPUS EVENT. Some were started by the general student body, while others were initiated from a brainstorming meeting with student leaders and campus professionals. Regardless of how they began, traditional events provide opportunities for students to enhance their collegiate experience.

In recent years, institutional budget cuts have necessitated creative thinking by programmers to maintain traditional events. While a number of traditions have been able to continue without having to change, others have had to be revamped, and a few have had to "sunset." During my time as a student at the University at Albany (Albany, NY), I witnessed campus traditions start and stop. However, it has been in my role as a professional that I've been afforded the opportunity to be part of revamping many campus traditions.

While I was working as assistant director of Student Activities at the University at Albany, student leaders on the UAlbany Programming Board and I created an acronym to assist with keeping our traditional events the center of conversation and well attended: **T.R.A.D.**:
- **T**riggering school spirit
- **R**einforcing organization and university values
- **A**venue for creating memories
- **D**irected towards a targeted audience and **D**iversity

Triggering School Spirit

At each of our institutions, I'm certain we believe we have the absolute best school colors, mascot, fight song, school line dance and, of course, campus events. It is our

responsibility to make sure our campus traditions invoke that pride for all our community members. In so doing, we help participants feel better connected to the campus community and, in turn, boost student retention.

Reinforcing Organization and University Values

Almost every organization has a mission statement and values its members vow to uphold. One of the values at the University at Albany-SUNY is to provide everyone the opportunity to "Unleash Greatness." For the UAlbany Programming Board, we always thought about our mission and how it could support this university value:

- Would it be by adding a community service component to one of our traditional events?
- By serving a full range of common interests within these events through music, poetry, DIY (do it yourself), etc.?

Keeping this in mind allows students to connect with others (network) and value the university a little more.

Avenue for Creating Memories

Students love sharing experiences and creating memories with their newly found campus family. We student affairs professionals and student event planners strive to provide spaces that can produce opportunities to make this happen. For example, a photo booth where students can walk away with something representing a special moment that can also be sent directly to their phones for posting on social media provides an instant memory that can be shared beyond the event itself.

Directed Towards a Targeted Audience and Diversity

The concept of diversity encompasses everything that makes us different. Programming for diversity provides opportunities to be educated, to grow, and to find commonalities that help break down barriers. Always consider components that can be added to any traditional event, even one for a targeted audience, such as senior week, so you can reach as many diverse students as possible. The UAlbany Programming Board has found that adding video games, drones, inspiration from a popular Netflix series, and elements around relaxation brings a variety of students together from different walks of life and abilities.

From Fountain Day to FAIRWell UAlbany

The UAlbany Programming Board was able to implement T.R.A.D. to its full potential by using Fountain Day, a past traditional event as the springboard for something new and exciting.

Fountain Day began in the late 1970s with students celebrating the beginning of spring at the University at Albany-SUNY's beautiful, large fountain, the focal point of the uptown campus. As the years passed, the Division of Student Affairs, the Department of Residential Life and the Office of Student Activities took on the task of planning this traditional event, which offered prizes,

games and other activities. One year, we even had Flo Rida perform for us. This event was nationally well known, with incoming students excited to experience this high-spirited tradition they'd heard about from their siblings. That was until 2011, when Fountain Day was suspended until further notice.

What were we to do?

Students longed for another end-of-the year tradition that went beyond the Annual Block Party hosted in almost all campus living areas. They wanted another Fountain Day. Operating under some restrictions, the UAlbany Programming Board set out to plan a revamped traditional event (that could not contain the word "fountain" in its name). So, FAIRWell UAlbany was created.

It was important for this event to have just as much school spirit and campus connection that Fountain Day had offered. Engaging in some wordplay in naming the revamped tradition, we chose FAIRWell UAlbany because the event was inspired by state fairs and was also a goodbye to every University at Albany community member. We even created an original logo for the event, which was printed on novelty items such as mood cups, towels, sunglasses and more – items attendees would keep for years to come. This is an example of "triggering school spirit" and having an "avenue for creating memories."

For this program, it was crucial that we stuck to our value of being "always eventful." We made sure we offered a variety of activities and food options to pique the interest of all who attended. FAIRWell UAlbany provided face painters, caricature artists, a water gun carnival game trailer, a zip line and more, accompanied by carnival foods such as corn dogs, fried dough, cheeseburgers and loaded potatoes, etc. It was our mission to "reinforce our values" through our event components.

Because this event occurred at the end of the academic year, it was only right to make it a celebration for our targeted audience, which was every student, faculty, staff member and child in the University at Albany community. It was important to provide an open event because everyone in attendance had something to celebrate:

- Graduation for our seniors,
- Conquering another semester for undergraduates who would be returning in the fall
- A sense of accomplishment for faculty and staff members who supported the student body through academics, housing and events, and
- The quality time spent among children and their parents, which created more memories.

When considering your campus traditions and how you might save them from becoming tired or being sunsetted, incorporate T.R.A.D. to bring a new shine to them.

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ENGAGING FACULTY =
BEING ENGAGED *WITH* FACULTY

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HOW OFTEN DO WE HEAR student affairs staff and student programmers say they wished for greater engagement from faculty in their programs? At The University of Tampa, we recently reimagined how we envision academic affairs collaboration and how purposeful collaboration can lead to student success. Following up on a student affairs division-wide focus on High Impact Practices (NSSE, 2015), we spent a semester centering professional development activities on integrating the co-curricular and curricular by pursuing purposeful collaborative partnerships with academic affairs.

Our journey began with a retreat led by a faculty member on experiential learning, followed by a panel discussion with academic senior leaders and deans, a roundtable dialogue with students on the integration of their curricular and co-curricular experiences, and concluded with a day-in-the-life-of-a-faculty-member session following informational interviews of faculty.

Our series flipped our thinking. The question was no longer, "How do we gain greater engagement from faculty in our programs?" Rather, it became, "How do we learn more about our faculty, their goals and their research so we can engage with them at a greater level around common interests that will benefit students?" We learned that adapting our language, purposeful engagement, valuing the depth to which our faculty care about students, defining student success, and demonstrating appreciation can make engagement with our academic partners a two-way street. Student programmers, when planning outreach strategies, can also utilize this learning.

Words Matter

Conversations with faculty members across disciplines, from biology to communication to entrepreneurship, revealed an interesting theme about language: We often use words that have different meanings for our faculty colleagues. What does *co-curricular learning* really mean? How do you define *student success*? These phrases roll off our tongues as common vernacular but may not be clearly defined or utilized in faculty colleague circles.

By listening to faculty experiences and perspectives on the holistic student experience, we were reminded that a phrase such as "co-curricular learning" translates as more closely linked to academic pursuits, such as internships for credit or writing a research article, rather than a student affairs perspective of a community-based service project or residential living-learning community. While all these examples are considered high-impact practices by the National Survey of Student Engagement, key initiatives of student affairs professionals might not come to mind immediately when speaking with a faculty member. Words matter; choose them carefully and ensure you are conveying your particular meaning when engaging with faculty partners.

Be specific when speaking with faculty about student learning initiatives.
Tip: Avoid broad, more ambiguous phrases such as "co-curricular" learning. Instead, reference the particular initiative for partnership such as "service learning."
Ask faculty members how they would define terms that you use regularly.
Tip: Ask a faculty member to describe how they view "student engagement outside the classroom." Learn from their perspective. This may provide untapped opportunities for partnership.

Competing Priorities

The life of a faculty member is different from the life of a staff member or student programmer. Although there are competing priorities, for faculty, teaching is their primary obligation, which involves crafting their syllabi, prepping for each class meeting, grading papers, holding office hours, and responding to emails. Additionally, there is an obligation that, as scholars, they contribute to research in their field of expertise. This means staying current on new research, attending conferences, conducting research themselves, and ultimately turning that research into publications. Faculty also have obligations to university service, which can involve working on committees and advising student organizations.

These three areas can be extremely stressful for faculty, especially when they are going through the tenure process. According to the American Association of University Professors (AAUP, 2020), "a tenured appointment is an indefinite appointment that can be terminated only for cause or under extraordinary circumstances such as financial exigency and program discontinuation." This rigorous multiyear review process to gain tenure can take precedence over other interest areas.

Ask the faculty member about their availability.
Tip: Ask the faculty member, according to their schedule, what the best time of year would be for them to assist in a particular project.
Take no for an answer but leave the door open.
Tip: If a faculty member declines your offer to be part of a campus program, thank them and ask them if they have different areas of interest in which you could invite them to participate in the future.

Purposeful Engagement for Connection

Although there may be competing priorities, there are always connection points. Faculty, staff and student leaders can help each other and find win-win scenarios for collaboration. Faculty often are looking for experiential learning for students. Do you have a project or opportunity that can enhance student learning in a particular subject area? Is there a research opportunity in your department with which a faculty member could assist? Are you working in an area of interest to specific faculty where they can engage in service? Faculty often are not aware of the great work occurring in student affairs and student organizations or the myriad opportunities available. Doing your homework beforehand and finding faculty who have an interest in what you need can create a valuable partnership.

Make a connection to a faculty member's research area before reaching out.
Tip: Your university directory often contains bios of faculty, including their research and service interests. If you're asking a faculty member to judge a movie-making festival, check this directory so you can

connect the experience to their research or offer it as university service for their tenure application.

Explore the various academic disciplines offered on your campus and research class offerings.

Tip: If you're trying to design a social marketing campaign on vaping, identify a professor who teaches a methodology/research course and needs a project for students to work on.

Faculty Care About Students, Too

When we gave our academic colleagues the opportunity to discuss what they loved most about their work, college deans, senior academic administrators, and faculty all repeatedly had the same answer: *students*. They could have shared about their research, journal publications or writing teams. They could have spoken at length about service on campus committees or the faculty senate. However, conversation about their "why" continually returned to serving students and helping them be successful beyond their college years.

Academic colleagues were fulfilled when they witnessed student engagement in the classroom and teaching students who critically connect academic content to their own lives. They lit up when telling stories of students who were employed in a "dream job" or pursuing post-graduate studies. They were motivated more broadly by the opportunity to contribute to an educational environment in which students emerged as engaged, civic-minded human beings who considered their personal contributions to much-needed social justice, environmental and service work. Regardless of their discipline, it was most important for students to be active and critical thinkers *for themselves*.

Connect with faculty on our shared passion for educating students.

Tip: The basic competencies of professionalism, global engagement and critical thinking are shared goals between student affairs personnel, student leaders and faculty educators. Engage faculty in a conversation about student learning and development next time you have the opportunity.

How Faculty Define Student Success

Clearly, faculty have high hopes for student success. A common assumption is that faculty will focus on student academic success related to their discipline. This, however, is contrary to the themes identified during our faculty informational meetings.

> WHEN WE GAVE OUR ACADEMIC COLLEAGUES THE OPPORTUNITY TO DISCUSS WHAT THEY LOVED MOST ABOUT THEIR WORK, COLLEGE DEANS, SENIOR ACADEMIC ADMINISTRATORS, AND FACULTY ALL REPEATEDLY HAD THE SAME ANSWER: STUDENTS.

We asked, "How would you like to be able to describe successful students with whom you have worked as a result of your interaction with them?" The answers were enlightening and not necessarily solely academically focused. Understandably, faculty want to see their students continue to higher learning in graduate school programs, but *life success* was a more prevalent theme. This appeared to be universal, not discipline specific, and not just driven by liberal arts faculty as may have been expected.

Life success was a thread woven throughout the other identified themes. It was common to have faculty describe student success around the students undertaking leadership roles with community engagement and an eye toward social justice, service, and a commitment to diversity, equity and inclusion. Lifelong learning was another theme, along with critical thinking and problem solving as imperative to student success. Interestingly, a number of faculty went into greater detail on how problem solving should be recognized as an interdisciplinary team exercise that yields both individual and group success.

Engage with faculty on long-term goals for students.

Tip: A point of connection for staff and faculty are aspirational life-long learning goals. Share common language with faculty regarding competency development in the areas of leadership, social justice and community outreach and service.

Celebrating Faculty Collaboration

While supporting and helping faculty achieve their goals is an important aspect of successful collaboration, celebrating partnerships can propel current projects forward to foster future opportunities. The University of Tampa's student affairs division created an annual faculty recognition award, The Joseph Sclafani Collaborative Partnership Award, to recognize a member of the university community outside of student affairs that partners in deep and meaningful ways to achieve common goals. The award was named after a faculty member who was known for his collegial spirit and his tireless advocacy of student affairs initiatives. Not all celebrations of collaboration have to be at the award level. Faculty, like anyone, appreciate a simple note of gratitude, being invited for a coffee, or being recognized in something like a weekly enewsletter.

Ultimately, both faculty and student affairs staff are recognizing student success, which is the supreme celebration of our partnership, a partnership focused on student achievement that mutually respects the role of each partner and seeks opportunities to realize common goals.

Support faculty who are navigating their way through the tenure process.

Tip: Provide letters of support and recognition of service for aspiring tenured faculty.

Demonstrate appreciation to faculty who have assisted with programs.

Tip: Email a thank-you note to the faculty member and copy their department chair or academic dean.

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Powerful Ways to Prepare Students for Elections

ELLEN WEHRMAN & TALYCE MURRAY
Campus Election Engagement Project

DANI ROSSMAN
Central Michigan University

VOTER REGISTRATION, EDUCATION AND ACCESSIBILITY are all ways that student activities can support its duty to involve students in civic engagement. The good news for programmers is three-fold:

- Election engagement programming is typically simple and low cost,
- Has benefits for the whole campus, and
- Is something students are seeking.

Increasing Involvement in Elections

Youth voter engagement can lead to increased academic performance and improved social-emotional well-being, in addition to developing healthy civic habits, skills and commitment to our campus and local communities.[1] Nationally, the age group that has the consistently lowest voter turnout rates is 18- to 19-year-olds[2], which underscores the need for colleges to incorporate election engagement into campus culture. That said, college voter turnout more than doubled from the 2014 to the 2018 elections[3], with indications that the 2020 elections are generating more discussion than ever. This combination of factors means nonpartisan dialogue-centric voter engagement programming is necessary to ensure students hear from different perspectives and is sure to be popular on campus.

Election Events

Campuses that receive federal funding are obligated to host an educational event celebrating Constitution Day (Sept. 17), and Title IV requires schools to make a good faith effort to distribute voter registration information to all their students. National Voter Registration Day (the fourth Tuesday in September) falls shortly after Constitution Day, and is a natural kickoff for fall activities. These are important mandates, but a well-rounded programming series goes beyond just voter registration; successful campus voter action plans also incorporate voter education and getting out the vote efforts. Let's look at examples of successful initiatives from across the nation in each of these three categories.

1. Voter Registration

Integrate Intentional Voter Registration Into New and Transfer Student Programs

This effort directly addresses 18- to 19-year-olds' low voter registration and turnout rates. From students' first day as new students, they are able to see the commitment their institution has to ensuring its students vote. This initiative has seen remarkable success across the nation. After implementing a registration station as part of campus move-in in 2011, Northwestern University's (IL) class of 2021 reached a registered voter rate of over 95%.[4]

Registration Booths

Do you have a "Welcome Back Bash," large-scale concert, athletic event or campus tradition in advance of an election? Don't miss easy opportunities to promote voter registration to your campus body. This can be as easy as including a QR code linking to an online registration website at entry/exit doors or partnering with your campus voting committee to staff an information table.

Want to take it up a notch? Partner with an athletic opponent and use the big game as a way to register students from both institutions. Or better yet, work with a nonpartisan organization to train your programming board to be able to register students at every event.

2. Voter Education

We campus activities professionals know out-of-classroom activities offer the chance to apply classroom skills and knowledge in real-life contexts. We also understand how essential opportunities to engage in conversation about and across difference are for students to practice critical perspective-taking. Developing social perspective-taking creates effective future leaders who are capable of engaging with and learning from others with perspectives and experiences that are different from their own.

However, most students typically do not interact with diverse peers or faculty organically. Neither high-impact formal activities (service-learning projects) or informal activities (interactions between faculty and students outside of the classroom[5]) are occurring spontaneously at a rate that benefits all students[6]. Campus activities professionals and student leaders have both the ability and responsibility to institutionalize programs that increase interaction between faculty and students, as well as between diverse student peers. Voter education initiatives have the ability to support these interactions on campus.

"What's On My Ballot?"

Host an information session dedicated to educating students on how to read a ballot and understand the offices up for election. Include "down ballot" elections and initiatives, not just the candidates for president. This event could include dialogue centered around local and nonpartisan elections to make it specific to your campus. This allows students to feel more confident when heading to the voting booth because they have already become familiar with the issues and candidates on which they will be voting. Your local municipal clerk is a great resource for obtaining sample ballots and finding local partners to speak at events.

Debate/Town Hall Watch Parties

Watch parties are a non-intimidating way to introduce students less familiar with the voting climate to the language and topics discussed each election cycle. Using this fun way to engage with the candidates and make voting-related activities feel interactive is key. Faculty are often willing to attend these events and lend their expertise to the conversation in the room. Don't forget to invite faculty other than those in political science to join in; history, environmental science, journalism and social work professors, to name a few, are also heavily engaged in civic discourse. Remember, Congressional races also have debates ahead of their general elections.

3. Get Out the Vote

University Voter Vans

One of the most frequently reported barriers college students face for voting on election day is not having access to transportation to the polls. Voter vans taking students from designated locations on campus to the surrounding polling locations serves as a direct remedy to this barrier. Including nonpartisan voter guides in the voter vans adds an element of voter education to this Get Out the Vote effort. Campus Election Engagement Project provides nonpartisan voter guides ahead of major elections. Student organizations can co-sponsor the van costs, and also promote their upcoming nonpartisan events. You may also consider partnering with your campus transportation services, municipal transportation provider, and/or ride-sharing companies to promote existing or discounted means of transport.

Nonpartisan Resources

There are a number of national partners that provide voting resources for individual students and campuses. Do your research to ensure that any organization you partner with is truly nonpartisan to prevent any appearance of partisan favoring. Here are some trusted sources for any college:

- **vote411.org** – Voter information for every election, provided by the League of Women Voters

- **turbovote.org** – Support for online voter registration and text reminders

- **campuselect.org** – Nonpartisan voter guides and direct programming support for students, staff, and faculty

- **campusvoteproject.org** – Central source for student-related voter laws

- **rockthevote.org** – Youth power building-focused nonprofit with lots of resources for campus teams

- **idhe.tufts.edu/nslve** – The National Study of Learning, Voting, & Engagement

- **studentslearnstudentsvote.org** – Coalition of partners providing campus action planning support, information about the census, and other civic learning

University Event Blackout

Ensuring that no other major events are scheduled for election days is essential. Include local, state and national elections on your campus event calendars. Involve campus partners in election-related activities to also avoid overscheduling. Promote voting as the activity for the day, and/or host an election returns watch party. Partner with faculty to moderate while watching election returns so students can gain live context for what the results mean.

Stronger Together

If your campus does not yet have a voter engagement committee or coalition, start one! Institutionalizing election education takes the collective effort of students, faculty and staff. It is central to the mission of higher education, and everyone can contribute in small and big ways to creating an educated citizenry. When youth vote, families vote[7]. The ripple effects of your efforts will be felt on your campus and beyond, as you instill the value of, and skills for, civic engagement.

[1] https://circle.tufts.edu/understanding-youth-civic-engagement/why-it-important

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Talyce Murray is the Michigan assistant state director for the **Campus Election Engagement Project**. She previously worked for the Democracy Engagement Coalition and Human Relations of East Lansing. She earned a degree in comparative cultures and politics from Michigan State University and she contributed to the Michigan Collegiate Student Advisory Task Force Report and Recommendations in 2019.

Dani Rossman is assistant director of Student Activities and Involvement at **Central Michigan University**, where in 2016, she was named the institution's Fraternity and Sorority Advisor of the Year and received its Honors Program Alumni Service Award. She has contributed to peer reviewed presentations on student engagement and employability and parent and family partnerships that foster student success. She holds a bachelor's degree in psychology and a master's degree in higher education administration, both from Central Michigan University.

CAMPUS PROFESSIONALS AND STUDENTS

Looking for virtual educational opportunities this summer?

We are excited to announce the new **NACA® Summer Series**, an eight-week series led by content experts from across the country.

naca® SUMMER SERIES

STUDENT GOVERNMENT · CONCERT MANAGEMENT · DIVERSITY & INCLUSION · MARKETING · PROGRAMMING BOARDS · ESPORTS · LEADERSHIP ·

LEARN FROM EXPERTS

The series will be led by content experts from across the country, including **Stan Pearson** and **Johnny Earle**, founder of Johnny Cupcakes.

BUILD YOUR RÉSUMÉ

Use these live virtual educational opportunities to hone your skills and add to your résumé.

SUBJECTS THAT MATTER

Topics include programming, esports, student government, leadership, and diversity, equity and inclusion. Participants will receive at least five hours of instructional time per week and a certificate of completion from NACA.

naca.org/SummerSeries

CREATE YOUR CURRICULUM

Register for the entire series OR choose one or more of the individual weekly topics that fit your or your students' educational needs.

Member Benefits Offer Virtual Support

At the time this issue of Campus Activities Programming® was being assembled, the COVID-19 pandemic was in its first few weeks of escalation in the United States. Colleges throughout country closed, programs were canceled, and associate members were faced with loss of income during a crucial period of their annual cycle. Those who could continue to work often did so virtually, as the nation was advised that "social distancing" was one of the most effective ways to prevent spread of disease.

School members and associate members alike brainstormed and collaborated to find creative ways to continue offering programs and performances via online platforms such as Zoom, YouTube and more. While it's certainly hoped the pandemic is easing by the time you read this, please remember that some of your previously existing NACA member benefits may continue to be useful during this time.

NACA® Connect

Have a question or information to share about leadership, two-year institutions, student government, volunteering, or about how your institution or business is coping with the COVID-19 pandemic? Connect with others in the Association via NACA® Connect. Visit naca.org and click on the NACA® Connect button to discover communities available to you, including:
• **Leadership Education**
• **NACA Volunteer Central**
• **Student Government (Staff/Graduate)**
• **Two-Year Institutions**
• **Student Activities Parents & Guardians**
• **Gaming & Esports**
Join one or more of these communities to share knowledge and resources to enhance your work and volunteer activities.

NACA® NEXT

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

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

Webinars and Other Resources on Demand in ENCORE

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

Additional Digital Resources
Virtual Programming Category Added to NACA® 24/7

Many of our associate members are adapting to provide virtual programming and a new category to reflect that has been added to NACA® 24/7 (247.naca.org/WebForms/Pages/NACA247Home). Find virtual acts or services by selecting "Virtual Programming" when searching the directory.

NACA Blog

Check the NACA Blog regularly (naca.org/BLOG/Pages/default.aspx) as we add content from school and associate members on ways they've providing programs, conducting business and otherwise coping during the current pandemic. Also, see massages about other issues of interest to the campus activities field.

If you have resourceful virtual programming ideas or can write about experience that can be helpful to your peers, contact Jameson Root so we can share your ideas.

Campus Activities Programming®

Our flagship publication is available online (**issuu.com/naca**), with issues available going back through 2011. Recent articles that might be helpful now include:

- **"Decompress From Stress"** (issuu.com/naca/docs/may_june_2019/16) by Shelly Morris Mumma, Ph.D.
- **"Becoming an Entrepreneurial and Innovative Leader"** (issuu.com/naca/docs/nov_dec_2018/18) by William D. Smedick, Ed.D.
- **"Resilience: The Superpower That SAVES You!"** (issuu.com/naca/docs/may_june_2018/10) by Brittany Stephenson

Share Your Stories About Coping With the Pandemic

When the COVID-19 pandemic escalated during March, it had significant impact on NACA's members, causing many of you to reconfigure how you could offer programs and/or performances to students dispersed due to campus closings throughout the country. Did you come up with a clever way to cope so you could still offer programs and conduct business? Would you like to share your story in NACA's blog? Contact Jameson Root at jamesonr@naca.org.

Connect with us!

naca.org

Welcome, New NACA Members!

These members joined Feb. 14–March 20, 2020.

ASSOCIATES
NATIONAL GENERAL LEVEL 1
· V Records/MyMy Music (MN)

REGIONAL GENERAL
· Music On The Move Plus (WI)
· Tea Leaf Touring (NY)
· Variety Attractions, Inc. (OH)

REGIONAL SINGLE ACT
· Entertainment Concepts (IL)
· Kim David Online (AZ)

Member Milestones

FUN Enterprises, Inc. (MA) marked its 30th anniversary in March.

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

Scholarship Application Deadlines

Each year, the NACA® Foundation awards 29 scholarships and six research grants to assist undergraduate students, graduate students, professional staff and associate members in pursuing educational interests and career development.

Visit naca.org/FOUNDATION/Pages/Scholarships.aspx to apply for these NACA® Foundation scholarships by June 30:

- **NACA® Mid Atlantic Higher Education Research Scholarship**
- **NACA® Mid Atlantic Associate Member Professional Development Scholarship**
- **Barry Drake Professional Development Scholarship**
- **Multicultural Professional Development Grant**

Please feel free to share this information with potential scholarship candidates.

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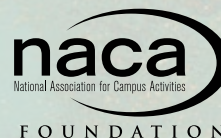
Refer a New Member; Get a Free Registration or Membership!

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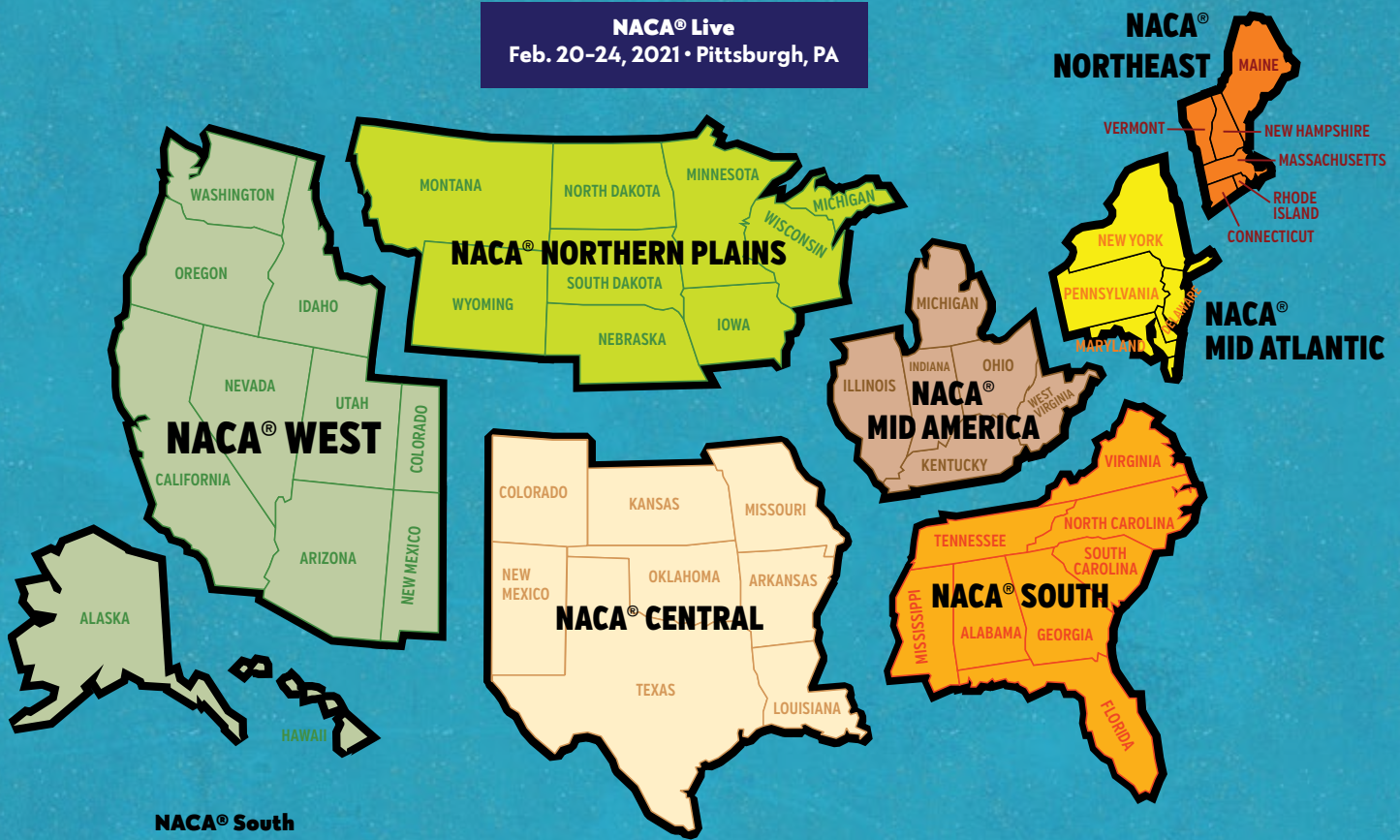
amplify

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Download the NACA® App!

Available on the iPhone **App Store**

ANDROID APP ON **Google play**

NACA's Regional Structure and Upcoming Events

NACA® Live
Feb. 20–24, 2021 · Pittsburgh, PA

NACA® NORTHEAST

MAINE
VERMONT
NEW HAMPSHIRE
MASSACHUSETTS
RHODE ISLAND
CONNECTICUT

WASHINGTON
OREGON
IDAHO
NEVADA
UTAH
COLORADO
CALIFORNIA
ARIZONA
NEW MEXICO
ALASKA
HAWAII

NACA® WEST

MONTANA
NORTH DAKOTA
MINNESOTA
MICHIGAN
WISCONSIN
WYOMING
SOUTH DAKOTA
IOWA
NEBRASKA

NACA® NORTHERN PLAINS

MICHIGAN
INDIANA
OHIO
ILLINOIS
WEST VIRGINIA
KENTUCKY

NACA® MID AMERICA

NEW YORK
PENNSYLVANIA
MARYLAND

NACA® MID ATLANTIC

COLORADO
KANSAS
MISSOURI
NEW MEXICO
OKLAHOMA
ARKANSAS
TEXAS
LOUISIANA

NACA® CENTRAL

VIRGINIA
NORTH CAROLINA
SOUTH CAROLINA
TENNESSEE
MISSISSIPPI
ALABAMA
GEORGIA
FLORIDA

NACA® SOUTH

NACA® South
Regional Conference
Oct. 1–4, 2020 · Atlanta, GA

NACA® Central
Regional Conference
Oct. 8–11, 2020 · Oklahoma City, OK

NACA® Mid Atlantic
Regional Conference
Oct. 15–18, 2020 · Lancaster, PA

NACA® Mid America
Regional Conference
Oct. 22–25, 2020 · Fort Wayne, IN

NACA® Northeast
Regional Conference
Nov. 5–8, 2020 · Hartford, CT

NACA® West
Regional Conference
Nov. 19–22, 2020 · Spokane, WA

NACA® Northern Plains
Regional Conference
April 2–5, 2020 · St. Paul, MN

Write for Publication

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

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

Campus Activities Programming®
NACA's award-winning magazine, published six times a year, offers experiential articles designed to inspire collaboration in bringing educational and entertainment programming to college campuses. Contact Jameson Root at **jamesonr@naca.org** for more information.

AFTER EVERY GREAT PERFORMANCE, THERE'S AN ENCORE!

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ENCORE is the **Exclusive NACA® Collaborative Online Resource Engine** which allows you to

• Showcase your programs and activities and view great work from other NACA members.

• Submit the resources associated with your events, programs, meetings and more.

• Search the vast library by keyword, student competency, author, institution or media.

Visit ENCORE today and give extended life to your programs and research in the campus activities field.

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National Association for Campus Activities

NACA LIVE
in pictures

NACA® Live Reimagines the National Convention Experience

The premiere of NACA® Live, Feb. 22-26 in Denver, CO, took all the best parts of the National Association for Campus Activities' national convention and elevated them into an upscale event that included:

• A new registration experience that allowed attendees to check in via kiosk,
• An updated schedule featuring shorter days with optional evening social events that also facilitated attendees' ability to choose personal and professional development opportunities.
• The NACA® Concierge, which allowed attendees to request pop-up educational sessions,
• Learning Pavilions, innovative and intimate spaces featuring a blend of headphone technology and 20- to 30-minute live presentations,
• Redesigned educational sessions that were dynamic and engaging and rooted in NACA's Competencies,
• Transformative professional development sessions and a supervision track for professionals,
• New showcase formats designed to show off coffeehouse performers, bands and lecturers to their best advantage,
• Cutting-edge entertainment and world-renowned speakers,
• The Campus Activities Marketplace Business Hub that replaced traditional Block Booking meetings with focused caucuses,
• Intentional networking opportunities,
• A special Marketplace stage that provided an intimate performance space for smaller acts,
• Affinity Chats and ThinkPosiums, which focused on topics pertaining to diversity and inclusion, and
• Much more!

If you'd like to reflect on all that happened in Denver, enjoy our photos in the following pages.
Photography by Robert Levy

Opposite page: Engaged attendees pose for the camera.

This page, clockwise from top: Attendees enjoy a coloring wall, a NACA 60th Anniversary exhibit, and take advantage of a new self–check–in process.

This page, clockwise from upper left: StandUp NBC emcee Mike E. Winfield; CASSIDI; Michael of The Great DuBois'; and attendees react to a showcase performance.

Opposite page, clockwise from top: I.N.K. performs in the new Coffeehouse Showcase; Chris Jones; Ebony Stewart; and Infinite Flow–An Inclusive Dance Company.

Attendees engaged in multiple opportunities to network and learn throughout NACA® Live.

Opposite page, top right: Professional Development Luncheon speaker Corey Seemiller, Ph.D.

The Campus Activities Marketplace offered new features, including a Business Hub, themed caucuses and a Marketplace Stage. And, of course, student programmers were able to network with associate members in their booths.

Foundation Fundraising Tops $4,300 at NACA® Live

NACA® Live Fundraising Results
· Donations During NACA® Live from 100 contributors: $2,394
· 60th Anniversary Celebration: $1,924.70

During the inaugural NACA® Live event, the NACA® Foundation partnered with the 60th Anniversary Task Force to offer a casual, fun event that gave attendees opportunities to network while raising funds for the Foundation. The Foundation also hosted its booth during each Campus Activities Marketplace session, where prizes and other items were raffled, with proceeds from ticket purchases benefitting the Foundation.

The Foundation also hosted its annual Honorary Trustee Donor Reception, which recognizes donors who've achieved lifetime giving of $1,000 or more. In Denver, the Foundation recognized 16 individuals who've moved up a giving level and honored all donors through signage and personal expressions of gratitude.

The 60th Anniversary Celebration event attracted 94 attendees, including school members, retirees, associate members, current and former volunteers and NACA Office staff. A portion of every ticket went directly to the Foundation. After expenses, the Foundation collected $1,924.70 for its annual fund.

In fundraising efforts over the course of NACA® Live, the Foundation raised $2,394 for scholarships and research grants, which equates to more than $1 per delegate at NACA® Live. More importantly, the Foundation engaged with many more individuals than usual (100 individual contributors), increasing outreach to potential future regular contributors.

Becoming a Foundation donor is very easy.

1. Donate Online – Our online donation portal allows you to specify your donation amount and to which scholarship fund (naca.org/Foundation/Pages/Donate.aspx).

2. Set Up a Monthly Donation – You may set up a credit card draft scheduled for the 15th of every month, or an automatic bank draft.

3. Donate By Phone – Call Angela Andrews at 803-217-3476.

And remember, shop at **smile.amazon.com** and select the NACA® Foundation. Amazon will make a donation!

FROM THE DAG

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

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

Shanna Kinzel (she/her/hers)
University of Nevada, Las Vega
Leadership Fellow, 2007-2008

Since serving as a Fellow, what other volunteer opportunities have you held?

In NACA, I've served on the NACA® West Showcase Selection Committee (2007, 2009, 2012); on the National Lecture Showcase Selection Committee (2007); as the Leadership Fellows Program Coordinator (2009-2012); as a Student Government West Institute staff member (2009-2010); as the National Convention Diversity Activities Group Coordinator (2011-2012); as the NACA® West Regional Conference Treasurer (2011-2012, 2014-2015); as National Convention Program Committee Chair (2012-2014); and on the Diversity & Inclusion Task Force (2018).

For ACUI, I've served as the Region 15 Educational Programs Coordinator (2012-2013); as the Region I Volunteer Coordinator (2013-2014); as the Region I Conference Planning Team Chair (2014-2016); and on the Annual Conference Planning Team (2017-Present).

What does the Fellows program mean to you?

Community: I have built a network of friends and colleagues who support one another and share an understanding of what it is like to come up in academia, which wasn't built for marginalized folx.

Opportunity: The program provides guaranteed opportunities for Fellows to present, be published, and be involved at regional conferences, as well as the national convention. This is meaningful because sometimes it can be challenging to get involved and the program removes a barrier.

Growth: Through community building and involvement opportunities, Fellows, Mentors and the Association are able to grow. We experience growth through experiences, relationships and working toward a more representative and equitable association.

Social Justice Tip

From Jamar Whitfield (he/him/his)
The University of North Carolina at Charlotte

I am hopeful that society can get to a point where social justice education is a standard practice instead of it feeling like it's "social just-us," where only a few people care. It's essential that everyone makes it a priority to do this work. It's important to realize we're all always learning. I do not think anyone has to be an expert on social justice, but simply be sincere in efforts to understand and support. If nothing else, we are all experts on ourselves. We should be mindful that there is always something we can learn about life from anyone else. As long as we have kind hearts and are open to learning, our efforts will likely be respected and appreciated. We must role model being our authentic selves, advocate, and empower others to do the same.

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Victoria Dean

Director of Student Organizations

Widener University (PA)

1 Leadership/management book you are currently reading?

"Dare to Lead" by Brené Brown! This is my first book by her, so I am excited to read it.

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

Peacock Pride Day, an SGA event one of my students planned for the last day of classes before Easter Break at my previous institution. It was a religiously affiliated school, so we were concerned no one would come. The event started when classes ended at 3:00 p.m. At first, it didn't seem the event was going to be successful, but over 200 students turned out for food trucks, inflatables, music, dancing, giveaways and more. It was the most-attended event that semester.

3 Favorite campus program in your entire career and why?

Mystery Trip, an opportunity to get students off campus for a great time. Students bought tickets to an unknown location. They received a packing list and a range of about 20 degrees of weather they could expect. And the location reveal didn't happen until we were three to four hours from the destination. Participants also got a book providing information about the location, including area transportation, free and paid events, and religious institutions

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

• Ink Joy Pens; they are the best.
• Post-it® Notes so I can leave myself notes.
• Stress toys for students (and anyone else who needs them).

5 Best teaching tool for your students?

When students come to me for advice on something I know they can handle, I ask, "What do you think?" Nine times out of 10, they solve their problem without even realizing they ever had it in them. A little reverse psychology goes a long way.

6 Technology that most benefits you at work?

A docking station that allows me to use my laptop for meetings around campus. It's so much better than trying to get everything down on a legal pad.

7 Most challenging aspect of your job?

Starting a new job (I began Jan. 21) is exciting and exhilarating, but you won't always have an immediate connection with students. Building that foundation and gaining their trust is the most challenging aspect right now.

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

Find the ways that work best for you to blend your work life with your personal life. What I do will be different from what you or your supervisor does – and that's OK! Maybe during October (when the craziness of homecoming month is in full swing) your blend looks a little different than in January when your groups are doing welcome back events. That's the beauty of a blend; you can adjust it to your needs in the moment.

9 Best programming advice you've ever received?

My supervisor in grad school shared a lesson we used to teach students about large-scale events. Always dream big. Pretend you have a $1 million budget. Brainstorm everything you could ever possibly want, from a blimp raining down free T-shirts to having Ariana Grande perform. Once you have your ideas down, scale back. Obviously, you can't afford a T-shirt blimp, but what about a T-shirt cannon to shoot them into the crowd? That's much more realistic, but if you had started small, you may never have thought of that idea.

10 Something unique about your programming board?

At my previous intuition, I worked with the Student Government Association programming group, which wasn't a programming board at all. A Chief Activities Officer on the SGA Executive Board oversaw all of Class Council, an SGA subset that consisted of four students from each of the four class years. Their main goal was to program specifically for their classes, coming together for joint Class Council events and partnering with other campus groups to open events to the entire student body. It was a great system that worked well. At Widener, I'll work with the Senior Class Committee, but I don't know enough about them yet to comment on their uniqueness. ∎

Save the date!

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LIVE

FEB. 20–24, 2021 · PITTSBURGH, PA

naca® 24/7

What's in it for **you?**

Think outside the box. Go beyond the blocks.

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

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

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

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

naca.org/NACA247

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