

CAMPUS ACTIVITIES

# programming<sup>®</sup>

Vol. 54, No. 8

FALL 2024

## NACA<sup>®</sup> LIVE

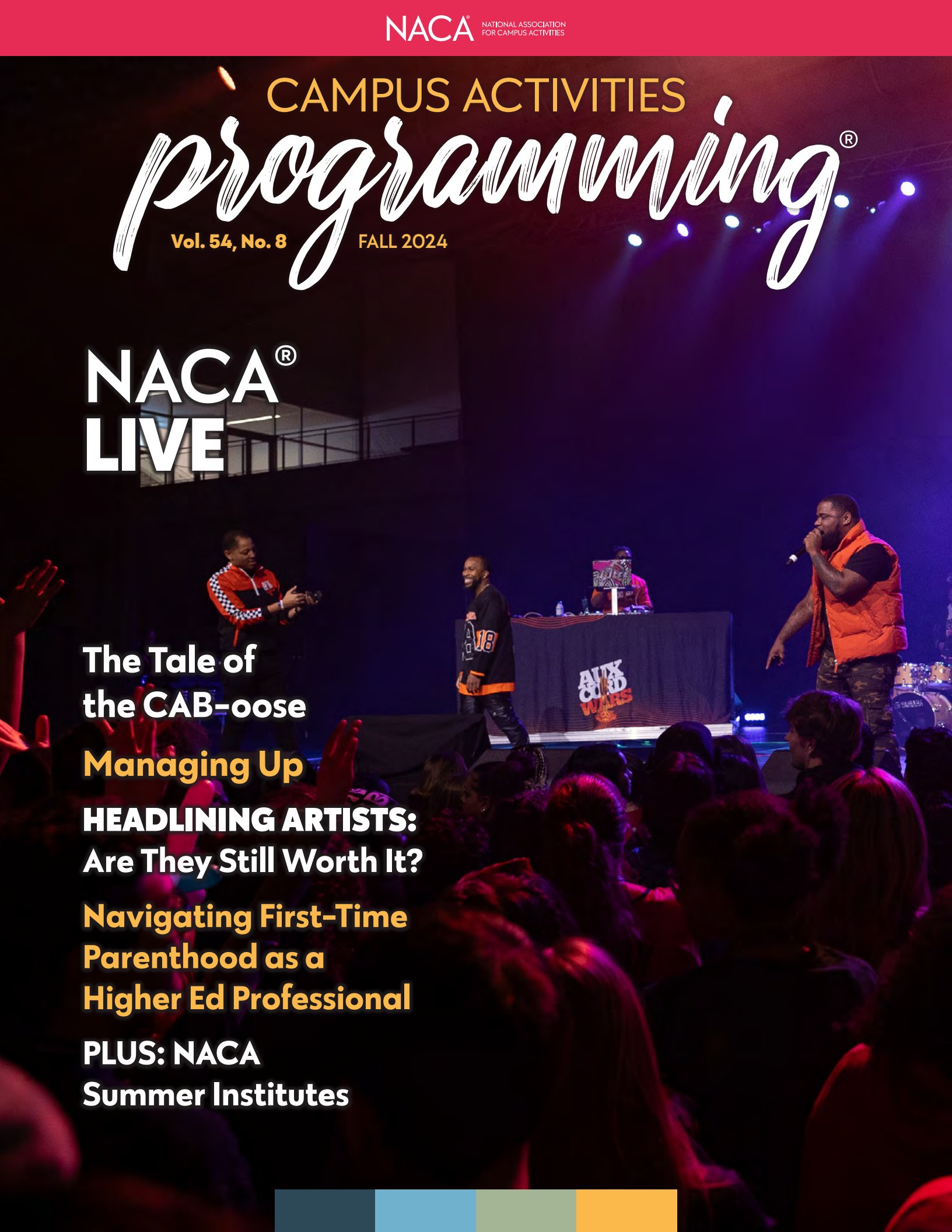
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**I**N JUST A MATTER OF WEEKS some NACA school members will be kicking off a new academic year, which always brings a flurry of activity, opportunities, excitement, and stress. We continue to see schools take various approaches to staffing, student support, and community building. As the area of Campus Activities continues to grow—with the inclusion of student government, fraternity/sorority life, leadership development, student organizations, and more—it requires constant evolution of NACA offerings so that we continue to provide turnkey solutions, timely training, and of-the-moment solutions.

NACA is home to those who facilitate student engagement, engage in programming, and foster a sense of belonging. Multiple leaders and departments are now programming with the objective of increasing student success. NACA, and members of our association, are the go-to market solution. I am looking forward to our Association growth as we further our reach and ability to support colleges in building communities where everyone belongs. Given the growth in Campus Activities, NACA Conferences will include tracks for both practitioners and students focused on the various student involvement audiences—event management, student government, fraternity/sorority life, marketing, leadership, and DEIA. These tracks have been developed in light of the changing college landscape and member feedback, and strive towards our mission of empowering members to amplify the campus experience through inclusive learning, meaningful connections, and engaging entertainment that transforms college communities.

Additionally, we have added two sessions; a Kickoff Session near the start and an Action Planning Session during the closing dinner. These facilitated sessions will prepare attendees to make the most of their conference experience with a focus on assessment, business relationships, calendaring, and goal setting. Schools will leave the conference experience with an action plan to implement once they get back to campus. This not only helps attendees get into the business and sourcing mindset, but it will also help attendees think about how to leverage time in the marketplace, view showcases, and have business conversations. Conferences will then close with an educational session that helps transition from what progress was made at the NACA conference to post-conference action steps. Our objective is to increase knowledge and confidence in engaging in business, but also fully leverage the NACA conference experience. During this time, we will implore attendees to consider multi-campus booking opportunities, conference special pricing, and timely follow-up. This change is aimed at creating a more impactful experience for all involved.

Our NACA tent is growing—and I am thrilled for the growth in opportunities.



**AMBER SHAVERDI  
HUSTON, CAE**

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**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.*



**A**S I WRITE THIS, I am completing my first two months of service as Chair of the Board of Directors. Since I've started my role, I've had quite a few moments that I've found myself reflecting on my nearly two decades of volunteer work with the Association while I also continue to look towards our collective future. If nothing else, these past two months have reenergized my appreciation for this Association and my excitement for our future. As you may have seen, we've recently announced a new framework to recenter business for the Association. This framework will include updates to the 24/7 platform, additional networking experiences at our fall conferences, action planning for school members, new educational experiences centered around business, and more. I'm energized by this opportunity because I believe it will allow us to create new ways to meet the needs of our school members looking to bring the latest and greatest that the college market has to offer to their campuses while creating an environment that is eager to do business. As we head into the months to come under this new model, I hope you join me in at our in-person and virtual marketplaces through 24/7 to see what this new framework has to offer our field.

As we head towards the end of summer and into fall, I would also be remiss if I didn't acknowledge how dramatically different things may be on our college campuses this fall. For many of us, we are already feeling these changes and bracing for what may come. It truly feels like the only constant is change on our campuses, and that can often be tough to face in our field. Through change, I often find myself looking for community, and have been thankful for the opportunity to find that community through NACA. As fall nears, I hope you too will look to the Association for the community and support you may need. This fall, we will have webinars, online discussions through NACA Connect, and our fall conferences to come and be in community with others that are experience similar work to you. Our regional teams are also hard at work crafting experiences that will welcome you in and connect with colleagues. Whether you are new to NACA or if you've been here for decades, I hope you know you are welcomed to join in and will get a warm welcome from me when I see you there.

So NACA, I am excited to continue this year as we collaborative work to shape the field of campus activities. I am a firm believer in NACA's vision to "create college communities where everyone belongs" and above all else, want you to know that you belong here and I'm excited to work with you this year! As always, if there is ever anything I can be doing to support you, do not hesitate to let me know.



**COURTNEY  
JAMES**

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“  
Through  
change, I  
often find  
myself  
looking for  
community,  
and have  
been thankful  
for the  
opportunity  
to find that  
community  
through  
NACA.  
”

## CONTRIBUTORS



**KAYLEE AYRES** (She/Her/Hers) is the Program Coordinator for the Center for Student Involvement at the University of South Florida. Prior to her current role, Kaylee served as a Graduate Assistant for Campus Events and Traditions at the University of Florida. She also serves as a member of the Foundation Scholarship Selection Committee.



**BOBBY DUTTON** is a relentless optimist, and the owner of GBM6, a professional team that designs and executes legendary events for colleges. He is also a professional speaker, offering keynotes and workshops. For more info, visit his LinkedIn profile.



**MIGUEL TEJADA** is the Assistant Director of Student Programs in the Student Engagement and Dean of Students Office at Harvard College. He is responsible for three main areas, which include advising and supporting CEB (The College Events Board). His educational background consists of a bachelor's degree from Westfield State University in Ethnic and Gender Studies and Spanish, and a master's degree from the University of Massachusetts Amherst in School Counseling. Miguel is currently working on his doctoral degree in higher education at the University of Massachusetts Amherst, with a focus is on men of color, masculinity, and their involvement experiences.



**LATEESHA WATKINS, M.Ed** currently serves as Gillings Event Strategist at the University of North Carolina Chapel-Hill Gillings School of Global Public Health. In this role she supports the Dean's event strategy, coordinates VIP and marquee school-wide events, and consults on program planning. Lateesha was a part of the 2022-2023 Leadership Fellows cohort and has previously served as Education Programs Coordinator and an Intern for the South region. She enjoys traveling all over the world, learning how to play new sports, board games and checking off new restaurants on her ever-growing list.



### Members—Help Spread the Word!

Tell prospective members how your NACA membership has benefited you. Share NACA's social media posts and refer potential members to [naca.org/join](https://naca.org/join). Questions? Contact [memberrelations@naca.org](mailto:memberrelations@naca.org) for more information.

#### What's In It For Me?

**Recruit one new member and receive:**

One free registration to a NACA event of your choice.\*

Recognition in Campus Activities Programming® magazine.

**Recruit 3+ new members and add on one of the following:**

One free registration to a NACA event of your choice.\*

One year of membership (of your current level).

**How Do I Amplify? Submit a referral form at [naca.org/amplify](https://naca.org/amplify)**

\*Visit [naca.org/amplify](https://naca.org/amplify) for terms and conditions.

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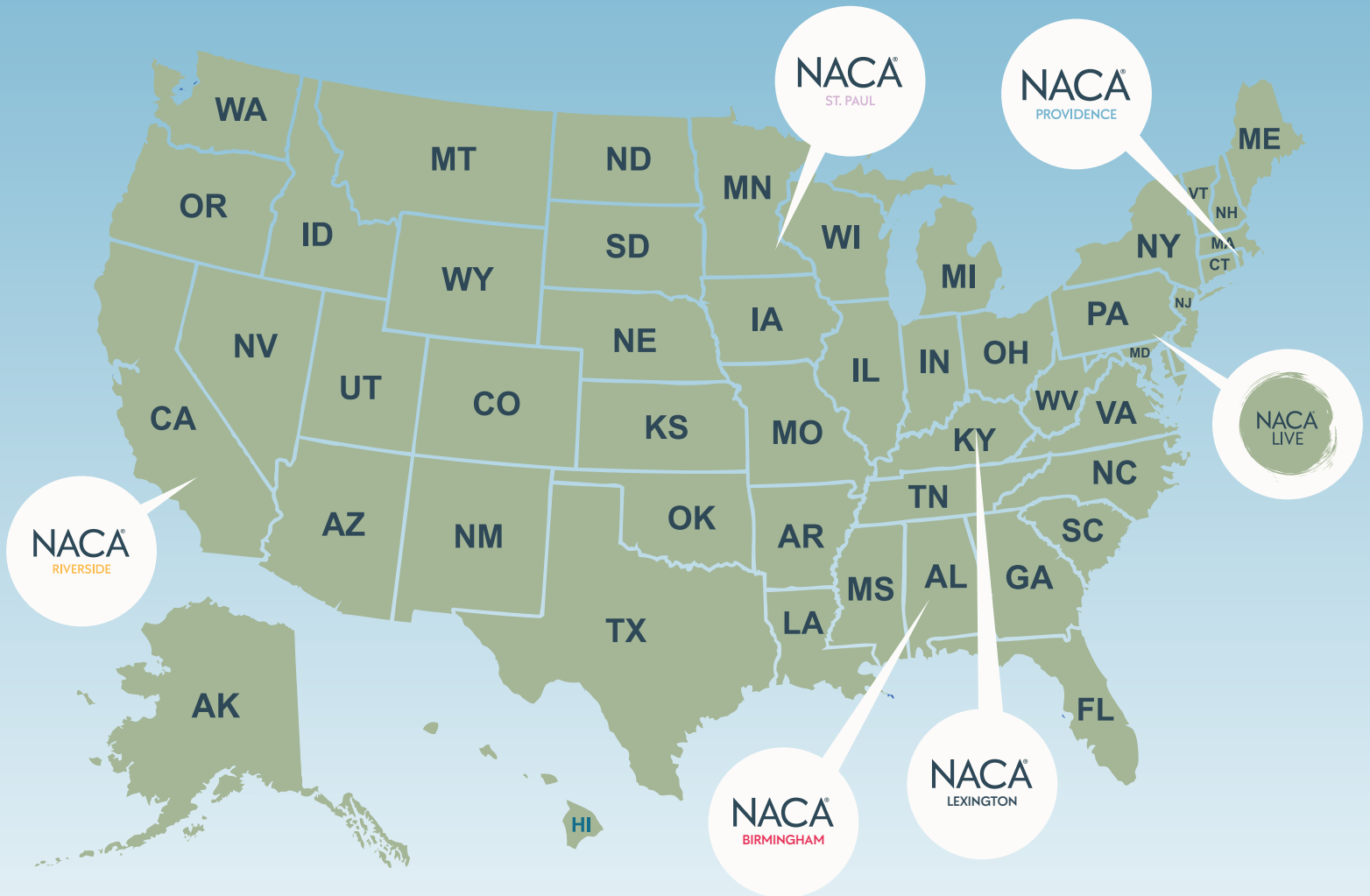
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# NACA's 2024-25 Event Schedule



## CONFERENCES

NACA Providence..... Oct. 24-26, 2024  
 NACA Birmingham ..... Oct. 31-Nov. 2, 2024  
 NACA Lexington..... Nov. 7-9, 2024

NACA Riverside..... Nov. 14-16, 2024  
 NACA St. Paul..... April 3-5, 2025

**NACA® LIVE 2025**  
 Philadelphia, PA • Feb. 14-17

**NACA®**  
 NATIONAL ASSOCIATION  
 FOR CAMPUS ACTIVITIES

For the latest info on NACA events, visit [naca.org](http://naca.org) and follow [@thenaca](https://twitter.com/thenaca) on social.

# 2024 NACA® Institutes

Thanks to all of our volunteers and delegates for making this summer's Institute series a success!

*Programming Board Institutes were held at Suffolk University (MA) and University of Louisville (KY).*

*Student Government Institutes were held at June 25-28 at Marian University (IN) and July 16-19 at University of La Verne (CA).*



*...see you next summer!*

# The Tale of the CAB-oose: Building Community in Unexpected Ways

by **KAYLEE AYRES**



**IN THE BUSTLING WORLD OF CAMPUS ACTIVITIES**, building community can sometimes seem like an impossible task. Although icebreakers and socials are tried-and-true methods, sometimes community building can come from the most unexpected sources.

Our story begins at the annual Winter Wonderland event, hosted by the Campus Activities Board (CAB) at the University of South Florida Tampa. Amidst the flurry of snowglobes and festive cheer, a shipment of moose figurines arrived for a craft activity. As the event wrapped up, one creative student took a leftover moose and decorated it to be CAB themed. Thus, the CAB-oose was born.

Not one to miss an opportunity for fun, the president of our organization hid the CAB-oose and announced a prize for the first student to find it before the next General Body Meeting. The hunt was on, and in less than an hour, the elusive moose was discovered. But the plot thickened when the finder, in an unexpected twist, re-hid the CAB-oose and relinquished the prize, challenging others to continue the quest.

This act of playful defiance sparked an office-wide game. The finder started to leave cryptic clues like, “one could say he was falsely convicted of a crime he didn’t commit,” hinting at the CAB-oose’s location behind a framed picture. With each new discovery, the cycle continued—students re-hid the CAB-oose and leave increasingly intricate riddles.

Teams formed, and the hunt became a daily activity. Early morning stakeouts and late-night searches became the norm. To throw off competitors, students even planted decoy deer figurines, dubbed “deer-coys,” adding another layer of mischief to throw off competitors.

The CAB-oose became more than just a game; it became a beloved part of our office culture and a beloved mascot. The figurine inspired a slew of creativity and fostered comradery. Wanted posters plastered the walls, and when it came time to announce our University Lecture Series speakers—Kate Flannery and Leslie David Baker—students scripted and performed an office-themed skit featuring the CAB-oose. This skit turned into our most-viewed Instagram reel ever and led to a sold-out event.

This simple game transformed our office dynamic. Shy students became active participants, friendships grew, and teamwork improved. The game encouraged creativity and invigorated our students’ work ethic. Almost a year later, the CAB-oose still roams, a testament to the power of play.

Building community doesn’t always need to follow the conventional methods. Sometimes, it’s about leaning into your students’ interests and fostering a sense of play. An office that plays hard will also work hard, with students doing their best work when they feel free to be their authentic selves. So, let the tale of the CAB-oose inspire you to embrace the unexpected and watch your community grow. ■



To view the CAB-oose on Instagram, [click here](#)



# *in photos*

Photography by Stephen Skrocki, NACA

















*See you  
next year in  
Philadelphia  
for NACA®  
Live 2025!*

*For a full album  
of our NACA® Live  
2024 photos, click  
here*

# Navigating Being a First-Time Parent as a Higher Education Professional

by MIGUEL TEJADA



**BEFORE BECOMING A PARENT AND HAVING A FAMILY,** I was someone that was always on and available for whatever was needed when it came to events, my students or team needs. However, my life and perspectives have changed drastically as I am now married and am now a father to a wonderful baby girl. As a new parent, I feel it is important to bring in some different perspectives of the dynamics that come with being professional, as well as a new parent and what the preparation for looks like for your leave. I will walk through some of the steps that I followed that has allowed me to go on my leave prepared and be able to enjoy every minute with my daughter and wife, while at home. As every institution is different, these steps can vary for each individual, but I hope these are helpful.

## PRE-LEAVE

First of all, CONGRATULATIONS!!! As you are basking in the excitement of welcoming a new bundle(s) of joy to your family, there comes a lot of things that you want to make sure you are taking care of in order to leave things in place. I do want to preface this with saying that I was fortunate enough that my daughter was expected

to be born in the summer, where for many professionals it is a time to begin to plan for the next year. Therefore, I was able to set myself up for my leave through the end of the spring semester and then the beginning of the summer months. My list of priorities/steps that I took consisted of:

- 1. Let my supervisor know of the pregnancy.** You can decide when it is the appropriate time to do this because there is no specific time to do this. I decided after a few months after my wife and I felt it was the right time to do so. Letting your supervisor know is critical because not only will you be letting them know that you will be out for a while, but it gives ample time to begin to prepare a plan for your leave.
- 2. Notify your HR and Leave Specialist.** As you are letting these individuals know of your impending leave, you want to speak to your HR department. In my case, after notifying my HR department, I was sent over to our Leave Specialist who worked with me in ensuring that I knew my options for my leave. Given the amount of time I had for my leave, I had the option of taking my leave consecutively or I had the option to break things up. Communication with

your partner is key, as we decided that it was best for me to take the time consecutively in order to support her.

**3. Begin to create your leave plan.** As many of us in our respective roles, we have many responsibilities and areas that we oversee. It is imperative to work with your supervisor in creating a plan, while you are on leave in order to have your respective areas covered. My plans consisted of drafting out what each month that I was out would look like. For example, I highlighted when our leadership retreat will be, as well as what our weekly board meetings will consist of and what professional development topics I would want covered for board members. In addition, I covered the recruitment schedule, as well as the major events that I am expecting to be held with blackout dates. The more details you provide, the better off you will be, as well as the staff who will be covering you. The importance is to provide a plan that will make it easier for your team to be able to execute on your behalf.

**4. Set up your meetings.** Once you've got a written plan for your leave, I recommend that you begin to set up meetings with any staff that will be covering for you in your absence as well as with student leaders. I scheduled one on ones with both staff and new grads. I gave them an overview of the areas I am responsible for and allowed them to ask any questions of my written plans. In addition, I also found time to meet with my student leaders. It is a bit more difficult to find time to meet with students throughout the summer, but with the students I did meet with, I went over my expectations and what I wanted accomplished from them.

**5. Set up your away message.** As you prepare to leave, one of the final things for you to do is to have your away message ready to go. Colleagues should know that you will be unavailable and, in your messaging, make sure to include contact information for your supervisor, if there are any questions or immediate concerns.

## RE-INTERGRATION/POST-LEAVE

As your time with your little one begins to wind down, it is time to begin to think about what your re-integration to work will look like. Using the last few weeks to think about how you plan to re-integrate yourself back into work is important, as it can feel overwhelming and potentially stressful, as there may be many moving parts. The following are some helpful tips to consider as you prepare for your re-integration back into work. As I stated previously, these are

strategies that have worked for me and may not work for everyone. However, I hope there are some takeaways that will work.

**1. Give yourself grace.** Returning from leave can be an overwhelming experience because you may feel the need to tackle everything all at once, which is unreasonable and unfair to you. Having a plan for action while you are away is helpful with allowing you to ease yourself back into the everyday routine of your role.

**2. Temper your expectations.** As you return, be mindful that everything you planned on having completed while you were away. Things are everchanging and always on the move. It can be a bit much to expect everything to be completed. Make sure to communicate with your supervisor and colleagues in order for them to know where you are coming from and how you can be supported by them.

**3. Highlight your work priorities.** Think about what you want to handle as soon as you get back. This can be thinking about the meetings you will need to have either with your colleagues who covered for you, your grads and students. You will want to see where their progress is and this will be help with identifying where the immediate areas of need are.

**4. Be intentional with scheduling.** However, you choose to re-integrate yourself back into your role, remember that you have new responsibilities outside of work therefore, your time is valuable. Make sure that you can schedule things around times that work for you that does not interfere with your responsibilities at home. Working with students can be difficult when it comes to scheduling but do your best to control your schedule as much as possible.

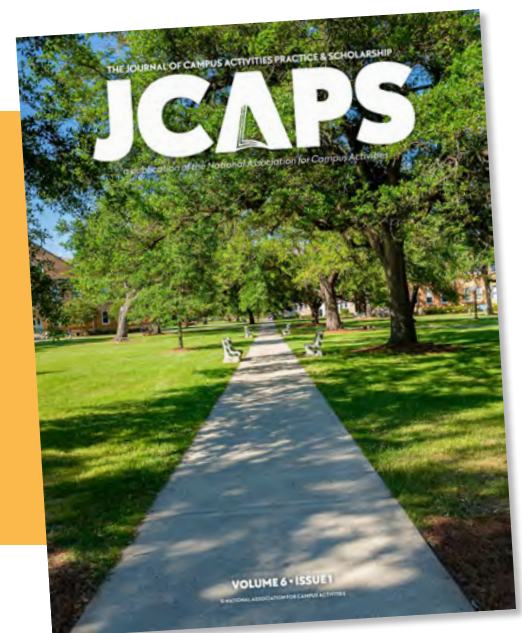
**5. Make sure to have your networks of support.** Find ways to build your areas of support as getting back to your full-time role can be difficult and that is OK too. But it is important to have support, either from other colleagues from your job or colleagues from other institutions who can relate to being a parent. Having support is important to bounce ideas off and even to receive affirmation that you're doing great and if there is anything you may need, you have people you can go to.

Returning to work after your leave ends is a process that takes some time to get back into. There is not a perfect guide to do it and it varies from person to person, but there are ways to feel supported and create a plan that works best for you.

# JCAPS

## The Journal of Campus Activities Practice & Scholarship

*Available now at*  
**naca.org/jcaps**







# HEADLINING ARTISTS

## Are They Still Worth It?

by **BOBBY DUTTON**

GBM6

I SPENT NEW YEAR'S EVE ON MY COUCH, with my partner, watching Taylor Swift's Eras Tour on Disney+, with the sound turned up to 11.

And it was INCREDIBLE.

Her talent, her brilliance, her art, her catalog... the scope and attention to detail of the technical production... It was utterly captivating from the moment it started until the very end. I hadn't seen a show like that in a long time – and I've produced concerts for a living for the last 20 years.

I've noticed a steady shift: As our connected culture has evolved, we have adopted a love for bite-sized content. Scrolling social media, for example, we've learned to snack on posts and stories that take just seconds to consume. We're becoming less interested in focusing on one thing for more than a minute at a time; we're always hungry for more – and we know it's at our fingertips.

We expect the absolute best – and most of the time, we're only willing to give it a tiny amount of our focus.

Full disclosure: I'm a bit biased here. Before I started taking on artist-centric concerts, what put my team on the map was the idea that a DJ show could be bigger than a typical college concert. We were embracing the hunger for a fast-paced stream of varied content; we were making it more about the students, and less about the artist. And we had an absolute BLAST.

While a DJ concert certainly has its advantages in terms of cost, variety, and inclusivity, many schools still opt for the artist model. And that has its advantages too: The right artist can provide a one-word answer to the inevitable question that students will ask: "Who's Playing?" In theory, this can be the jump-start your marketing needs to gain favor with the students – and in turn, lead to a full house, a happy crowd, and a great night.

But what if students don't agree on an artist? What if they ask for Taylor Swift, and the best headliner that's available and in-budget is Lil' Aquatic and the Chubby Airbags\*?

The marketing jump-start backfires.

Students are not happy, and they're stirring up a big negative buzz. And worse, you've spent a huge chunk of your limited budget on an artist that doesn't seem to be moving tickets.

From here on out, it'll be an uphill battle. But maybe – just maybe – the performance will be MAGICAL. Maybe for the students that do give it a chance, it will be the best night of their lives. Maybe this event, featuring this lesser-known artist, will unify the campus community.

Sometimes, it happens. And it's amazing to see. After all, some of the best experiences are the ones that shatter expectations.

Too often, though, it doesn't. Sometimes you take a chance on an artist, and their response (in my opinion) should be "You want to pay me tens of thousands of dollars to perform for your students? Wow, thank you for this opportunity – I'd love to! Please let me know when you need me there, and how I can help make it great for you and your students."

Instead, artists often send a hilariously unrealistic tech rider, a massive hospitality rider (including pricey food that gets left uneaten for students to clean up later), and then arrive on campus hours after their scheduled sound check or set time, acting like it's a huge inconvenience to perform their art for their customers. That's not OK.

A good middle agent can help mitigate some of these headaches, but it can be hard for them to defend the student experience as the priority – especially when the issues stem from artist demands, and they need to choose a side.

For a legendary performance and a happy, massive crowd, maybe it's worth the drama. After all, I'm sure those 30-page riders exist for a reason; artists probably ran into headaches of their own, when a lack of production or hospitality made it difficult for them to deliver their art. But in a lot of cases, I think it's gone way too far.

So, what can we do? Here are some ideas that can help us build sustainable concert traditions that are worth pursuing:

1. Remember: It's not all about the artist. You're the customer, and the student experience is the top priority. After all, the artist is probably the one thing that definitely WON'T be part of this show next year.

2. Build an event BRAND, and be intentional about it. (avoid basic descriptive titles like "Spring Concert," and work with students to create something iconic and meaningful. Over time, the event will build momentum of its own, and students will think of the artist as "this year's special guest," rather than the entire show.

3. Establish long-term and short-term objectives, so that you and your student leaders can build a strategy intentionally, and know how they're doing. Consider professional development on concert strategy, and learn how to analyze an event's success comprehensively.

4. Consider student acts. This can add variety to your lineup at a low cost, and reinforce the idea that the show really is about the students. It also creates organic buzz, because the performers will market too, and this can help get people in the door. It also creates organic student ambassadors to help share the event's story (and brand.)

5. Give students a reason to go, other than to see the headliner. Students will always respond to free food – especially if your event is the only place to use their meal plan that night.

6. Boost the PRODUCTION if you can. A chain is only as strong as its weakest link – so even with an amazing artist or performance, it needs to look and sound AMAZING, too. The delivery system should be a priority, not an afterthought.

7. Look for ways to give students something they can't get on their own – remember, we're serving a generation that has unprecedented, instantaneous access to content – and that's what we're competing with.

8. Be intentional about change. Don't repeat the same model over and over if it's not consistently working. And don't

change everything for the sake of change, without considering a tradition's history and future.

9. Consider adding a third-party producer – one that works for YOU, and can help serve as the hub between the agent, artist, AV suppliers, etc., while prioritizing the students, educating them on how this process can (and should) work.

10. Be idealistic: Concerts are about creating positive experiences, to offset the stress of our everyday lives. If a concert is creating any sort of negativity – for you, student leaders, or attendees – challenge it. It might be time to shake things up.

As we gear up for another academic year, let's find new inspiration. Let's build events that students are proud to work on and LOVE to attend. Let's give people a reason to come together.

If Taylor Swift isn't coming to campus, it's on us to create something special.

We got this.

*\*Lil' Aquatic and the Chubby Airbags are not actual artists (as far as I know). I used my brother's fake band-name generator, and was delighted with the results.*

**REMEMBER: IT'S  
NOT ALL ABOUT THE  
ARTIST. YOU'RE THE  
CUSTOMER, AND THE  
STUDENT EXPERIENCE  
IS THE TOP PRIORITY.  
AFTER ALL, THE ARTIST  
IS PROBABLY THE ONE  
THING THAT DEFINITELY  
WON'T BE PART OF THIS  
SHOW NEXT YEAR.**

# Shouldn't YOU be teaching ME?

## Navigating the Art of Managing Up.

by

**LATEESHA WATKINS, M.Ed.**

UNC Chapel-Hill



**PICTURE THIS: YOU JUST ACCEPTED A NEW ROLE AND IT'S YOUR FIRST DAY ON THE JOB.** Upon walking in, you're greeted by an HR representative who says "Happy first day of work! Instead of creating an onboarding schedule for you to get acclimated, we have drafted a schedule for you to supervise your supervisor. Welcome to the team!" Now in reality it's quite unlikely that is how the conversation would go, but often many of us find ourselves in situations where we are managing our manager. Sometimes it fosters a feeling of confidence and signals you've reached a point where it's time for you to level up and go for a higher title. These moments may even present as a highly functioning team of collaborators where the subject matter expert is thriving. While other times it leaves you questioning how you're benefiting from this role by teaching your supervisor how to do their own job. Managing up hides from no one. You could be a student on a programming board, the director of the student involvement office, or the Chancellor of the institution and at some point, you will likely find yourself questioning who the learner and who the instructor should be in each scenario. Though situations are

varied, navigating the art of managing up is a skill that should be honed and developed.

### **Understanding the Concept of Managing Up**

At the root, your manager should be managing you. They should be onboarding, teaching, and evaluating you as an employee on a recurring basis. Knowing that, you've likely still found yourself onboarding, teaching, and evaluating your manager at some point. Managing up, in a positive sense, is a strategy that requires effective and proactive collaboration with your supervisor to ensure productivity and shared goals. It focuses on understanding each other and the goals, needs, and priorities of your manager and the greater team. Managing up doesn't have to be "I've become the boss, and my manager doesn't have a clue." Sometimes it just means you're the most knowledgeable on the topic, so you must take it and run. Take a moment to evaluate how you'd react in this situation: the most senior staff member in your department asks you for your recommendation on creating

the purpose, goals, and determining the return on investment for events a full 2024-2025 program calendar. The team does not desire multiple options to choose from but instead they'd like to know what you think is best and accept it or provide some feedback for adjustments. Understanding that employers are often seeking new, creative, and innovative ideas from the individuals they opt to hire means your supervisor may be asking you to be creative and provide more directives than you would assume. This, though intimidating for some, could also lead to a greater sense of ownership for the work you are tasked with. Framing your manager's expectations in a positive light allows one to see the elevated position they've been placed in.

## Individual Growth and Development

Plain and simple – people management is hard. It is taxing, difficult, varied, and requires differentiation. A title doesn't always mean more knowledge or experience. Remember that everyone is growing and developing and part of that comes from finding comfort in the unfamiliar work tasks. While embarking on this challenge remember the three C's.

1. **Confidence** – A necessary skill for any work that you take on. Imposter syndrome is a daily struggle for a lot of people. Remember to remind yourself that you were placed in the position you are in for a reason. You are equipped, knowledgeable, and trustworthy and deserve to receive the credit for the work you put in and the confidence you exude when keeping those around you (both supervisees and supervisors) prepared. You may also have more responsibility and autonomy, both of those require you to be confident in your skillset. Remember to own that feeling and know that it was earned.
2. **Communication**- Learning how to communicate not only strengthens your rapport with colleagues and managers but also lends itself to you being a more versatile teammate.

Remember to actively listen, track your discussions in writing, and evaluate the processes at the end.

3. **Career Advancement**- Managing up isn't always about growing a relationship with your manager; sometimes it's a strategy to better set yourself up for the next step. When considering individuals for promotions, they're typically extended to those that are self-reliant, adaptable, and have already shown the ability to do the work. Alternatively, it allows you to build your skillset so that your resume reflects your ability to take that next step in your career. If you are struggling with motivation to do more – sometimes reminding yourself about the benefits you directly receive can make all the difference.

## Overcoming Challenges and Pitfalls

We've talked about growth and perks, but I think we all know that managing up is not always rainbows and sunshine. I can think of countless individuals who have managed up and expressed feeling frustrated, overworked, and have had their ideas taken

and implemented without ever seeing or hearing the credit for it. Please allow me to validate the fact that none of those feelings are ideal and they shouldn't be you or anyone else's experience. A few reminders to help prevent challenges:

1. Don't overstep boundaries and don't waver on your own. Be mindful not to push too hard on your manager and remember to not accept more than you can handle. You have a position description of your own to maintain, that should be your priority.
2. Remain authentic. Stay true to what you think is best and don't simply become a sidekick. When you have opinions, share them even if the opinions are that your manager could be doing more.

It's all about delivery. Intent and impact are two different things. Preplanning your communication can lead to more productive conversations.

3. Don't become a one-way communicator. If you find yourself lacking trust in your manager because of previous lack of follow-through, don't forget to provide grace. Listen to their ideas and concern for understanding, and not just to provide a rebuttal. It can very easily become difficult to continue to provide space for change after repeated unfavorable behavior. Remember to place yourself in their shoes to see where improvements can be made.
4. Lack of recognition. Don't allow the lack of recognition to lead to feelings of frustration and underappreciation. Speak up about your expectations for this with your supervisor in advance and follow-up if your talks don't result in changed behavior. Sometimes you can frame this conversation with work love languages. That could look like "I really appreciate hearing words of affirmation about my work. Next time you receive some, would you mind encouraging them to share it with me directly?"
5. Accept the challenge. Set expectations, speak up, challenge yourself and remember that you are in a space of learning but always remember to make space for what you need. Sometimes that need is a break, or two steps outside of your comfort zone rather than four.

I can speak first-hand about the struggles and strengths of managing up. The

emotions and experiences have their ebbs and flows but they have always led to a better version of my professional self. I've become a better professional because of the students and staff who have managed me, the managers I have managed, and the tasks I've completed because of these experiences. Be open to growth, comfortable in chaos, proud of your knowledge, and comfortable in your seat at the table.

**PEOPLE  
MANAGEMENT  
IS HARD. IT  
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A TITLE DOESN'T  
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KNOWLEDGE OR  
EXPERIENCE.**

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