CAMPUS ACTIVITIES
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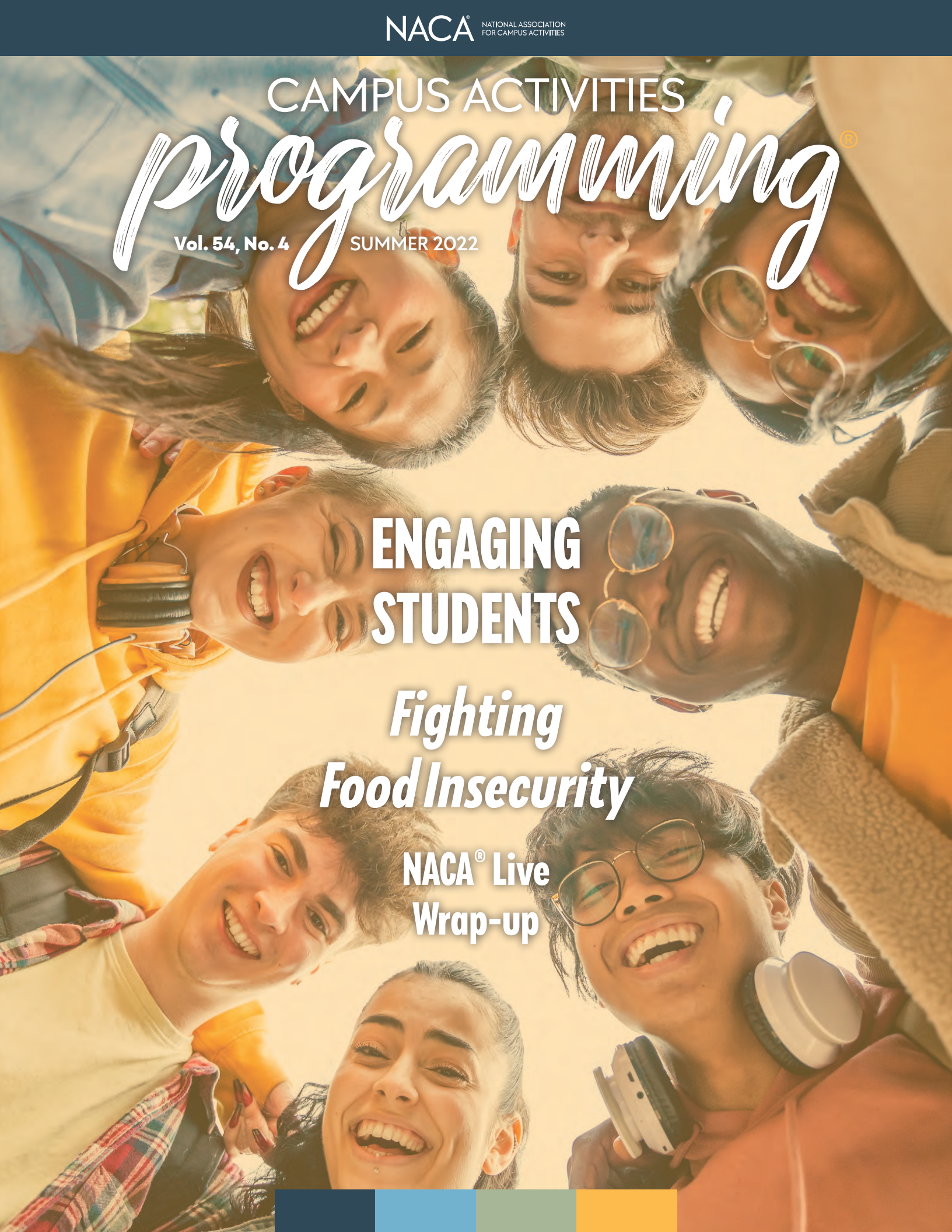
ENGAGING STUDENTS

Fighting Food Insecurity

NACA® Live Wrap-up

AMBER SHAVERDI HUSTON, CAE
amberh@naca.org

N ACA IS MADE UP OF HUNDREDS OF INSTITUTIONS, nearly 300 associate members, and a dozen affiliate members, so as a membership-based organization that strives to help members create college communities where everyone belongs the mechanisms in which we bring NACA to you vary. We intentionally work to develop a variety of in-person and virtual programs, resources, brave spaces for discussion, vehicles for crowdsourcing, and educational offerings that foster your growth, which may be an evolution of campus programming, student leadership training, change in services, professional development, and more. We seek to offer quality professional development through formal and informal formats – the soon to launch middle level practitioner training or student affairs certification, acquiring new skills through volunteer roles, or access to resources. This effort is ever present in the 2022-25 strategic plan, which builds upon recent efforts to articulate the critical role student engagement/community building plays in student retention and persistence.

As an association that represents three different audiences that encompass a variety of entities that can create a stretch and pull effect which at times is difficult to balance. We are continuously assessing how each effort and decision has an immediate and long-term impact on all members, while also considering how the actions of NACA can positively impact higher education and entertainment. NACA recognizes that we can model how to connect entertainment and education, guide theory application, and program in a manner that fosters a sense of belonging. Leading that effort requires focus and commitment!

NACA is not only growing in the services we provide our membership is growing; this year was the largest on record of new school members in a single year and we continue to welcome HBCUs and two-year institutions which has been an intentional focus. Our Association values guide our membership and organizational efforts – internally and externally. This NACA year (2021-22) has given us a lot to celebrate, the return of in-person conferences and NACA Live, launch of new curriculum and programs, extended reach across institutions, growth in our DEIA efforts, and our presence throughout higher education. Our footprint continues to grow and I am eager for what the future holds for NACA.

NACA®
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.

JUST AS THE BEGINNING of a new academic year brings new challenges and opportunities as well as an occasion to reconsider longstanding challenges with fresh eyes and a renewed energy, so too does a new strategic plan. At NACA we have recently finalized, approved, and begun operationalizing a three-year strategic plan that will focus on redefining NACA's scope, refining our purpose, and understanding business through the lens of the association. The rolling out of the new plan is the culmination of several months of research and collecting member feedback. I believe the end product will position the Association to best serve members, to chart the course for what campus activities means, and to demonstrate the importance of the campus activities functional area to the student experience.

As we emerge from the pandemic, the field of higher education is experiencing the confluence of several factors that are changing the way we do business. Using the strategic plan as a roadmap, the coming year will see continuation of competencies-based training and education for professional staff members and furthering research on the impact of student involvement and sense of belonging on student persistence and retention, particularly among historically marginalized groups. This research will position campuses to best serve their students using data driven resources and programs that reflect today's student populations.

Considering staffing challenges that continue to affect the student affairs workforce, preparing new staff for the complicated work they face is often a burden on under resourced mid-level and senior-level leadership. NACA will also continue to create resources to provide support to school members in this area in the coming year. NACA is positioned to be indispensable to campuses by providing training and professional development resources whether the member is in their first or twentieth year in the field.

NACA was formed over sixty years ago to serve a need for campuses and associates to connect and for campuses to save money. This need still exists today, but the way in which the Association serves this need largely has not changed. The final pillar of the strategic plan involves gaining a better understanding of how associates and institutions are or would prefer to conduct business and what role the Association has in that relationship. Business is still an important part of the Association, and the next year will be focused on how to bring innovation to the way business is conducted by first seeking to understand what business means for the Association and what the business needs of members are.

I am personally excited about the future of the Association, and I am confident that the impending strategic initiatives will lay the foundation for a stronger and more forward-looking organization that not only meets the current needs of members but predicts and responds to upcoming trends and issues. I am confident that the leadership, staff, and volunteers in place will continue this good work to ultimately define campus activities, prepare members to be leaders in the field, shape business connections for a changing world, and progress toward the Association's vision of building communities where everyone belongs.

KENDRICK DURHAM

nacachair@naca.org

> " NACA is positioned to be indispensable to campuses by providing training and professional development resources whether the member is in their first or twentieth year in the field. "

ASHANTI FIGURES is a recent graduate of UNC Greensboro where she received her M.Ed. in Student Affairs Administration in Higher Education. She received her Bachelor of Science in Psychology from Ball State University with a minor in Interpersonal Development in May 2020. During her time at UNC Greensboro Ashanti served as the Employer Relations Graduate Assistant in the Office of Career and Professional Development where she assisted in planning career fairs and creating and maintaining relationships with companies around Greensboro and surrounding states. Ashanti also served as an intern at Greensboro College within their First Year Experience Office helping to recruit, hire, and train orientation leaders as well as teaching a peer leadership course. Ashanti Figures began serving as the Assistant Director of Admissions for Diversity at Ball State University in May and is excited to continue working with first year students as she embarks on her journey as a new student affairs professional.

JASON HAMILTON is a recent graduate of UNC Greensboro where he received his M.Ed. in Student Affairs Administration in Higher Education. He earned his Bachelor of Science in Computer Science with a minor in African & African-American Studies from Towson University in May 2020. During his time at UNC Greensboro, he has served as the Graduate Assistant for Intercultural Engagement advising the Intercultural Leadership Council alongside serving as the Graduate Intern for Student Groups where he helped support UNC Greensboro's 300+ student organizations throughout the 2021-2022 academic year. Jason is excited to continue working with new students and student leaders as he embarks on his higher education journey.

SADANDRÉ JACKSON [he/him] graduated from the University of South Florida in 2018 with study efforts in Psychology, Leadership, and Entrepreneurship. Before attending UNC Greensboro, Dre' spent two years working full time in a Diversity and Inclusion role where he realized his passions for leadership and interdependence. As a social introvert, he is in love with all things music, poetry, food, dance, podcast, and social media. Originally from Lake Wales, FL, and Warwick, Bermuda, Dre' has always been active in his communities as a social justice facilitator, educator, and

researcher - currently focusing on the intersections of masculinity and sensitivity in Black men. During his graduate student tenure at UNC Greensboro, Dre' remained responsible for social justice education, advocacy, and training across many spectrums within the institution and the community of Greensboro. After graduating with an M.Ed. in Student Affairs Administration in Higher Education, Dre' is now the Curriculum Coordinator for Reconstruction US, working to revolutionize the K-12 education curriculum standards for Black students all around the country. He values creativity in every endeavor he indulges in, and one day hopes to publish a self-written book about his experience as a small-town kid with really big dreams that he fought for with all of his might.

LIANA WALKER [She/Her] graduated from Appalachian State in 2020 with her Bachelor's degree in Communication Studies with a minor in Leadership Studies. Recently she obtained her M.Ed. in Student Affairs Administration in Higher Education from University of North Carolina, Greensboro. Liana's passions within this field are student success and accessibility for underrepresented students in postsecondary spaces. During her time working in TRiO programs, Liana takes pride in helping students meet their personal and academic goals by helping students build their confidence and skills needed to succeed in the classroom. Native to Florida, Liana has considered Charlotte, NC, her second home for almost eight years. Liana now resides in California and is hopeful that she can continue fulfilling her passions within higher education through her time at UC Merced. Liana enjoys the outdoors in her personal life - Hiking, Backpack, Disc golf, and Reading. She also enjoys spending time with her family and friends and making new friends and connections.

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SHOUTOUTS!

Thanks to these loyal NACA veterans for referring new members into the fold:

Kash Productions LLC referred **Cnote Music Group**
Aux Cord Wars referred **ACW Entertainment, LLC.**
Trevor Owens referred **John Silvers Keynote Performances**
Joe B./Salisbury University referred **Franklin & Marshall College**

CONNECTING BEYOND THE CLASSROOM:

A Program Proposal for First–Generation Students Building Capital at Private Institutions

by **DEVIN D'AGOSTIN** *and* **CAROL TORRES**

Positionality Statement

Together, we came up with this topic through a graduate course in our second year. We were tasked with designing a program and assessment for a certain student population at a specific institution. We found a lack of initiatives supporting first generation college students at private institutions; therefore, our program is addressing the gap we see as young professionals in this field and in literature. Though the experiences of first-generation college students vary, we believe that their needs from an institution are similar.

Introduction

Before diving in, it is important to define who a first-generation college student is. The Center for First-Generation Student Success (2018), an initiative of NASPA and The Suder Foundation, defines a first-generation college student as, "an undergraduate whose parents do not have a bachelor's or higher degree". The Center for First-Generation Student Success breaks down the statistics of first-generation students nationally, as well as, based on institutional type. Data from the 2015-16 National Postsecondary Student Aid Survey, released in 2018, states that 56% of students enrolled in universities and colleges across the country are first-generation. Of that 56% of first-generation students, 43% attend private nonprofit 4-year colleges and 69% attend private nonprofit 2-year colleges.

Higher education institutions are constantly striving to be diverse and inclusive spaces. We identified a gap in supporting first generation college students when they are entering private institutions. Since first generation students are the first in their families to pursue a higher education, many lack the social capital necessary to navigate these spaces successfully. It is important to acknowledge that there is no privilege for first-generation college students in private institutions when they lack the knowledge and social capital to navigate these institutions. All of these shortcomings on behalf of private institutions create exclusive and uniform environments where only those who are a part of the majority can succeed.

There is a gap in literature and studies that break down the experiences and development of first-generation college students in private institutions. For the purposes of this scholarship, we are using models and theories that do not directly apply to this demographic of students, but we see a connection and can apply them accordingly. Our research is grounded in Yosso's Community Cultural Wealth framework. Yosso included six types of capital that make up community cultural wealth: aspirational, linguistic, familial, social, navigational, and resistant. "Social capital is important in helping them to negotiate their presence in academic spaces and processes (for example, completing a college application, applying for financial aid, choosing a college)" (Patton, et al, p. 255).

Important Terminology

In order to share our thoughts, we offer the following terms as we define them for this work:

"First Generation" - An undergraduate whose parents do not have a bachelor's or higher degree (The Center for First-Generation Student Success, 2018)

"Social Capital" - Networks of people and community resources (Yosso, 2005)

"Private Institution" - A college or university that does not receive its primary funding from a state government (Department of Homeland Security, n.d.)

"Extracurricular" - Any commitment a student may have on campus that is outside of their coursework that contributes to their personal or professional development

A Review of Contemporary Literature on First-Generation College Students

According to Longwell-Grice, et al. (2016) about 43% of first-year students identify as first-generation, and, although a large percentage of these students are matriculating, they are simply not graduating at the same rates as students who had at least one parent attend college. First-generation students are drawn to what higher education has to offer to advance their occupational endeavors and social status (Longwell-Grice, 2016); however, they all face various cultural, social, and academic transitions and encounter different anxieties and difficulties making their experiences unique from one another (as cited in Longwell-Grice, 2016). Additionally, "first-generation college students tend to report lower levels of belonging and greater experiences of exclusion in college, which have implications for life satisfaction and well-being" (as cited in Schwartz, et al., 2018).

Part of the transition first-generation students go through, apart from the universal one first year students experience, is being introduced to new language and norms they might not be conscious of. Being able to communicate within and understand the world of higher education is the most challenging yet necessary for first generation students to succeed in college. Ardoin (2017) explains that understanding jargon used within higher education tends to be difficult for first generation students and as a result they might struggle to feel that they belong in a college setting. Words/phrases such as, major, minor, FAFSA, and office hours, can confuse students who have no prior knowledge of this jargon. According to Sonja Ardoin, first generation students find it difficult to access "dependable information about going to college" (Ardoin, 2017). With this being said, first-generation students are at a disadvantage before entering the space of higher education. As they learn to navigate the space and learn the jargon of higher education, they are also trying to understand their role

as a student in this new unfamiliar space. The learning curve for first-generation students is greater than a student who has had a parent attend college before them.

Motivation is a huge factor in the retention and matriculation of first-generation college students. Institutions can no longer stop with just admitting first generation students into college. According to Tanjula Petty (2014), "Institutions play an important role in motivating students by understanding intrinsic and extrinsic factors that motivate students to remain in college" (p. 257). Identifying first generation students' needs and then filling those needs through programing can be a way that institutions help students navigate the challenges they face. Alongside that, providing "academic and social pathways that assist first-generation students", such as bridge programs, can also be a way to help them navigate challenges that their counterparts won't have to endure when first entering college (Petty, 2014).

Schwartz, et al. (2018) focuses on empowering first-generation students by fostering relationships with faculty, staff, and other individuals who are able to support their academic and career goals. With programs, services, and other resources already in place or developed to support first-generation students, research shows that an emphasis on social capital can have an array of positive impacts. For example, higher retention rates, GPAs, and feelings of satisfaction with school (Schwartz, et al., 2018). With first-generation students reporting less contact with faculty and staff compared to their peers and juggling part-time enrollment and employment opportunities outside of school, strategies to increase social capital are extremely important in order to relieve some of the constraints they face in getting involved on campus and building relationships (Schwartz, et al., 2018).

...about 43% of first-year students identify as first-generation, and, although a large percentage of these students are matriculating, they are simply not graduating at the same rates as students who had at least one parent attend college.

A large part of the college experience is co-curricular involvement, and these experiences contribute to their social capital. Sylvester (2018) research about leadership self-efficacy for first-generation college students, they note how first-generation college students may be, "at a disadvantage when exploring who they are as individuals, engaging in campus programs or organizations, and having the confidence to seek positions of leadership among their peers" (Sylvester, et al., 2018) due to the lack of access to information about higher education they had going into their first year and how they have been previously taught about leadership. First-generation students may feel overwhelmed in the classroom, face financial constraints, or live off campus causing little motivation to get involved or take advantage of opportunities available to them outside the classroom (Sylvester et al., 2018). However, "when first-generation students actively engage in co-curricular experiences with their peers, they show stronger positive outcomes than comparable continuing-generation students" (Sylvester et al., 2018, p. 178).

Learning Outcomes

As student affairs professionals, growth, improvements, and intentionality of programs are at the forefront when creating a program. Constructive changes can only take place when there are goals to be measured. With this being said, these are the learning outcomes we are focusing on during the three days of programming:

- Students will be able to define what it means to be a first-generation student as it's universally understood and what that means for themselves based on their identities and experiences at their institution.

- Students will be able to learn about and utilize at least 3 resources available to them on campus, 5 times throughout a semester in their first year.

- Students will have the opportunity to build a network on campus – personal and professional. They will be introduced to and involved in an extracurricular program during their first semester of college.

- Students will gain knowledge about how to self-advocate, connect with resources, advisors, and professors, and seek out extracurriculars that will help them maneuver college as first-generation students.

Proposed Program

The proposed program is intended to last three days and will allow first-generation students to start establishing social capital prior to stepping foot on campus with the entire student body. The program is designed to incorporate different forms of engagement: individual reflection, peer to peer conversation, and staff workshop facilitation. Each day will include various topics that you can alter to your specific campus resources, extracurricular opportunities, and first-generation student population.

Day 1: There's an Office for That: Campus Resources

The first day is intended to showcase the resources available to first-generation students that can support them personally, professionally, and academically. We recommend reaching out to campus partners and offering them an opportunity to facilitate activities, workshops, or conversations centered around the ways in which their offices specifically can provide students with tools and resources to succeed. It is important to make sure these presentations are well vetted and tailored to the experience that you want students to gain. Some of the offices you could consider are career centers, counseling centers, writing centers, tutoring services, and academic success centers.

Day 2: What is Your Network?

The second day is all about what it means to build a network, who makes up your network, and how those in your network can support you. We recommend utilizing time during this day to discuss who some people on campus might be in their network or who they could consider building relationships with, as well as the other first-generation students they are in community within the space who can contribute to their network. This group conversation could lead to peer-to-peer breakouts as they begin to get more comfortable in the space. It may be helpful to include prompts or guiding questions to help them facilitate conversations. Here are some examples:

- How do you understand your network?

- Who are some people you want to add to your network on campus?

- Why do you think a network is important?

Day 3: How to Invest in Your Journey!

The third day is centered around extracurricular opportunities that can provide a more well-rounded experience for students. This is what we would consider an investment in your whole undergraduate experience and will look different for each student based on their interests and motivations. We recommend connecting with offices including, but not limited to, campus activities, leadership and civic engagement, intercultural engagement, recreation and wellness, and many more. We suggest allowing offices to give a brief introduction and presentation about the main initiatives and opportunities that students can get involved with. From there, a meet and greet layout would allow students to engage in informal conversation, ask questions, and make immediate connections on campus for extracurriculars they may be interested in. Lastly, ending the day with an individual reflection activity gives students the ability to think about what they have learned over the course of the program, what their major takeaways are, and how they wish to move forward.

Assessment Recommendations

We recommend administering a survey at the end of the third day to assess the effectiveness of the learning outcomes. In order to best assess your learning outcomes, it is recommended to present them prior to workshops or activities so students can make connections and think critically as they progress through each day. We suggest utilizing 10-12 survey questions on a 5-point Likert scale (strongly agree, agree, neutral, disagree, strongly disagree). Some sample questions are as follows:

Because of this program...

1. I can define what it means to be a first-generation student.

2. I understand how my social identities intersect with my first-generation identity and can explain how that shapes my first-generation student experiences.

3. I can identify at least three campus resources to utilize in my first year.

4. I am more prepared to start college.

After collecting the results of this survey, we recommend utilizing them for any potential adjustments or changes to the program for the following year, or follow-up programs in the spring semester for attendees.

Conclusion

A college's role is to educate and help develop well rounded individuals that can leave and become productive members of society. The college experience is composed of many firsts and this is especially true for first generation college students attending private institutions. Private institutions are complicated spaces to navigate as they are often associated with elitism. First generation college students attending private institutions are going to be minorities in a majority; they will find themselves in an environment where they will be immersed with new people, language, and spaces just to name a few things. Students who find themselves in these situations are already at a significant disadvantage, but if given social capital to navigate and understand their new environment they can excel in these spaces. Our three-day program is meant to extend and expand on the amount of support provided to first generation students at private institutions. The hope is that a program like ours is going to help first generation students at private institutions persist through college and matriculate.

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NACA's Conference Structure

The conference schedule for the 2022-23 membership year:

NACA® Atlanta: Sept. 29-Oct. 1

NACA® Fort Wayne: Oct. 20-22

NACA® Hartford: Oct. 27-29

NACA® Spokane: Nov. 3-5

NACA® Live in Louisville: Feb. 18-21, 2023
(the national convention)

NACA® St. Paul: Mar. 30-Apr. 1, 2023
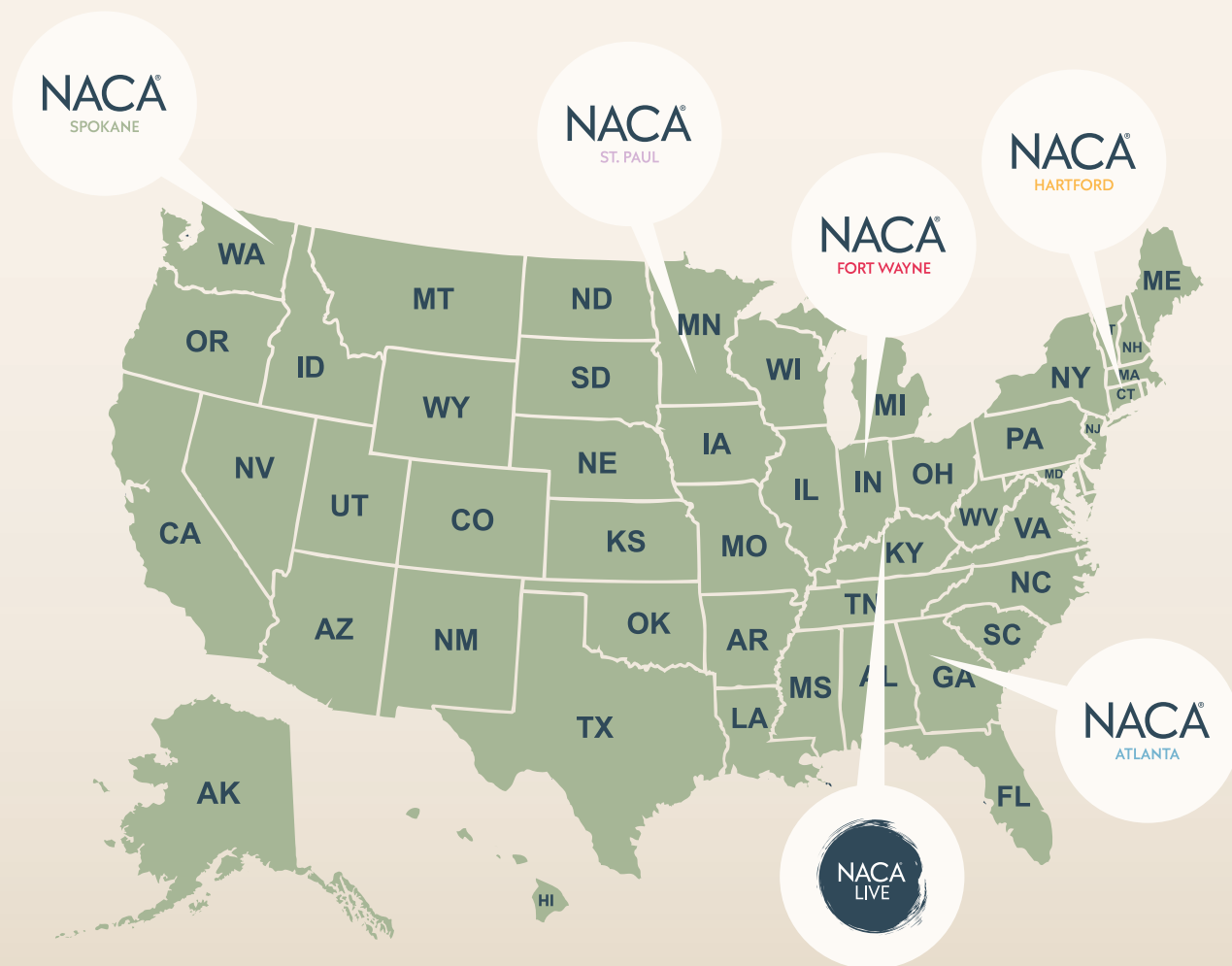
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A Program Proposal for Second-Year Student Engagement

LIANA WALKER
SADANDRE JACKSON
*University of
North Carolina—Greensboro*

FOR STUDENTS ACROSS THE COUNTRY, to think of postsecondary education is to leave a physical place of familiarity to travel into a network of spaces designed for learning and community building. The academic end goal is to earn a degree in a selected choice of study, which takes a significant level of effort and commitment amongst difficulties and challenges. The push to enroll in college has become a nationwide effort. It is the shared experience to have high school guidance counselors be confident in leading conversations about college to their students. Judging by the existing philosophical perspective in this country that receiving an education is necessary for success, this push for college can even date back to elementary school and how the flow of the day is created for these students to prepare them for a similar routine as a college student in the future. It is not fair to excuse the components in the initial equation that focus on what to do once the student gets to a stage of college where the environment forces one to autonomously look for endless ways of engaging with others throughout their entire college student journey.

The art of community building can be difficult for students juggling the decision to connect with others through recognizing differences or to connect with others by celebrating similarities. Student affairs professionals are tasked with creating the space for community building and designing and implementing programs that will lead the charge. Traditional student affairs engagement structures can be designed in ways that highlight first-year students as the prominent receiver of a plethora of designed resources that aid in their transition to college, retention, and engagement with in-classroom and out-of-classroom initiatives. Research is commencing to show that "less is known about the second college year compared to other transition points, and fewer high-impact initiatives and curricular programs tend to be offered to sophomores" (Young et al., 2015). To address this student learning and development gap, this scholarship will highlight the creation of a Living Learning Community (LLC) program specifically designed to use a residential community space to directly support the second-year student experience.

Review of Literature Student Experiences of Second-Year College Students

During the second year at my institution, students end their general courses, declare their major, and move into their desired interest. Second-year experience has seen increased research (Gahagan & Hunter, 2006). Common challenges include developmental properties, policies, and support from institutions. Sophomore students have been labeled the "middle children" or the "quiet ones" unintentionally brought on by the motivation of institutions providing programs and services to build quality first-year experiences for new college students. Not only are students progressing through the second year of their college journey, but students are also declaring majors and developing their own values, self-awareness, and defining relationships (Gahagan & Hunter, 2006). While many institutions have implemented second-year programming, this may not be enough to maintain retention and persistence.

Thoriest Schlossberg emphasized the importance of considering marginality and mattering when examining the college experience on student development (Patton et al., 2016 p. 46). During the second year of college, the development of individuals is continuously happening. With a lack of support, students may have tensions with a sense of belonging or associated with institutions. For self-authorship, second-year students have to navigate not only through classes and other outside factors but through internal navigation within themselves. The institution supports students through external or internal navigation is crucial during this development stage of the student (Patton et al., 2016 p. 276). Within the research on this population, defining the term "sophomore" has been a challenge when exploring this population due to various definitions. Also, students may come in with credits to an institution.

Gahagan and Hunter (2006) described their own developmental phase when looking back to their first year to the end of their second year. They also noted the resources were lacking once they became second-year students. We defined "sophomore slump" as widely used to describe students who lack motivation, feel disconnected, and flounder academically; however, this term is more than just an internal battle that students may face. Richmond and Lemons (1987), as cited by Gahagan and Hunter (2005), hypothesized that components of the sophomore slump include doubts about career, dissatisfaction in relationships, and an increased concern about paying for college". As research continues to come out, the sophomore slump has layers that may not have been considered without the research that we have currently. This term, institutions have also developed curricular, co-curricular, and residence life initiatives to provide more attention to their sophomore students.

Understanding this concept in the STEM aspect of the college is essential to persistence in STEM-related fields. A focus group made up of second-year students in majors of mathematics or science was conducted at a liberal arts college found students of color and first-generation second-year students felt supported by faculty and staff at the institution. The institution implemented peer mentors to help students think through goals and aspirations. Programming like a Sophomore retreat was also implemented, allowing students to feel like they belonged while validating the stress of the second-year experiences of a STEM major who will take courses. The researcher of this programming focused on institutional change, which started with faculty, by helping them understand what their students were facing and how to help combat these issues (Gregg-Jolly et al., 2006).

Using intentional structures like living-learning communities is imperative for students to make meaning of the experiences they have while in college. When built intentionally from faculty and staff, LLCs are most effective because they foster an environment for active engagement and reflection. Experiences do not reflect the academic disciplines but rather an integrated whole of intersecting ideas and knowledge from many academic and life experiences" (Gebauer et al., 2020, page 1). Students can draw on their own knowledge and understanding within this environment to develop a greater understanding of the course content. When built intentionally from faculty and staff, living-learning communities impact student experiences by providing students with different ways to learn beyond the classroom and seeing how the curriculum intersects in other contexts. To create a more productive and balanced environment for second-year students starts with faculty and staff becoming aware of the common issues faced by this population of students. However, the issues faced among this population are unique to each school; paying attention to this population and creating productive, sophomore-appropriate programming is crucial to their success.

Terminology, Definitions, and Concepts

We provide some essential terminology and concepts to help you grasp the key terms highlighted in our program purpose:

Second-Year Experience - Gahagan and Hunter (2006) defined as "first-time, full-time students who have persisted into their second year of academic work".Research on defining the term second-year experience is complex due to the label of second-year being based

on academic standing. Students may transfer from the previous institutions or obtain credits through advanced placement courses during high school.

Sophomore Slump - The concept of the sophomore slump is "is widely used to describe students who lack motivation, feel disconnected, and flounder academically" (Gahagan & Hunter, 2006, Describing the Second Year Experience, para.1).

Living Learning Community - For this program, Living Learning Community will be defined as "cohorts of students intentionally grouped together in a residence hall who have shared academic experiences along with co-curricular learning activities for engagement with their peers" (Inkelas et al., 2018, p. 5 as cited in Gebauer et al., 2020).

Proposed Program

Our proposed program is a Living Learning Community (LLC) that will focus on second-year student success. This LLC is designed with a developmental and social curriculum for sophomore students to help fight the "sophomore slump" and the myriad of feelings associated with adapting to another year of college. Our proposed program would benefit this population of students during the transition and autonomy surrounding the second year of college. Having a designated place for students to explore their interests with support from assigned staff and an educational curriculum would allow students to step out of their comfort zone or explore without feeling overwhelmed or pressured.

We propose that students will apply within the housing application time, live in the LLC during the school year, and leave for the summer. During the academic year, students within the LLC will participate in designated programs. We recommend that you utilize monthly programs with topics that include academic success, ethical leadership, and self-pick topics regarding social justice education and advocacy. The developmental events are all crafted to develop students holistically and allow them to make meaning of their time as students. The social events are meant for students to build community and support one another during their time in the LLC.

Student Learning Outcomes

We offer the following student learning outcomes for this program. As such, students will be able to:

- Identify a community of students who share the academic experience of being a second-year student

- Organize and recognize their own needs for personal, academic, and social growth as a second-year student

- Build community at LLC events with a focus on on-campus and off-campus connections

- Advocate for their personal, academic, and social needs by collaboratively designing events that cater to the development and growth of second-year students

- Assess the institutional support towards the transition of first-year students to second-year students regarding a sense of community and sense of belonging

While these are projected SLOs, we acknowledge that every institution is unique and we ask that you add to or admin these to best fit your institution.

Collaboration/Staff Considerations

The Second-Year LLC produces collaborations across the student affairs and academic affairs units. These partnerships will be in event hosting and strategizing, as there is a prioritization to keep second-year students connected with the university. The persons and offices that will be invited to lead developmental or social events for the residents are an Ethics professor from the Department of Philosophy, Alumni Engagement Staff, the Global Education Center, Disability Services, Counseling Services, Center for Race, Ethnicity, and Diversity Education, and Campus Rec and Wellness.

Assessment Recommendations

We recommend administering a pre-and post-program survey instrument to depict the effectiveness of learning outcomes and achievements. Considering both a pre-and post-program survey could contribute to both short-term and long-term outcomes being collected and reviewed. The survey is also designed to produce results that can be shared amongst housing professionals, student affairs professionals, and researchers across the higher education field.

This qualitative survey includes 20 questions that can be distributed through email, with questions that garner responses towards demographics, living experiences, contribution to self-development, program strengths and improvements, and community building experiences. The pre-program survey assessment would be administered within the first week of arrival that residents move into the living space and the post-program survey at the end of the last program. To maintain the structure of assessment sharing and results it is recommended to use a majority of the same survey questions for the pre-and post-program assessment, with the understanding of changing diction to reflect either the "pre" or "post" timing of the survey distribution.

Sample questions are:

- What expectations did you pre-set for your living experience within the second-year LLC?

- Describe the activities that were beneficial to your personal leadership growth?

For the post-program survey, one could add the following questions:

- What improvements would you suggest to increase safety and security for all residents in the second-year LLC?

- What are your final thoughts towards your overall experience as a resident in the second-year LLC?

Sharing Results

The sharing of assessment results was heavily considered while the survey questions were being constructed, mainly to prioritize clarity during both of these processes. We suggest sharing via executive summary report and a visual presentation so that university housing professionals and all student affairs professionals can gain knowledge on this program. Considerations towards program budget, program staffing, and student development or growth can all be changed based on assessment results. It is recommended that these facets be specifically looked at through the lens of the assessment results, as there is potential for responses to indicate the impact that these themes had on the student experience within the second-year LLC. Moving forward it is recommended that the results be shared with an appropriate amount of direct quotes from student responses that are germane to the program as a whole. Using specific quotes from the respondents can allow the audience to gain insight into how the program both supports and engages second-year students. This is noteworthy to the overall purpose and outcomes of the program and should be reflected as such within the sharing of the assessment results.

Conclusion

Student engagement can have a plethora of facets and layers that student affairs professionals think through on a daily basis. The identified gap of second-year student engagement and student development is a key piece of this program that can redefine the personal leadership journeys for second-year students and reduce the sophomore slump experience. Implementing this program can positively impact multiple organizations across student affairs divisions, ultimately benefiting the general student body exponentially. Second-year students deserve a level of engagement that behooves their entire collegiate experience, and it is time to prioritize a specified programming initiative that aids in the development.

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A Method for Addressing Food Insecurity on College Campuses

by
ASHANTI FIGURES and **JASON HAMILTON**
recent graduates of
The University of North Carolina-Greensboro

INTRODUCTION

When posed with the question, what challenges first-year students face on college campuses, one may consider navigating new responsibilities, becoming autonomous, and in today's society, traversing a global pandemic. Incoming first-year students should consider if the institution offers the major they are interested in, whether the residence halls on campus are well maintained, and where the college offers student involvement opportunities of interest. Thoughts such as these are all overt issues that attend to basic needs and interests of new first-year students. There are, however, other covert issues that new students encounter during this transition.

One example of these issues students face is food insecurity. "A New Survey from the Hope Center for College, Community, and Justice, College and University Basic Needs Insecurity: A National #RealCollege Survey Report", includes responses from almost 86,000 students at 123 (two- and four-year) institutions. The findings reveal more than 60 percent of students had experienced food insecurity within the past thirty days" (Goldrick-Rab et al. 2019). Goldrick-Rab et al. (2019) also note that the Government Accountability Office identified only 31 quality studies that address food insecurity on college campuses. Considering the number of students that are affected in conjunction with the lack of research available on the topic, further steps need to be taken to accurately address the issue of food insecurity on campuses. Three initial steps that can be taken, specifically by people within the field of higher education is first, to understand what food insecurity means, second, to understand how it affects college students and to what extent it affects specific populations of students and third, create intentional programming to address food insecurity on college campuses around the world.

One way to define food insecurity is, "the limited or uncertain availability of nutritionally adequate and safe foods, or the ability to acquire such foods in a socially acceptable manner" (Anderson, 1990 as cited in Goldrick-Rab et al., 2017). It is important to note that there are two parts of this definition. The availability of nutritious food is a large component however; it is just as important that the means in which students access the food is socially acceptable. College is the first time for many students to live and make personal decisions to be on their own. Doing so, without fear of being judged can easily affect a student's sense of belonging and overall self-confidence during this transitionary period. Additionally, authors Goldrick-Rab, et al., (2020) state, "The US Department of Agriculture recognizes four categories of food security: high, marginal, low and very low" (p. 18). These categories indicate not all students experience food insecurity in the same way, therefore student affairs professionals need to work to understand the topic on a holistic level.

Similarly, to understanding the levels of food insecurity, it is also important to understand how food insecurity affects different types of students. A student's race and gender are two of many factors that can be used to understand how one's identities and environment impact their experience with food insecurity. Henry (2017) notes "significantly more Caucasians detailed accounts of severe depression, mood changes and anxiety while none of the African-American respondents noted those kinds of severities due to lack of food" (p. 15). An explanation of this could be the motivation Caucasian students have to complete college versus the motivation African-Americans may have. For example, Henry (2017) found that, "data revealed that five of the African-Americans in the study articulated strong expectations to finish school from family while Caucasian participants did not reveal the same connection" (p. 15). Building on this, Henry (2017) adds "African-Americans indicated that graduating from college was a family expectation… For all of these students, the drive to obtain a degree outweighed hunger concerns, and they were willing to sacrifice to get an education" (p. 14). The drive to obtain a degree, outweighs the struggles with food insecurity. Broton and Cady (2020) state, "54% of Black students at two-year institutions (47% at four-year institutions) deal with food insecurity compared to 55% of Indigenous students at two-year institutions (30% at four-year institutions)" (p. 19). This data adds to the complications and intersections of food insecurity and race.

Lastly, higher education professionals need to be intentional about the programming done for students to increase awareness and knowledge of resources revolving around the idea of food insecurity. One approach to this could be to focus on solving food insecurity on college campuses through the lens of leadership and civic engagement. White (2018) describes service-learning as a possible pedagogy to merge these two ideas. More specifically, Break Away, a national non-profit organization, introduces education, orientation, and training, which are three components educators should emphasize when preparing students to complete service projects. White (2018) writes, "education focuses on the social issue in the specific community; orientation highlights the history and context for the community, organization, and project; and training provides students with skills to complete the project" (Break Away, 2018 as cited in White, 2018). Below is a theoretically supported program proposal that provides a solid framework for an initiative that can be used at colleges to address food insecurity through civic engagement, promote leadership, and assist first-year students with their transition into college.

Literature Review

Barclay (2017) describes how Schlossberg's transition theory is used to understand transitions and how student affairs practitioners can support students through these transitions, which are unavoidable for a first-year student entering into higher education (p. 24). Barclay (2017) highlights Schlossberg's theory by outlining the idea of mattering with the four different domains associated with the theory: situation, support, self, and strategies, that describe the context of a transition and how students navigate transition. Mattering, in terms of this theory, is described as a "reciprocal process--that not only do individuals matter to others, but there is an element of dependency as well" (Barclay, 2017, pp. 24-25).

The first of the four domains is situation, which helps to assess the situation surrounding the transition, and is conceptualized into three categories: anticipated events, unanticipated events, and nonevents (Barclay, 2017,). The second domain is support, which focuses on what the support system around the student looks like and how different factors can impact what that support looks like. The third domain is self, or who the student is and what their beliefs are will factor into how they go about processing their transitions. Furthermore, this domain has two lenses being personal and demographic characteristics as well as psychological resources (Barclay, 2017, p. 27). Lastly, the final domain is strategies which describes the way in which a person would cope with the transition during and afterwards.

Our proposed program falls in line with this idea of mattering as well as the four domains defined by Schlossberg. This program provides an opportunity for students to start formulating a new support system with fellow first-year students and engages them with a meaningful service opportunity to help them understand the idea of working together as change agents at their respective institution while fighting against food insecurity. Our goal for this program is to help create an avenue for new first-year students to transition into their institution with skills and connections necessary to be successful during their tenure with the institution while also boosting their sense of belonging with the community.

On a similar note, the concept of this program is also supported by the ideas of the Social Change Model (SCM). SCM is a method of leadership development that approaches leadership as "a purposeful, collaborative, values-based process that results in positive change" ("Social Change Model of Leadership Development, n.d."). The main point of the SCM is to allow students to gain more self-awareness and understanding while also allowing them to understand the importance of group work and collaboration. The SCM defines seven core values, known as the "7 C's" to assist students in developing those skills. The seven core values are split into three groups; individual, group, and society. For the purpose of the current study as well as for

the purpose of this program, it is important to understand the meaning of each of these values.

The individual values are consciousness of self, congruence and commitment. Consciousness of self can be defined as understanding the values, attitudes and emotions that motivate a person to take action. Congruence refers to the idea that an individual can show up authentically, consistently and honestly when engaging with other people. Commitment is the third value and it is the energy that motivates the intensity and duration of an activity and also what drives an individual to meet the common goal set by a group. The group values are collaboration, common purpose, and controversy with civility. The value of collaboration suggests not only that people should work together but also that there should be trust amongst the group. The fifth value is common purpose. Common purpose allows a group to work together to analyze the task at hand and what needs to be done for the task to be started and completed. Controversy with civility is the last group value. The premise of this value is that when working with a group it is possible that conflict will arise. In the same breath, this value also states that groups are able to work through conflict with civility, i.e. respect for each other and all differing ideals. The final value is citizenship. Citizenship allows for students/people to become connected to their respective communities by working to create change and provide assistance to others within the community. All seven of these values form together to make change (Dugan, 2006).

Dugan set out to examine whether or not there are significant differences between men and women in relation to these seven values. There were 859 participants in this study and they were asked to take a 103 item leadership inventory in order to examine their development in the values listed in the SCM. The results of this study support the idea that programs like this are necessary for promoting leadership development amongst college students. One finding of the current study states, "both men and women score lowest on the same three constructs: controversy with civility, citizenship, and change" (Dugan, 2006, p. 222). This finding implicates a need for positive conflict resolution activities in a group setting so that students know that there are ways to deal with conflict in a positive way. Facilitators of this program will need to be cognizant of conflict that may arise as students are working in their groups and be prepared to provide guidance and resources to resolve that conflict efficiently. Additionally, one hope of this program is that exposing and engaging students in community service will be the first step toward citizenship throughout the rest of their college careers. Lastly, this study reports, "colleges should work toward closing the performance gap between men and women and actively engage men at levels within the collegiate environment in discussions regarding how values inform leadership philosophy" (Dugan, 2006, p. 223). If institutions of higher education recognize a performance gap between men and women on campus, this program could easily be modified to target and engage men on campus in turn, closing that gap.

All in all, both of the aforementioned theoretical frameworks provide support of each of the learning outcomes set forth by this program. The research provides specific avenues for facilitators to follow in order to allow students to make the most meaning from their experiences and assist in growth across the seven core values of the SCM. Additionally, because there is not a lot of empirical research on the SCM, this program will also serve as a resource to further research and implications of how the SCM affects college students as a whole.

Program Proposal

The purpose of this program is to tackle a generational, widespread issue that has impacted the lives of students and community members across the nation, food insecurity. We propose a three-day summer bridge program to introduce first-year students to service and civic engagement while working to alleviate food insecurity burdens currently existing within their campus and the community that surrounds them. This work is grounded in Schlossberg's Transition theory as first-year students who enter a food insecure city and/or community may be an unanticipated transition for incoming first-year students. Throughout their time in this program they will use skills from this theory to help them navigate their transition. Additionally, facilitators can utilize the three core groups of the Social Change Model when designing the schedule of this program to best answer the needs of their institution. In turn, day one activities should be focused on the individual values, day two should be focused on group values and day three should wrap up by focusing on societal values.

Learning Outcomes

Service learning is a critical component of student learning (White, 2018). White (2018) highlights "service-learning is a powerful pedagogical tool" and is appropriate for student engagement (p. 291). As a result, students will be able to:

- recognize problems and gaps in resources at their institution and envision solutions for the future
- collaborate with peers to identify and rectify community needs with newfound institutional knowledge and connection to the community through their service project.
- articulate their personal values and be able to communicate them to peers and colleagues
- participate in a service project and reflect on their experience
- form connections with other program participants

Assessment Recommendations

We suggest practitioners do a pre and post-test to assess your students on the effectiveness of this program. We encourage this approach upon a pre and post-test model to ensure our learning outcomes were met by participants as outlined above. Students will be given the pre-test before their arrival to the program and will be given the post-test upon completion of day three. For example, we offer the following questions as a guide to build out the pre-assessment:

1. Identify one resource that addresses food insecurity on campus, if you can't please put
2. How often do you participate in Community Service?

Sample questions for the post-test assessment may be:

1. Identify one resource that addresses food insecurity on campus.
2. After this experience, how likely are you to do community service?

Conclusion

After the conclusion of the program, first-year students will leave with skills and information that will allow them to be successful throughout their first year. While this program has a focus on food insecurity on college campuses, it could also be altered to create something similar for other prevalent topics that need more attention on college campuses. We offer this paper as a method to tackle this generational problem that our nation and college campuses face.

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THE JOURNAL OF CAMPUS ACTIVITIES PRACTICE & SCHOLARSHIP

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NACA® Live in Pictures

NACA® LIVE in Kansas City was an overwhelming success as we returned to in–person events. Peer networking, professional development, block booking, and of course, live entertainment filled the schedule for four days.

ABOVE: Delegates gather outside the main event space before a showcase.

LEFT: School members serving on the Stage Crew prepare equipment for a performance. Students who volunteer for stage crew duty get hands–on technical experience in putting together a show that they can carry forward into their careers, both on campus and beyond.

SHOWCASES
From music to comedy, from lecture to game shows, the electricty of in-person live performances is something that just can't be duplicated online.

NACA HALL OF FAME
The band **Raining Jane** was inducted into the NACA Hall of Fame. After surprising the audience with an appearance from Jason Mraz, the band itself was surprised with the award by NACA Chair Josh Brandfon.

*From left to right: Mai Bloomfield, Chaska Potter, Mona Tavakoli, Becky Gebhardt, Jason Mraz and Josh Brandfon*

MARKETPLACE & BUSINESS CONNECTIONS

After more than a year of doing business online, associates and schools alike were happy to get back together in person. Vendors were able to offer samples, students could try out new products and services, and performers could make face-to-face connections with their audience.
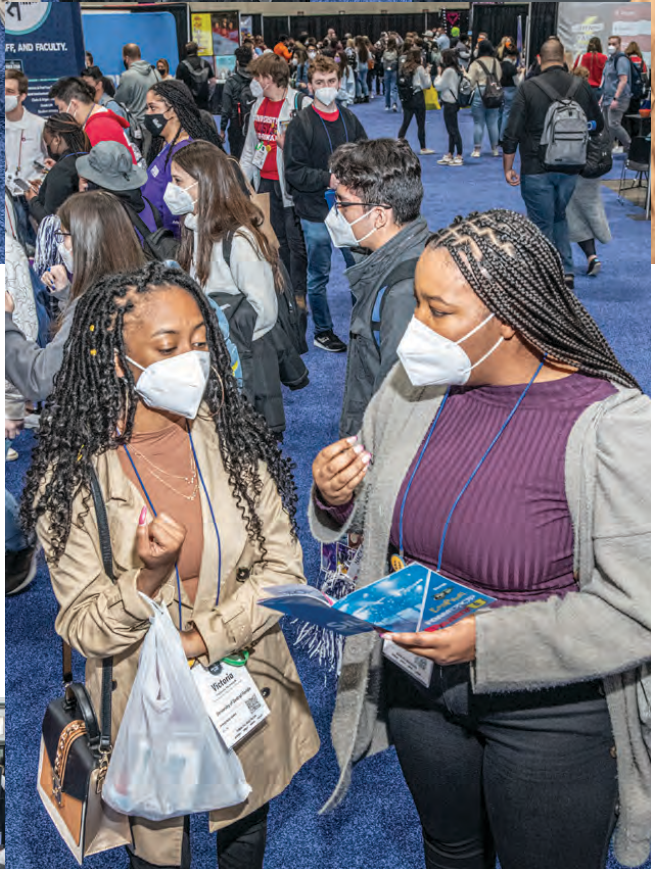
NACA® Achievement Awards

Congratulations to these deserving recipients of Achievement Awards given out at NACA® LIVE.

Note not all award recipients were able to attend; photos are provided wherever possible.

FOUNDERS AWARD

The Founders Award is the Association's highest honor, given to those individuals who, during the years, have given their time and talents in such a way as to contribute significantly to NACA. They have exemplified the standards of professional integrity and conduct, have achieved stature in their profession or academic pursuits, hold the esteem of colleagues and peers, and have worked to further the field of campus activities programming.

Erin Morrell
Albertus Magnus College (CT)
Erin Morrell is the associate dean for Student Engagement and New Student Orientation at Albertus Magnus College. She has twenty years of student affairs experience spanning a variety of areas including Campus Activities, New Student Orientation, Student Government & Programming Board Advising, Clubs & Organizations, Leadership, Campus Center Operations and Student Employment.

LIFETIME MEMBERSHIP AWARDS

The Lifetime Membership Award is an honor given to individuals who have unselfishly and tirelessly contributed to NACA on either the regional or national level. Lifetime Membership is a way to recognize and express gratitude to school staff members and associate members who have clearly given of themselves beyond the norm expected of volunteers or staff.

Christine Storck
Christine Storck retired as the director of Student Engagement at Anne Arundel Community College (MD) where she worked for 34 years. Prior to her employment at AACC, she worked as the Program Director at Villanova University. Chris spent most of her career volunteering for NACA in various positions, mostly in the Mid Atlantic Region, including Conference Chair, Marketplace Coordinator, Business Networks Coordinator, and others. National positions include the National Convention Committee, the Volunteer Development Summit and the NACA Foundation Board of Trustees.

Chuck Simpson
Chuck Simpson retired from Upstate Medical University in May 2021 after 34 years of service to the university community, the last 14 as director of campus activities and special projects. During his 20+ years of volunteering for the Association, Chuck served as a regional conference chair, a national convention chair, a member of the NACA Board of Directors and served as the first regional coordinator of the newly formed Mid Atlantic Region. Chuck holds a bachelor of science degree in psychology from the State University of New York (SUNY) at Geneseo and a MBA from SUNY Oswego.

CAMPUS LEGEND AWARD

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

Melissa Beer
Rebelle Events
Melissa Beer is the owner of Rebelle Events based in Saint Paul, Minnesota. As a self-proclaimed 'community junkie', Melissa believes in the importance and possibility of connecting communities through live and virtual events and lifting up the authentic voices of her roster and clients. She's often heard saying that the 'rising tide raises all ships' and believes that the more compassion we give, the more we will receive.

Craig Karges
Karges Productions
CNN Headline News called Craig "The king of college campus entertainment." He's made over 40 national television appearances including The Tonight Show, E!, CNN, and Fox News and starred in two, one-hour, syndicated television specials. With over 5,000 performances (about 3,000 of which were on college campuses) in 27 countries on four continents as well as in all 50 states and over five million miles of travel behind him. Craig continues to amaze and entertain audiences around the world with his unique blend of illusion, psychology and intuition.

FRANK HARRIS OUTSTANDING STUDENT GOVERNMENT ADVISOR AWARD

In honor and memory of the Association's first Board of Directors chair, Frank Harris, this annual award recognizes individuals who have the commitment to challenge and advise student government.

Tim Johnson
Syracuse University (NY)
Tim Johnson serves as the associate director of Student Activities at Syracuse University where his primary function is to advise the Student Government. Student Engagement is his life's passion, and he knows that this field is his purpose and working with young people fuels him to be better each and every day. He is a member of Kappa Alpha Psi Fraternity Incorporated, has a deep appreciation for GOOD music and is an avid shoe shopper. Tim lives by the mantra of "Faith is where the impossible lies, and when we begin to tap into that, we can achieve anything."

PATSY MORLEY OUTSTANDING PROGRAMMER AWARD

In honor and memory of former Board of Directors chair, Patsy Morley, this annual award recognizes the individual who best exemplifies outstanding achievement in the field of campus activities advisement.

Jason Meier
Harvard College (MA)
In his 10 years at Emerson College (MA), Jason Meier provided direction and guidance for an active and vibrant student community. Through campus-wide leadership programming, educational efforts, events, and space making, Jason led a team to transform and support programming efforts for the entire Emerson College community. In his new role as associate dean for Student Engagement at Harvard College, Jason continues to connect students to new experiences on campus through orientation, programming and student organization management.

OUTSTANDING DIVERSITY ACHIEVEMENT AWARD – INDIVIDUAL

Established to recognize individuals at NACA member institutions that positively contribute to the development of programs and services promoting cultural diversity, understanding and/or awareness.

Miriam Randall
Albertus Magnus College (CT)
Miriam Chenaif Randall has worked in the International Education field for 6+ years. She currently works in a supportive role for international students at Albertus Magnus College. She is passionate about helping others, advocating for diversity, as well as cultural sensitivity. In her free time, Miriam enjoys traveling, spending time with family, staying active, and learning.

C. SHAW SMITH OUTSTANDING NEW PROFESSIONAL AWARD

In honor and memory of a beloved NACA founder, C. Shaw Smith, this annual award recognizes an individual who demonstrates the potential and commitment for excellence in service to student leaders.
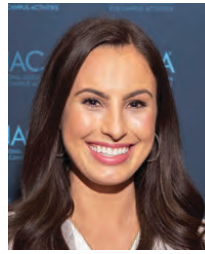
Blair Wortsmith
University of Florida
Blair Wortsmith serves as the program coordinator of Campus Events at the University of Florida. As a member of the Campus Events and Traditions team within Student Activities and Involvement, Blair is the advisor to GatorDays, a new student programming board she developed and launched this year. She obtained a Bachelor of Business Administration in Managerial Finance with minors in Marketing and Journalism as well as a Master of Arts in Higher Education and Student Personnel from the University of Mississippi.

Thank you to everyone involved for making NACA® Live a success!
We look forward to seeing you at a NACA conference this fall.

Congratulations to these 2022 NACA® Foundation Scholarship Recipients!

ABIGAIL ERNST
Baldwin Wallace University (OH)

"Campus activities is where I have found my passion ... and this scholarship will go directly to helping me continue through my Higher Ed journey."

JALYN JONES
Illinois State University

"...this scholarship will lend me a lot of financial relief so that I can focus on learning and growing into a strong student affairs professional."

SHYANTE'E WILLIAMS
Western Kentucky University

"...this scholarship will assist me on my path ... I hope to lead a career in STEM, educating adult learners in alternative environments."

MICHELLE MORRIS
Texas Tech University

"This scholarship will allow me to focus on my research in preparing recent graduates for their first full-time careers."

DANYELLE JACOB
University of La Verne (CA)

"I am beyond thankful for every resource, event, and opportunity NACA has given me and shared among other students."

DONOVAN NICHOLS
University of Toledo (OH)

"...after graduation I hope to encourage other students with learning disabilities to persevere through their challenges, pursue their passions, and achieve their dreams."

NACA® FOUNDATION SCHOLARSHIP OPPORTUNITIES

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

NACA® Northern Plains Regional Student Leadership Scholarship

NACA® Mid Atlantic Undergraduate Scholarship for Student Leaders

NACA® South Student Leadership Scholarship

Multicultural Scholarship Grant

NACA® Mid Atlantic Graduate Student Scholarship

NACA® Foundation Graduate Scholarships

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Ross Fahey Scholarships

Scholarships for Student Leaders

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Tese Caldarelli Memorial Scholarship

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