

CAMPUS ACTIVITIES

programming[®]

Vol. 54, No. 5

FALL 2022

STUDENT AFFAIRS PROFESSIONALS

Transitioning from Small
to Large Institutions

Focusing on Your
Well-Being

15 Tips from
a Manager

PLUS
Serving on
the NACA Board

NACA[®] Live

THE 2022-25 STRATEGIC PLAN is our roadmap to achieve the Association’s mission, implement strategy, and bring NACA’s values to life. The plan was intentionally written in a way that wasn’t overly prescribed, allowing for some nimbleness, yet direct in calling out specific areas of focus. As we were working on the plan, we continuously kept coming back to NACA’s vision of building communities where everyone belongs and thinking about ways in which this happens. For this plan, we honed in on the power and influence of practitioners and associate members. The tent for Campus Activities is much larger than it once was and what falls under the tent is open to interpretation. With that in mind we (NACA) will study the relationship and impact student involvement has on sense of belonging which will not only enhance the case for Campus Activities, but also the data will help articulate the co-curricular experience. Additionally, we will study and champion the Association’s DEIA+ competencies and the impact of campus involvement on student retention and persistence amongst historically marginalized communities. Researching these areas of student involvement is critical for not only supporting the case for fostering student communities, but also identifying strategies that truly impact student success.

Through resource development, training, and education, NACA will continue to equip and support practitioners in the daily work of building inclusive communities. The Association has begun to expand topical areas as we know the work of campus professional is shifting; our intention is to be your resource in the areas of student organization advising, student leadership, programming, student government, professional development, and integrating research and competencies into practice.

We will be the go-to association for professionals to cultivate, learn, develop and transform into experts in the field. NACA has and will continue to create tangible, competency-based resources, trainings, so that you, Campus Activities professionals, have the support, knowledge, skills, and practice to advise students, foster leaders, and build communities. NACA volunteers and staff have developed new resources aimed at initiating this effort, with more in the works. I encourage everyone to consider in-person and virtual events, which will have educational sessions that focus on the application of Association resources.

Thank you to the volunteers and staff who envision the resources, conduct the research, and articulate the data, our bold ideas could not come to life without you!

Bookmark this page of the NACA website—we invite you to reference it often! naca.org/ProDev

I look forward to the dynamic impacts NACA will have on higher education,

Amber



**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.



THE WEATHER IS BEGINNING TO CHANGE and leaves are falling from the trees. As I watch this transformation, I am reminded of all the changes that have occurred in our field over the past two years. I relish the day when I no longer have to reference “the pandemic” but it was on my mind today as I just finished walking a group of Student Government students through the process of addressing an issue on campus in the form of a resolution. I found myself feeling frustrated at the level of detailed instruction I was having to provide to the students and I had to step back. This won’t be news to most, but one of the many things that were lost during the pandemic was process knowledge that had become second nature to us. Pre-pandemic, I didn’t have to walk new Student Government leaders through the process of writing a resolution because there were more seasoned leaders who already knew how to do it and were peer-leading. This lack of knowing how to do the business of (insert name of organization here) is one of many things that I have seen as a deficit area within our activities sphere, and I have heard stories from colleagues of many other areas where we feel like we’re starting from scratch. This is where we’re living, so I encourage you to do two things:

1. Take opportunities to revisit “the way we’ve always done it.” If you are starting from scratch with a process, program, or tradition anyway why not make sure the what is being offered is up to current practice, efficient and able to serve students in today’s environment?
2. Lean on NACA resources to lighten the load where possible. There are many resources available to help fill in those knowledge or skills gaps, with new ones appearing almost weekly. Aside from the helpful articles in this and past issues of *Campus Activities Programming*® magazine, there are many guides, webinars, and opportunities to Connect (pun intended) with colleagues through NACA’s website.

These resources can not only help you prepare your students to be better leaders but can also further your own professional development. Hopefully, you will find these resources useful, but always feel free to contribute your own knowledge as well by reaching out to education@naca.org.

Stay Well,
Kendrick



**KENDRICK
DURHAM**

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“
Take
opportunities
to revisit
“the way
we’ve always
done it.”
”

CONTRIBUTORS

BRYAN L. MOBLEY (he/him/his) is a higher education practitioner, interior designer, and writer. Born and raised in rural South Carolina, he praises his upbringing; for his desire to pursue higher learning and build sustainable communities, specifically for Black and brown LGBTQ+ people. He earned his Bachelor of Arts degree in sociology from Winthrop University, where he serves as a member of the Alumni Association Executive Board. He earned a Master of Science in higher education: leadership and administration from Capella University. Bryan's work examines the intersections of community, education, race, sexual orientation, and class. Bryan has held various roles in higher education across academic and student affairs. Currently, Bryan teaches and advises first-year students. He prides himself on being a social justice advocate, community-builder, and first-generation college graduate. In his downtime, Bryan enjoys cooking, exercising, and shopping.

SARAH KEELING, Ph.D. serves as director of Education & Research for the National Association for Campus Activities and has over 20 years of higher education experience. Her doctorate in higher education administration is from the University of South Carolina.

CRAIG L. SCOTT (he/him/his) currently serves as the assistant director for Campus Programs at Temple University in Philadelphia, PA. Born and raised in Baltimore, Maryland, Craig

takes an enormous amount of pride in his upbringing and has a passion for giving back to the community that helped to shape his identity. Craig is a first-generation college graduate two times over, receiving his Bachelors of Science in Business Administration from Morgan State University, and Masters of Arts in Conflict Analysis and Dispute Resolution from Salisbury University. Craig has held various roles within student affairs, with experience starting as a resident assistant as a sophomore in undergrad. Aside from student activities, Craig also has a passion for and experience in cultivating student engagement in Division 1 athletics. In his downtime, Craig enjoys music, sports, and video games.

EMILY TEITELBAUM is the associate director for Student Involvement at University of North Carolina Charlotte. She has been in the field for 15 years and has been a coordinator for the NACA Concert Management Institute, a grad intern mentor, advisor resource coordinator for NACA South, a program reviewer, and has presented many times at NACA conferences as well as having four articles published with NACA's Campus Activities Programming® magazine. Emily has a deep passion for seeing students enjoy their outside-of-the-classroom college experience as well as helping develop, support, and advocate for graduate students and staff in the field.

Feb. 18–21, 2023 • Louisville, KY • naca.org/nacalive

The logo for NACA LIVE is a white circle with a hand-drawn, brushstroke-like border. Inside the circle, the words "NACA" and "LIVE" are stacked vertically in a bold, sans-serif font. The background of the entire page is a photograph of the Louisville skyline at dusk, with buildings and the bridge reflected in the water.

NACA
LIVE

NACA[®]

AMPLIFY

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. Questions? Contact memberrelations@naca.org for more information.

What's In It For Me?

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

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How Do I Amplify? Submit a referral form at naca.org/amplify

*Visit naca.org/amplify for terms and conditions.

SHOUTOUTS!

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

Kash Productions LLC referred Cnote Music Group

Elizabeth Purswani of Baltimore City Community College referred University of Baltimore.

Chair, NACA Board of Directors

Kendrick Durham

Executive Director

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Serving on the NACA Board

by Josh Brandfon, Ed.D.



Each year, the Association seeks candidates for positions on the Board of Directors. Board members are responsible for the overall strategic direction, effectiveness, and financial stability of the Association. They fulfil these duties by maintaining an awareness of the needs and interests of NACA's members, by establishing goals for the Association through the strategic planning process, and by approving the annual budget and reviewing investment reports and financial statements. A board term is for a period of three years, and we encourage candidates from a broad range of personal, professional, and volunteer backgrounds to apply.

Duties of a Board Member

As a nonprofit association, the board of directors has three primary legal duties known as the “duty of care,” “duty of loyalty,” and “duty of obedience.” The American Society of Association Executives, Board Effect, Board Source, and state entities provide additional information on these legal duties:

- **Duty of Care:** take care of the nonprofit by ensuring prudent use of all assets, including facility, people, and good will;
- **Duty of Loyalty:** ensure that the nonprofit's activities and transactions are, first and foremost, advancing its mission; Recognize and disclose conflicts of interest; Make decisions that are in the best interest of the nonprofit association; not in the best interest of the individual board member (or any other individual or for-profit entity); and
- **Duty of Obedience:** ensure that the nonprofit obeys applicable laws and regulations; follows its own bylaws; and that the nonprofit adheres to its state association purposes/mission.

Characteristics of Great NACA Board Members

At a minimum, board members must maintain at least a 50% full-time employment at a NACA member institution and must have at least five years of full-time experience in higher education. Five

years of volunteer experience is required, at least three of which must be with NACA. Board members cannot be on an Associate Member's roster or payroll, and may not hold a board of directors or equivalent position in another peer or higher education association.

While other volunteer roles throughout the association help prepare staff for board service, being on the board is a unique volunteer experience that draws upon somewhat different competencies. Great board members have skills in the following areas, and are able to:

Leadership - Vision and Strategic Direction

- Develop, articulate, and implement a strategic direction/vision
- Provide both strategic and innovative thought leadership
- Demonstrate strategic thinking and an ability to analyze issues in making decisions that support NACA's overarching mission

Governance + Board Role and Responsibility

- Articulate the difference between volunteer and board member responsibilities
- Separate oneself and personal experiences from Association decision making
- Think globally about the Association and not solely rely on individual experiences
- Respect the confidential nature of board activities

Cultural Competence and Diversity

- Speak to NACA's Commitment to Diversity, Equity and Inclusion Statement, competencies, and the Association's work toward its fulfillment
- Engage people different from one's self
- Understand the value of diversity and inclusion in the context of NACA

Financial Literacy and Stewardship

- Provide financial oversight and budgeting input
- Make financial decisions for the overall and long-term health of the Association
- Demonstrate an understanding of the financial resources and considerations that impact a national association

Outreach and Communication

- Demonstrate high relational competency
- Convey the value of the Association to stakeholders, and champion it's programs and resources
- Speak publicly on behalf of the Board and Association's mission and vision
- Demonstrate a knowledge of the Association's membership and volunteer experiences, and can decipher between the two

Knowledge of Higher Education, NACA, and Campus Activities

- Demonstrate a global understanding of higher education and the external and internal environment that impact the Association and student life
- Reference and articulate trends in campus activities and their impact to higher education
- Understand of the role NACA plays supporting the profession

Application Process

Applications for general member positions on the board of directors must be submitted by Jan. 5, 2023. A committee consisting of the immediate past chair, a school member, an associate member, and a past board member will review applications and will schedule interviews with all candidates. Using the required qualifications and core competencies above as a guide, the committee will determine which candidates will move to the voting phase of the process.

Candidates who advance to the ballot will be required to present at NACA Live, during the annual NACA Now meeting. A prompt will be provided in advance, and candidates will be given a set amount of time to share with the members present their vision for the Association. Time will also be provided for members in attendance to ask questions of the candidates.

At the conclusion of NACA Now, voting will open for a period of 30 days. Each school is given one vote, which must be cast by the key contact at the institution. At the end of the voting period, the winners will be the two candidates who received the highest number of votes.

If you are passionate about NACA and want to have an impact on our future, we encourage you to run for a seat on the board. Questions about board membership or the application process can be directed to Joshua Brandfon, Ed.D., Immediate Past Chair, at j.brandfon@miami.edu.

Chair of the Board of Directors
Kendrick Durham
Centre College (KY)

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St. Norbert College (WI)

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naca.org/ABOUT/Pages/BODPurpose.aspx

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Are you ready for life after college?

The **NACA® Employability Skills Assessment** is an assessment tool designed to help students as they prepare for their next step after graduation – their careers. It was developed in 2015 in response to a survey published annually by the National Association for Colleges and Employers (NACE) in which employers identify the skills they are seeking from recent college graduates. NACE released a new set of career readiness competencies in 2021, and a group of NACA volunteers and staff used these as a foundation for updating the assessment.

This tool allows students to evaluate themselves on the skills employers seek, and it provides them with suggestions for mastering these skills through their involvement on campus and personal reflection. As an added option, this tool also allows you to evaluate them on these same skills so that they can compare their self-evaluation with that of their advisor. The evaluation results include national averages so students can also compare their scores with those of their peers from around the country. Log in today and evaluate your skills in these areas:

Communication

Critical Thinking

Diversity, Equity, Inclusion & Accessibility

Teamwork

Leadership

Program & Project Management

Information Management

Personal Growth & Development

NACA[®]
EMPLOYABILITY SKILLS
ASSESSMENT

naca.org/skillsassessment

Steve Ransom Retires

Steve Ransom has been a striking force on the campus of Prairie View A&M University (TX) for the past 17 years. He has mentored many students and staff members who attribute their higher education success to him. Steve has shared his love for tennis with everyone and has even beat a few students because he knows the game's strategies, while the students thought it would be great to beat an old timer! Ransom has shown what it means to be a great leader to his team members, and he can see the best in every person even if the potential is undeveloped. Ransom is an influencer with his infectious laugh, heart for people, and enduring commitment to seeing others succeed. Steve will be missed around campus, but most of all, the legacy that he has created on every campus will remain. Not only has he been transformative on college campuses, but within our professional organization, NACA. Steve devoted his heart and time to promote more awareness about diversity and inclusion. Steve has dedicated over 40 years to helping others matriculate through collegiate, personal, and professional goals, and those types of leaders are hard to come by. Congratulations on your remarkable career, and best wishes for the next phase-it has been our pleasure to know you and to work with you.



Steve Ransom's NACA History

Chair, NACA Board of Directors 2009-10, current member of Foundation Board of Trustees, 2001 National Convention Planning Committee member, Leadership Fellows mentor

The remaining event schedule for the 2022-23 membership year:

NACA® Live in Louisville: Feb. 18-21, 2023

NACA® St. Paul: Mar. 30-Apr. 1, 2023

DELTA
Flying on Delta?
Use the code **NMVD6** for a discount! See **delta.com** for details.

Are you a campus professional who supports student organizations?
The Forum at NACA® Live is for you.



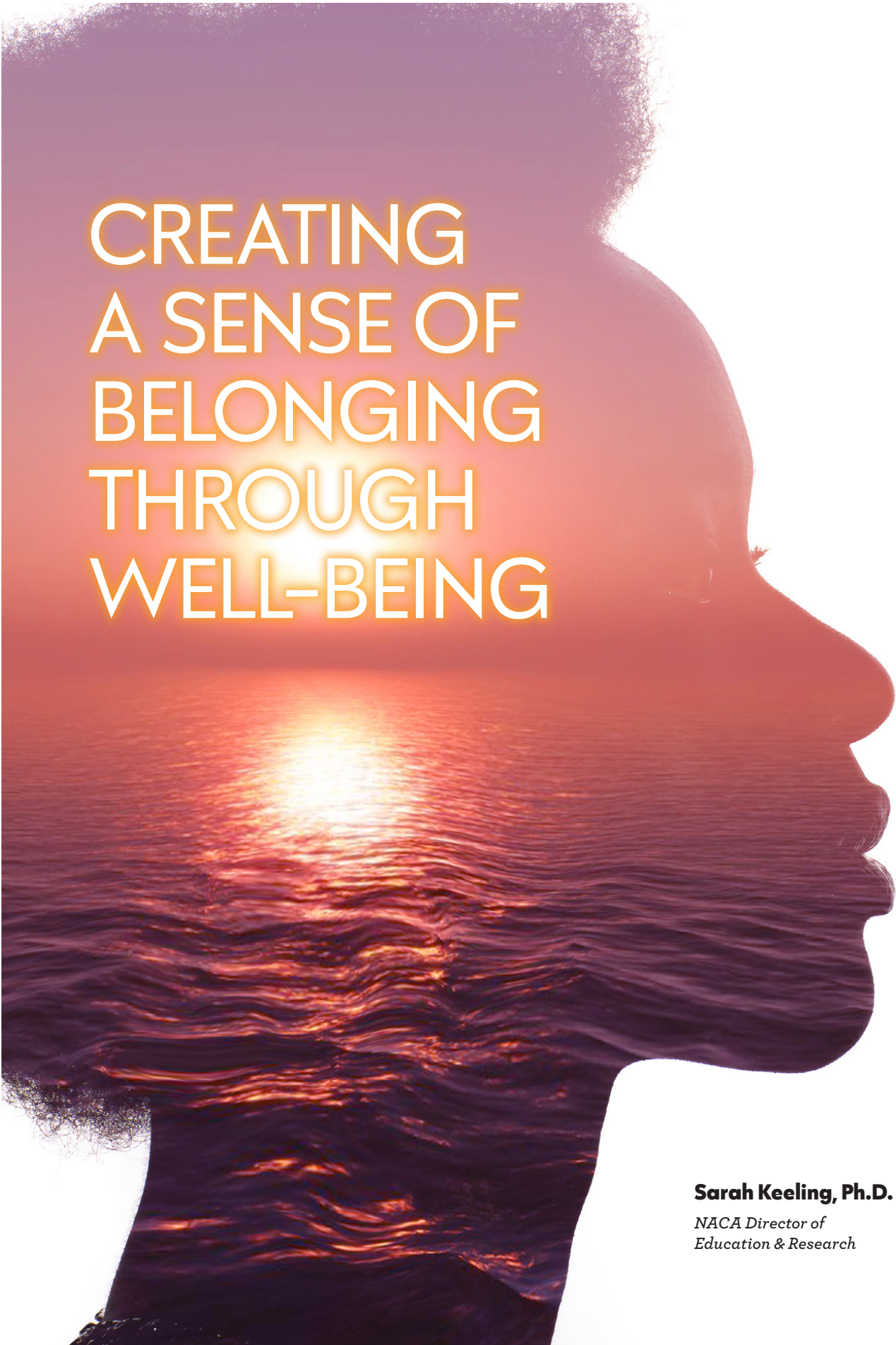
The Forum for Student Organization Advisors will provide professionals who support campus organizations a space for learning and networking. Attendees will learn from experts in the areas of student organization support, trend forecasting, and resource development. Time will also be spent on structured idea-sharing and collaboration with professionals in similar roles. The Forum for Student Organization Advisors will transition into additional learning opportunities throughout NACA® Live.

The Forum will occur on the Saturday of NACA® Live from 8 AM to 3 PM, ending before the Convention Kick-off at 4:15. To attend, just add the Forum to your NACA® Live registration. Attendees will receive:

- 6+ hours of professional development
- Network of peers who support student organizations
- Guidance on how to use the NACA® Live event for continued learning
- Continental breakfast and lunch

NACA®
THE FORUM
for Student Organization Advisors

naca.org/forum



CREATING A SENSE OF BELONGING THROUGH WELL-BEING

Sarah Keeling, Ph.D.

*NACA Director of
Education & Research*

STUDENT AFFAIRS HAS LONG BEEN in the business of holistic student development. However, as we emerge from the pandemic into a new normal and there is more and more emphasis on mental health, student health and well-being emerges as a focus of that holistic development. A study conducted in 2019 by the American Council on Education found that 80% of college presidents deemed mental health a higher priority and 72% had found additional funding or reallocated funds toward mental health initiatives (Busta, 2019). An international survey conducted by the *Chronicle of Higher Education* and Salesforce.org in 2021 showed that 76% of students struggle with maintaining their well-being. The return to campuses laid bare the gaps in services and lack of funding and resources. Staffing on campuses remains an issue as well, as student affairs departments have trouble filling vacant positions and while staff struggle with their own issues. The same 2021 study showed that 73% of faculty and staff also struggle to maintain wellness (Salesforce.org). Campuses need to be creative and find tools that can help them support their students, staff, faculty, and community.

One of the tools that is available to campuses is the Okanagan Charter. The Okanagan Charter: An International Charter for Health Promoting University and Colleges, “calls on post-secondary schools to embed health into all aspects of campus culture and to lead health promotion action and collaboration locally and globally. Created in June 2015, the Charter provides institutions with a common language, principles, and framework to become health and well-being promoting campuses.” The Charter calls for schools to imbue health into all areas across campus – from operations to academics (HealthyPromotingCampuses.org) – and into the communities surrounding them.

The Okanagan Charter emphasizes a comprehensive and systemic approach to creating a healthy campus culture. Too often, colleges and universities take a deficit approach that focuses on perceived deficits students bring with them to campus, rather than focus on the systems (whether on- or off-campus) that these students exist within. Campuses also take a departmental, or siloed, approach to issues, allowing many on campuses to feel that well-being is not their concern.

The Charter seeks to “create campus cultures of compassion, well-being, equity and social justice,” provides an action framework for higher education, and has two main calls to action.

Call to Action 1: Embed health into all aspects of campus culture, across the administration, operations and academic mandates.

- 1.1:** Embed health in all campus policies.
- 1.2:** Create supportive campus environments.
- 1.3:** Generate thriving communities and a culture of well-being.
- 1.4:** Support personal development.
- 1.5:** Create or re-orient campus services.

Call to Action 2: Lead health promotion action and collaboration locally and globally.

- 2.1:** Integrate health, well-being and sustainability in multiple disciplines to develop change agents.
- 2.2:** Advance research, teaching and training for health promotion knowledge and action.
- 2.3:** Lead and partner towards local and global action for health promotion.

(*Okanagan Charter, 2015*)

What does the approach to these actions look like? It includes addressing existing policies and systems that create barriers to student success and well-being and ensuring that solutions are comprehensive and campus wide. It includes engaging people with lived experiences (including students, community members, etc.) who are impacted by the policy, and/or system and working across departments. Fragmented, siloed approaches that are typical on college campuses will not work.

Campuses can choose to join the U.S. Health Promoting Campuses Network (USHPCN) whether or not they choose to adopt the Okanagan Charter. Every campus is eligible to become a health promoting campus, regardless of size, classification, affiliation, etc. “The ultimate goal of the Network is to guide and support campuses, as they navigate the process to adopt the Okanagan Charter as an aspirational document to guide their campus well-being efforts from a comprehensive and systems level approach. The USHPCN is a support network that helps campuses define, develop strategies, and create metrics for what it means to be a health promoting campus, as it will be different for each campus, based on their unique circumstances, resources, and needs” (U.S. Health Promoting Campuses Network, 2022). Network schools may then self-select into a cohort process of formally adopting the charter. Currently, eight US schools have joined officially adopted the Okanagan Charter and 104 schools are in the USHPCN.

College communities may also choose to employ the Inter-Association Definition of Well-being into their work. This definition was a result of collaboration among higher education professional associations who signed on to the Health and Well-being in Higher Education: A Commitment to Student Success statement (Health and Well-being in Higher Education, 2019). They offered both a simple definition – “we define well-being as an optimal and dynamic state that allows people to achieve their full potential” - and expanded definition of well-being. The expanded definition focuses on both individual well-being and community well-being. “By focusing on the whole – the whole person, the whole educational experience, the whole institution, the whole community – well-being becomes a multifaceted goal and a shared responsibility for the entire institution” (NIRSA, et al, 2020, p.2).

According to a recent white paper, institutions are streamlining offices under the auspices of well-being. These offices may include campus recreation, counseling, health services, drug and alcohol prevention, and sexual health. Student organizations, club sports, and recreation are being connected to learning outcomes that are anchored in well-being (Gruenke and Wilson, 2022). Student affairs professionals will need to be equipped to work with these different areas and find ways to incorporate overall student well-being into their everyday practice.

Tools like the Okanagan Charter, the U.S. Health Promoting Campuses Network, and the Inter-Association Definition of Well-being can help college communities create a sense of belonging. Sense of belonging is defined by the Association as the extent to which individuals feel their authentic self is personally accepted, respected, included, supported, and safe in the university environment. A sense of belonging plays a part in a student’s overall well-being. These tools help colleges and universities take a holistic approach to the development of students. Improved well-being means an improved sense of belonging, increased retention, and overall student success, helping to create college communities where everyone belongs.

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NACA can help you make it happen:

Journal of Campus Activities Practice and Scholarship (JCAPS)

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

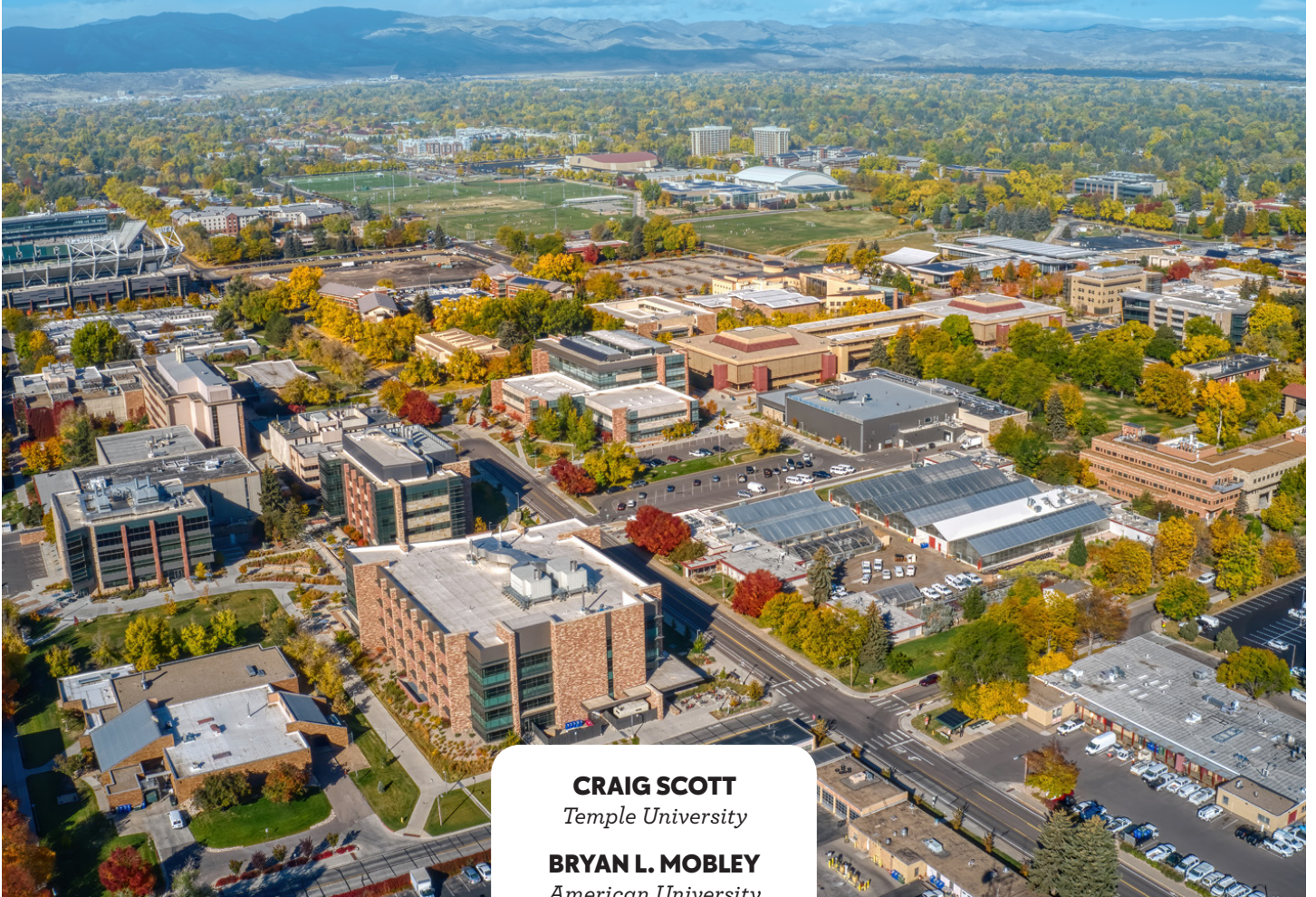
Campus Activities Programming®

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



Movin' On Up!

Tips to Aid in Transitioning from Small to Large-Size Institutions



CRAIG SCOTT
Temple University

BRYAN L. MOBLEY
American University

If you're thinking about the next step in your career; whether it is undergraduate to graduate, graduate to entry-level, or entry-level and beyond, one of the words you'll constantly hear is fit. Figuring out what college or university environment is the right fit for you may seem like a daunting task, but it can be much easier than it seems! If you're thinking of moving from a small (or mid) to a large-sized institution for your next step, this article will give you some tips on how to make your move much less intimidating.

For starters, let's define what small, mid, and large-sized institutions are, in order to see if this applies to you. Small institutions are defined as those that have up to 5,000 students enrolled; Mid-sized institutions are defined as those that have between 5,000-15,000 students enrolled; where Large-sized institutions are defined as those that have 15,000 or more students enrolled.

Now, let's get into those tips!

1. Do Your Homework

The age-old saying of simply, "do your homework", will be one of the most important things that'll help in your transition. Think about the things that are a priority to you and use the institution's website to gather as much information as you can. Ask specific questions during interactions with people at the institution, those opportunities will be a critical piece of determining fit. Become knowledgeable of the resources available to you as a student or staff member, get to know what the culture of the institution is like, figure out what's in the area for meals, check in on the sports teams, and anything you can think of to get a full picture of what working and learning at the institution is like.

2. Take a Visit

If you're able, take a visit to the institution before starting your journey. As a response to the COVID-19 pandemic, many institutions also offer in-depth virtual tour experiences. Getting a look at and an understanding of the academic buildings, campus facilities, and campus layout will surely ease those first-day jitters. If you are unsure of how to go about exploring a new place, sign up for an admissions tour! Student Ambassadors are a great resource in helping you view the university from both a micro and macro scale. It is equally important for you to become accustomed to the surrounding community as well. Taking a visit beyond campus will help you discover places to eat, relax, shop and socialize.

3. Tap into Your Network

No one quite understands the journey you are embarking on like a fellow higher education professional. Speaking to your colleagues with experience working at or transitioning to various institutions you're interested in can provide you with a different perspective. Colleagues can share helpful tips that helped to make their transition smoother, they can also share challenges they've faced and how they were able to overcome them. Additionally, you can have a support system that'll provide you with a space to share your thoughts and feelings during the transition. Also, remember it is important not only to build connections upward but build connections across. Cultivating relationships with those who are in a similar situation to you, is one of the first steps to building your community in a new place.

4. Get Involved

Consider the fundamentals! As you've explained to tons of students and heard on a loop from your peers in your experience thus far, being involved can make a world difference in your

experience on campus. Transitioning into a new environment can be uncomfortable; however, finding community can help you settle on campus. Whether you were involved at your previous institution or not, consider this a fresh opportunity to do so. Being involved allows you a chance to strengthen your professional portfolio & network and is a great way to meet new people. Various departments will offer meet-n-greets, division-wide efforts to interact with new colleagues, and other ways to connect. There is also likely to be a robust offering of clubs and organizations offered as well. Finding a community through professional or social groups at larger institutions can help aid in the feelings that come with transitioning to a larger institution.

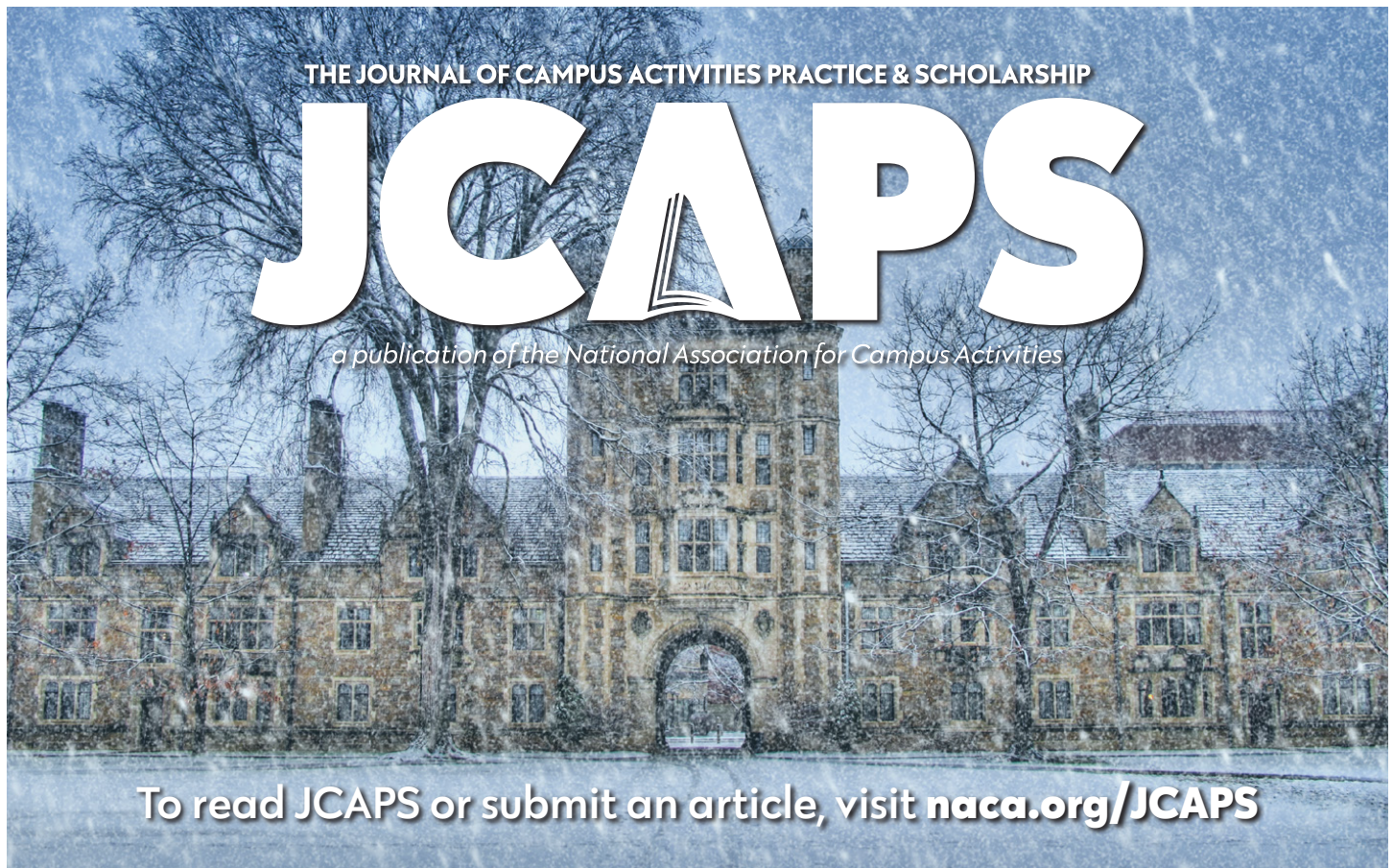
5. Trust Yourself

Our last tip is not meant to be a rallying cry or motivational speech, but simply a reminder to trust yourself. It is super easy to get caught up in the idea of change and uncertainties surrounding making a big move, but even easier to believe that you're making the best decision for yourself! Trust that you are well-prepared for your next step and have the tools necessary to be successful.

Closing

We understand that transitioning into a large institution feels like stepping into a whole new world. While it can be intimidating, with some preparation, you can be ready to take it on by storm! Also, remember that the NACA website has plenty of resources to assist you as well! Whether it's reading this article, or using the Connect feature to easily share resources and connect to other people, the association is committed to making sure you are set up for success along your journey.

Best of luck to you!





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Advice to New Professionals from a Mid- Manager

Emily Teitelbaum

University of North Carolina-Charlotte

WHEN YOU ARE A NEW PROFESSIONAL at a new institution you often ask yourself, what will I do on my first day? A few months in you are still asking yourself, what should I expect on Monday? I hope to give you some of my own advice and almost 15 years of experience and do's and don'ts as a mid-manager professional in the field for new professionals. A sort of, learn from me and things I wish I had known earlier but sometimes only gain through experience and learning from my own mistakes.

I could give a million pieces of advice but in this blog, I will give my top 15!

1. Learn to say no and set boundaries—with students AND staff.

For example, can you move an 8 p.m. Monday meeting to 5 p.m. instead? Can you move a Sunday training to a Friday? Or can you move it to Zoom at least. Obviously, cater to your students, but also look out for your own mental health and well-being and balance. If they can move it, then move it to a more appropriate time and day for you, as well. Don't wait too long until you are burnt out; take it before the burn out, if and when possible.

2. Turn off email notifications on your phone. Keep the email access on your phone, but you don't need to hear a ding every time someone emails you. Check it when you want/need but if you aren't at your computer. You don't need to be hearing constant pings of email notifications on your phone. The pings will just bring you stress and anxiety. The email can wait.

3. We are NOT ER doctors. I say this so often these days. If it's an emergency, the person will text or call us. Don't check email after hours or weekends or vacations, IT CAN WAIT. I have been guilty of not complying with this and if it stresses you too much out to wait to check, then check it, but often that brings more stress. Your evenings, weekends, and vacation times when you are not working is time that is supposed to be your down time, away from the stresses of work. Again, it can wait, and if it can't, they will usually get a hold of you by phone for a quicker, immediate response.

4. Find your own balance/self-care and keep up with it. This is too important not to reiterate again. Do not wait until you are burnt out or get sick. Learn from me and take the sick time, and vacation time,

and the flex time. Get a hobby, workout, drink water, and get up from your desk. Your life should not be consumed by work or revolve around work. Go hang out with friends, go workout, go cook, or just go watch tv in your pjs at home; anything to take a break away from work. *A disclaimer with this is that I recognize that people of color are up against far more in life with systemic racism among many other things so self-care doesn't always look the same or others may not feel like they can take the time that is needed for it.

5. Keep your passion and your why or re-find it if you need to. Ask yourself why are you in Higher Education? What keeps you here? Why are you staying in it? Remind yourself of that, the good, the reason behind why you do what you do.

6. Manage up. Supervision is hard, so remember that your supervisor is human, too. Also, remember that most times it is not about you if your supervisor seems upset. We often think it is something we did but tying into #7 advice below, I learned from therapy that 95% of times it is not about you but is their own work or personal stress. Manage up when you can and give some grace to those who supervise you. We are trying our best at times, too. *Except for the bad, toxic supervisors, this is a different story for another time!

7. Consider talking with a mental health professional. Therapy is by far the best thing I have ever done for my personal and professional life, and the other staying active/working out (for both my mental and psychical health). Check with your EAP on campus or your insurance (many are starting to take insurance and therapy is free for some people now, especially in this Zoom world!) Check out *Psychology Today* for a therapist in your area and to find one that fits your needs, values, and background.

8. Find your people. Your "safe" space, outside of your office or boss to "process" things with, get advice, and bounce off ideas with. Find that support system or mentor.

9. Take on extra things that you want to do or that will help you grow. These are useful to have on your resume, but also realize that you are doing enough as is too sometimes. I have an eight-page resume currently, but I'm starting to question if that even really get me that far in my career or could I go just as far with having done half of those things that I have done/added to my plate that wasn't in my job

description. Also, don't be pressured into doing a Ph.D. immediately. Getting a PhD or EdD is great, just make sure you are choosing to do so because you want to do it and don't feel the pressure to.

10. Mistakes are okay. It takes time to truly get good at your job/ know your job. I recognize my privilege as a white woman and that this could be very different for people of color who often do not feel like they could make a mistake for fear of being fired or retaliated against. So, my advice would be to give yourself time and grace, it took me until about year three in the field to feel like I truly felt good and confident at my job. Find that support group. It's okay to ask for help, ask the questions to best learn the job.

11. Figure out what you have control over and what you don't. Give up some peace to what you can't control versus what you can influence, advocate for, etc. Try your best to make the changes on your campus that you see are needed and speak up but often we are up against policies, procedures, and campus politics and it's harder to enact change than we think, so figure out what you have the bandwidth for. And if it becomes too unhealthy of an environment where you feel like important things go unheard or changed, then leave if you can.

12. Have a life outside of work.

13. Growth mindset. See challenges as opportunities, see mistakes as what can I learn from this, see ways to always improve and grow and get better, that they aren't fixed and we are always learning. Learn to take and give criticism and feedback as constructive, helpful, and a learning opportunity,

14. Negotiate/advocate for your salary. Know that higher education usually does not have a huge bandwidth for negotiation unlike the corporate world but when you get an offer, it never hurts to try and ask for more. Know your worth and experience. Always at least and ask and try to negotiate salary or ask for that raise.

15. Remember your why. Remember that you cannot fill others' cups if your cup isn't full. You cannot pour from an empty cup. This relates to professional and personal life and relationships. Write your "why" and remind yourself of it, list the tasks that align with your "why." What actionable items are you working on each day to contribute to your "why" and what are some distractions from your "why."

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A graduate of Harvard Law with 4 decades experience in criminal and racial justice including a stint at the ACLU, Jeffery Robinson is now taking *The Who We Are Project* to audiences across the country.



Born and raised on the Shinnecock Reservation in Southampton, NY, Autumn Rose Miskweminanocsqua (Raspberry Star Woman) Williams brings awareness to topics such as Afro-Indigenous culture, social justice, and mental health.

KEYNOTE SPEAKERS

JEFFERY ROBINSON
*Founder & CEO of
The Who We Are Project*

AUTUMN ROSE WILLIAMS
*Miss Native American USA,
Activist, Model*



Feb. 18–21, 2023
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