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opening remarks

Presidential Perspective

Reflections

on personal growth and an outstanding year for NACAS



DAVID P. WAHR, CASP
NACAS PRESIDENT

As I write my final Presidential Perspective, I cannot help but reflect on what an exciting year it has been, not only for me personally, but for NACAS as a whole. The NACAS board has worked hard over the past year to ensure that NACAS provides you with the best programs and services. The only programs and services, by the way, geared specifically towards you—the auxiliary services professional. The NACAS Foundation has reached new levels in donations received and in its support of NACAS programs. The NACAS staff, under the leadership of CEO Kelsey Harmon Finn, is focused and hard at work each day to do its part to make NACAS better. Our volunteers are regularly meeting with their respective committees and making new plans while carrying out their mission-driven objectives. In short, everything is looking

up for NACAS and the auxiliary services profession.

For me, it has been a year of travel to various committee meetings and each of the regional CX conferences. I enjoyed true SOUTHERN hospitality in Charleston, unparalleled WESTERN scenery in Coeur d'Alene, great food out EAST in Saratoga Springs, and a wonderful "welcome home" with CENTRAL in Kansas City. Each region has its own unique flavor, but each provided the things that make NACAS great: top-notch educational sessions, multiple networking opportunities, and most importantly, great friends.

Each conference provided me with memories that I will cherish and I cannot thank everyone enough for allowing me to serve this past year as your president. It has been a joy and an honor.

But, the regional CXs were just the warm-up. The main event is yet to come! It's the annual C3X and our Golden Anniversary celebration, which will be held October 14-17 at the Rosen Shingle Creek Resort in Orlando, Florida.

Chair Joel Pettigrew and the entire C3X Committee have prepared a conference and expo worthy of our 50th anniversary celebration. What's in store? Glad you asked: pre-conference events, 80 educational sessions, first class speakers, networking opportunities with top higher ed auxiliary professionals from the United States, Canada, and beyond, campus tours, and the return of the Robert "Bob" DeMoss Golf Tournament to benefit the NACAS Foundation. All this and more await you in Orlando, Florida.

Oh, and did I mention there will be cake?

I'm looking forward to seeing everyone there. It will be a 50th anniversary celebration like no other.

Onward! ■

David P. Wahr

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50 YEARS OF NACAS

Our faces may have changed over time, but our mission has stayed the same: We enrich campus environments, improving the lives of millions of students. Look back across five decades to see how NACAS has grown and evolved to meet the needs of our members in the auxiliary services industry.

1969

On May 21, 1969 a "Committee of Eight" formed the National Association for College Auxiliary Services.

1974

Six national workshops in six major cities across the nation. Over 500 college representatives attended. Membership doubled to over 350.

1982

The first female president was Ann Hoffstetter, Assistant VP, Student Affairs, Oregon Health Sciences University.

1972

The first NACAS office with a full time staff established and located in upstate New York.

1976

A joint national-regional membership was approved.

1978

The "College Services Administration" quarterly publication was launched with the first issue featuring college bookstores.

1969

1972

1974

1976

1978

1982

NACAS

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2005

NACAS first started hosting what was similar to modern day Webinars under a variety of topics.



2011

The first CASP exam was at the 2011 NACAS Annual Conference in Orlando, FL.

2017

NACAS rebrands and launches a new website.



2000

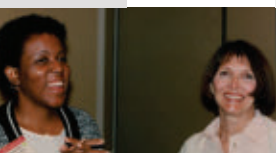
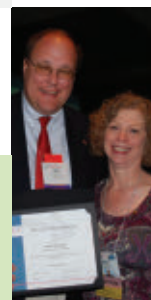
The NACAS Education Foundation, now the NACAS Foundation, was incorporated in the state of Virginia.

2009

CASP is born. It's the only certification that validates the competencies of a professional operating at the level of a Director of Auxiliary Services.

2018

NACAS celebrates its 50th anniversary by unveiling the Leadership Series and the newly developed NACAS Marketplace.



2000

2005

2009

2011

2017

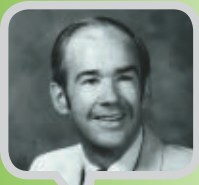
2018



Voices from the past:

A conversation with NACAS Presidents

BY ABBY SHORT



T

The past 50 years have seen tremendous growth and change within NACAS, and these men and women have been at the forefront at various times throughout the association's history. Here, a group of former presidents reflect on the past 50 years of growth and change within the association.

1. WHAT WAS THE AUXILIARY SERVICES INDUSTRY LIKE WHEN YOU WERE PRESIDENT? WHAT WERE SOME OF THE CHALLENGES YOU FACED? WHAT WERE SOME OF YOUR ACCOMPLISHMENTS?

David Lord, 1992

When I was president in 1992, auxiliaries were growing and colleges were beginning to understand their importance on campus to provide revenue and become a part of attracting students to our campuses. Colleges were looking more towards operating like well-run businesses. Members were becoming creative and developing new ideas to better serve our students.

My term as president was a period of change for NACAS as the association founder, Stan Clark, was retiring and we were turning to a new CEO from the outside. In 24 years we had gone from a small association founded in Cortland, New York, to a major association in higher education with a strong workshop program, magazine, and annual conference. My tenure on the board and as president was delivering a strong well-attended workshop program, especially in the East as colleges were eager to learn how to grow the auxiliaries.

My challenges were trying to see how we could become a more diverse organization and respond to the changing demographics of the profession and our college campuses. We also had problems with our annual conference in Seattle not being well attended and facing very stormy weather during conference. It was a real time of change and transition for NACAS.

Grant Sherwood, 1996

I began my work in Auxiliary Services in 1968 working with the Housing/Dining Program at Colorado State University. Prior to then, most of my experience had been with Residential Life programs at the College of Wooster and Michigan State University. During these early years, graduate programs were in their infancy, with curriculums focusing on student development and counseling theories. The auxiliaries, as we know them today, were typically independent operational silos on campuses with minimal thought given to integration of services, management practices, and fiscal accountability.

During my years on the NACAS board, one of my primary efforts was to try and bridge the gap between student affairs and business services. My theory was that this could be accomplished by modifying training in graduate programs and creating a set of philosophical and guiding standards for our profession.

Jeff Pittman, 2005

In the early 2000s, auxiliary professionals were typically the "Lone Rangers" on campus as far as being the campus entrepreneurs. Even with that said, auxiliaries typically operated in our 'silos' and were not actively welcomed to engage with academic or student affairs operations. In recent years the auxiliary industry has become markedly sophisticated and even more complex, if that is possible.

I believe my greatest contributions during and just prior to my year as president, in collaboration with a number of NACAS leaders and committees, involved spurring on the development of a vibrant, forward-looking strategic plan. The previous association plan needed updating to help move the association forward in order to stay up with ever-changing higher education and the rapidly evolving retail/business side of campus services.

Patty Eldred, CASP, 2009

As I became president in 2008, and the board and committees began their tasks, The Great Recession was in force, although certainly not fully understood in terms of origin or magnitude (only hindsight provided that information!). The NACAS Board knew that a major national, if not global, financial challenge was underway. All of us were facing economic issues on our campuses. Travel and professional development funds were among the first to be cut and as fate would have it, our 41st annual conference was scheduled for Honolulu,

Hawaii... Plans that had been made perhaps 6 years earlier when there were no indications of the economic headwinds we would face.

It was a challenging time, but the entire NACAS team was determined that we would "not waste a good crisis" and would keep the association moving. The NACAS board, staff, and former NACAS CEO Dr. Robert "Bob" Hassmiller worked diligently to find a way to responsibly invest limited funds, meet obligations and



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still advance the NACAS agenda during a period when it would have been very easy to simply hunker down and wait things out. Bob and I talked on the phone almost every day. We worked to keep the NACAS board constantly in the loop. We trimmed costs where we could. NACAS staff stepped up to the challenge over and over.

Ron Martel, 2013

Auxiliaries had finally come of age and earned their rightful place in higher education. We were more welcomed, valued, and seen as intricate partners with our institutions, not only for revenue generation, but product development and innovation; all playing a more dominant role in supporting the college/university mission of meeting student expectations and supporting retention efforts.

The greatest challenge faced in auxiliary services is being able to respond quickly to changing student, faculty, and staff needs while maintaining cost, and meeting contractual obligations. Also providing quality products and services at competitive prices while remaining honest and transparent with all institutional constituents. Technological advancements, such as social media and online purchasing, made the world a smaller place, and as a matter of course, created a challenging environment to remain relevant and competitive within the surrounding marketplace.

2. HOW HAS THE INDUSTRY CHANGED OVER THE YEARS? WHAT HAS REMAINED THE SAME?

David Lord, 1992

I started working in the auxiliaries in the 70s and the services still are very much the same, but the expectation of the students has changed. There have been great changes with technology. When I started my career, there were no cell phones, computers or card systems. Students now expect and have more options in all the services we offer. There is a great deal more competition to attract students to campus enterprises with the growth of fast food options. With the changing expectations students now expect services when they want it.

Grant Sherwood, 1996

Significant changes have occurred in the past 50 years in our profession. Diversity (gender, cultural, ethnicity) within our leadership and workforce has positively impacted our professional contributions on campuses across the country. We are seen as problem solvers and our staff members now sit on committees that are influential in producing critical changes to campus services. We have embraced new technologies that help recruit and retain students.

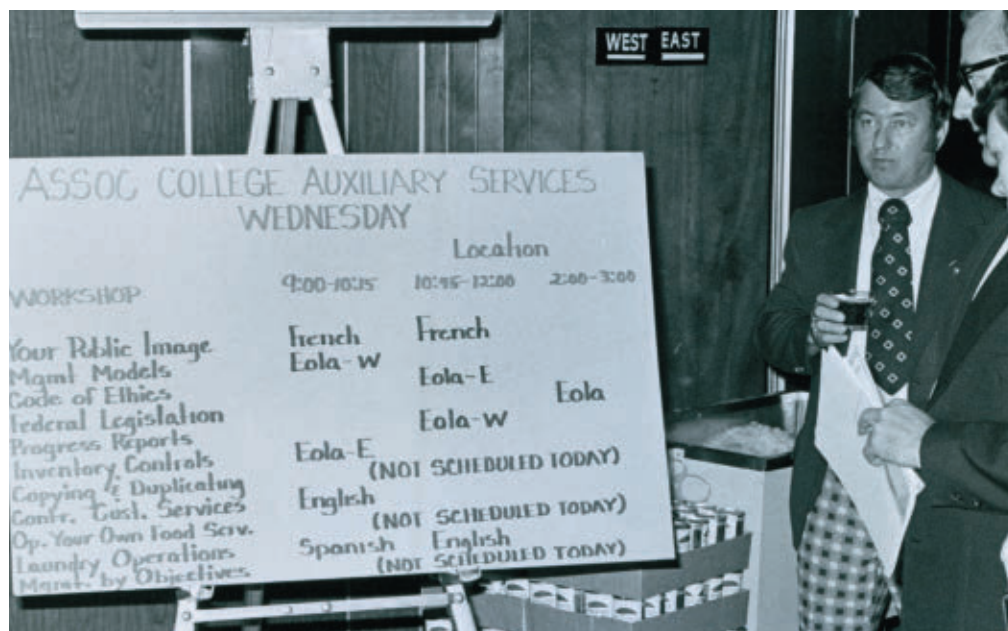


We are now viewed as true partners with the faculty in building student success. In more recent years, we have built private/public business partnerships that have proven to be both an enhancement to services, as well as our revenue streams. Many of our auxiliary staff now has teaching responsibilities that allow them to complement theory with practice. Finally, today many auxiliary directors have the responsibility of town/gown relations. As campuses expand geographically, auxiliary directors now play a critical role in that important communication process.

The hallmark of our profession since its inception has been our commitment to ethical practices, student/customer success, and fiscal accountability. These continue to be very important priorities in today's world as well.

Jeff Pittman, 2005

While auxiliary professionals were considered a solitary division in the past, this group was at the forefront of management and consumer-service practices. Today, we see a good deal of entrepreneurship being practiced in curriculum development, student affairs, and student retention work, and in broader executive leadership that didn't appear to occur a couple of decades ago. Part of this change is due to the rapid changes we've seen in higher education and society more broadly, such as rampant consumerism among students and parents alike, massive demographic shifts (student ages, ethnicity, a predominance of female students, etc.), and a significant decrease in government funding to colleges nationwide.



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Patty Eldred, 2009

I entered the profession in 1990 and retired in 2015. Some things change—some stay the same.

Service is critical to success. Customers change over time. The customer may not be right, but they are always the customer. Still true.

Our areas of responsibility are broad. They go from cradle to grave. Some have day care and some have cemeteries. Everything in-between. Still true.

We often are asked to “fix” broken operations or launch new ones. We are good at these tasks. Still true.

Technology plays a much greater role in our profession. Technology is critical to how we manage and accomplish functions (i.e. POS, parking, and access control systems) and provides tools to undertake work (computers, tablets, and management software) in an efficient and effective manner. Technology can be an actual service we provide (one card systems, CCTV, telecom) and also supports communication with and between customers (social media).

We have become more data-driven and evidence-based over the years. As a strategic planning advocate, I think that is great. You need a plan to set a course and targets to know you got there! You need to evaluate what you have done. Plan, do, check, act. Repeat.

There is more diversity and inclusion of all types in the profession and the association more closely represents the workplace and world we live in. There is knowledge in that diversity. We serve our institutions better.

In a profession where practitioners come from a variety of work and educational backgrounds we now have a certification, CASP, that measures auxiliary services professionals’ competencies as related to a variety of areas.

It takes a team to do the best work. Our work is complicated. It involves students, faculty, staff, customers, guests, technology, money, budgets, finance, problem solving, planning, deadlines, evaluation, risk, safety, persuasion, and conviction. Sweat, guts, and humility count too. No one person can do it all. Build a good team and let them do their work. Celebrate accomplishments. Still true.

Bill Redwine, 2016

Without a doubt the biggest changes relate to the dependency upon auxiliary services by all institutions due to increasing financial needs across campus. I think we’ve all learned that lean operations are pretty common and the need to utilize our business partners’ expertise is becoming more and more critical.

3. WHY SHOULD SOMEONE WORK IN AUXILIARY SERVICES? WHAT IS SO SPECIAL ABOUT THIS INDUSTRY?

David Lord, 1992

Auxiliary Services provides a chance to make a real difference on your campus and to bring creativity to your work. In many cases, these areas can be responsible for 25 percent of the budget. It provides a chance to get to know students and provide jobs on campus. It is where the action is.

Grant Sherwood, 1996

As a faculty member and administrator, I have encouraged many students and para-professionals to consider getting into this field. The college/university campus is a wonderful environment to work in. You have an opportunity to engage creative faculty, mentor students, and make decisions that impact the campus as a whole. As a self-funded enterprise, one has the opportunity to make personnel and other management decisions without the constraint of state appropriations. You are managing businesses and serving campus stakeholders with the additional challenge of making operational and debt requirements on a yearly basis. You get to work with a diversity of employees ranging in age, experience, and educational background. Best of all, you will find that no one day is the same. You get to regularly deal with issues in human resources, student life, construction and renovation, technology, and campus planning. It’s an exciting and challenging field that is constantly adjusting to change.

Jeff Pittman, 2005

In a 30-plus year career, I’ve worked in just about every area of higher ed. Working in auxiliaries is the epitome in terms of using a myriad of skills on a daily basis to serve a campus community—management, marketing, human resources, accounting, community development, mentoring, and the list goes on and on. Auxiliaries is the place to be for anyone wanting a wonderful higher education career!

Ron Martel, 2013

The role of auxiliary/ancillary services have become intricate and critical to higher education as our students, faculty, and staff are more adept, knowledgeable, and astute consumers and see the value provided by auxiliary services in supporting holistic education. Hence, the ever-rising challenge for us in auxiliaries is to provide innovative, relevant, revenue producing support services that ultimately foster student success. So it is not surprising if institutions are to remain competitive, we in auxiliaries play a major role in partnering with our academicians and administrators to meet the ever changing needs of our campus constituents.

Bill Redwine, 2016

Our industry makes a difference. Think about it: How could a campus operate without auxiliary services? Who would run the bookstores? The dining operations? Housing? Parking? ID cards? I could go on and on, but at the end of the day I don’t believe that very many campuses could function without our operations interactions on a daily basis.



4. WHY NACAS? WHAT BROUGHT YOU TO OUR ASSOCIATION AND WHAT MADE YOU STAY?

David Lord, 1992

In the 70s, I was working at a small school, Ithaca College, which was located about 30 minutes from the original office of NACAS in Cortland, New York. At Ithaca, I had my position grow from Purchasing Agent to Director of Business Services, where I became responsible for bookstore, foodservices, and conferences. NACAS in the early years offered a strong series of regional workshops that helped me learn the profession. I began attending eastern and national meetings, which again provided new ideas, introduction to business partners, and friendships with other colleagues. For a small college and someone new to auxiliaries, NACAS provided great ideas and growth opportunities.

Grant Sherwood, 1996

About 15 years into my career, I became interested in broadening my scope and understanding of the critical campus operations we refer to as the auxiliary enterprises. I was intrigued with the role they play in the overall functioning of the campus. Having been trained

initially in the student affairs side of the operation, I always believed that to be successful in those endeavors, we had better prepare ourselves to understand the management/business side of our industry as well. NACAS provided both the content and the experience I was looking for. The regional and national conferences helped to connect me with committed professionals who were more than willing to share ideas and strategies. I found the educational programs served to broaden my appreciation and understanding of how diverse our field really is. As my responsibilities on my own campus grew, I found the association to be a tremendous resource. The friendships and collegial relationships that formed allowed me to benchmark strategies and broaden my perspective in order to make better decisions.

Ron Martel, 2013

I became interested in NACAS as a young housing professional, and was intrigued by the number of my colleagues that belonged to both ACUHO-I and NACAS. As a result, I attended my first NACAS national meeting in 1982. Shortly thereafter, I volunteered to serve as the ACUHO-I liaison to NACAS; creating and providing professional development opportunities of mutual interest. My service as the ACUHO-I liaison

began a 35-year relationship with our association. The major reason NACAS became my organization of choice is the same then as it is today—NACAS is the primary umbrella association that embraces all inter-related higher education support services for which I had responsibility and/or assumed during my career.

5. WHAT HAS NACAS MEANT TO YOU OVER THE COURSE OF YOUR CAREER?

David Lord, 1992

For most of the 50 years of NACAS, I have had the opportunity to be involved in the association. I have been a member of three regions and was president of both NACAS South and West. When I moved to Rollins College in Orlando along with Dick Scott at the University of Central Florida, we had the opportunity to see NACAS South go from 14 at a regional meeting to over 100. I have been involved in many annual conferences, which have included three in Orlando and several in Colorado Springs. I credit NACAS with a great deal of my success in my professional career. The association has also helped my success after I left higher education and entered the multifamily business. It is like family.



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Jeff Pittman, 2005

Institutional presidents and initiatives come and go. On many campuses, the oversight of auxiliary operations shifts back and forth between business and student affairs and sometimes is split between these two divisions. From my initial affiliation with NACAS and its members until today, the association and the membership have been partners in my personal and professional development and career advancement. Even though I am now a full-time faculty member leading a graduate student affairs program, I often use ideas and perspectives learned, experienced, and heard about from NACAS educational efforts and colleagues. I sincerely value my many years of association membership and the tremendous knowledge and friendships NACAS enabled me to develop.

Grant Sherwood, 1996

As I think of my many years with NACAS, the first thing that comes to mind are the many folks we still stay in touch with who were members and in leadership roles in the association. In retirement those relationships have become more personal and less professional. While working, NACAS allowed me to be a more credible presence on my own campus and

helped me develop personal/professional competencies that furthered my career. NACAS also provided me the opportunity to travel throughout the U.S. as well as internationally. These visits to other locations gave me an opportunity to see advancements that I had only heard or read about. Finally, I found the trade show at the national conference to be exceptional. Those connections with business partners over the years were both rewarding and sustaining.

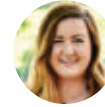
Ron Martel, 2013

In providing relevant resource support within the higher education arena for auxiliary service professionals, NACAS has been my "go to" organization for professional development, networking, innovative products, services, and personal contacts. Beyond that, you will not find a more dedicated group of professionals that, to this day, I value and appreciate more for their willingness to provide helpful solutions and support to the intricate and complex issues we face daily.

Bill Redwine, 2016

Without a doubt, NACAS has made me a better leader on my campus and has enabled me to

implement a host of different programs that I learned about through NACAS and friendships. The friendships that I have developed since the 90s are so very important to me. Friends that have laughed together, cried together, celebrated together and mourned together. Friends that I will have forever.... ■



Abby Short is the Marketing Coordinator at NACAS.



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BARNES & NOBLE, E&I, AND FEDEX DISCUSS THEIR RELATIONSHIP WITH NACAS AND WHAT THEIR COMPANIES ARE DOING TO MAKE A DIFFERENCE AT NACAS NATIONAL AND INTERNATIONAL INSTITUTIONS.

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BARNES & NOBLE COLLEGE

1 WHAT IS THE CURRENT IMPACT BARNES & NOBLE HAS ON COLLEGE CAMPUSES TODAY? HOW DO YOU HELP TO ENRICH THE CAMPUS EXPERIENCE?

We're proud to say that Barnes & Noble College is part of the fabric of our college and university campuses nationwide. Over time, as higher education has changed, we've been right there, meeting the changing needs of students and faculty. College bookstores may have started as places to buy books, but we've transformed them into so much more. Each store is a support system, meaningful touchpoint, and vibrant hub on campus. We impact students' lives by helping them succeed, academically and socially.

Everything starts with affordable course materials. We've been working to offer students more affordable choices for decades. In the 1980s, we launched our used textbook program. Six years ago, we were the first in the industry to launch a textbook rental program. It's simple: we make sure students can get the right course materials, at the best price, at the right time. That is the critical first step to student success. It's also why we've built one the largest and most efficient supply chain of course materials available. We have economy of scale, and that means we can pass on savings across all formats. One new program that we're

BY LISA MALAT
VP, CHIEF MARKETING OFFICER,
BARNES & NOBLE COLLEGE

especially excited about is with McGraw Hill and Pearson who recently came to us with a fresh idea: offering new textbooks for rent immediately after publication. Before, new textbooks were not available to rent—but now, our faculty and students have this option. Our affordable textbook programs have saved students more than \$1.5 billion over the last five years.

With every passing year, students also live more of their lives online and Barnes & Noble College was the first in the industry to create eCommerce sites, bringing the college bookstore experience right to their computers. Now, we're helping them read, study, and work however they prefer, and wherever they might be. We offer all the top publishers' digital course materials and have partnerships with all the credible technology platforms. Students can even subscribe to Cengage and get unlimited use of more than 22,000 digital course materials for the semester. We're also making an ongoing investment in proprietary OER Courseware. It's developed by subject matter experts, vetted by faculty and designed to help boost student performance. Faculty and students can use the built-in resources to track progress throughout the semester, as well as offer or ask for help. This approach to teaching and learning is the way of the future—and we see it as the natural next step to supporting student achievement.



Of course, supporting academic success is only one part of what we do. We also create distinctive destinations for students, faculty, and the entire campus community to enjoy. Our campus bookstores truly are social hubs for shopping, studying, grabbing coffee, or just hanging out. Each year, our bookstores host more than 2,000 events, activities and promotions nationwide, all tailored to their school. Students can participate in initiatives to boost their career success or overall wellness—or just have fun and relax together, with de-stress events around exams, holiday celebrations, and author signings.

2 WHAT IS COMING DOWN THE PIPELINE? WHAT ARE SOME FUTURE GOALS/INITIATIVES THAT YOU ARE PLANNING TO ROLL OUT IN THE COMING YEARS?

Higher education is in the midst of a sweeping transformation. For industries like ours, the market also is transforming—and fragmented. One thing is certain: while the acceptance of digital technologies has been slow and steady, it's moving at a rapid clip now. Students increasingly need and expect digital tools, resources and solutions for smarter learning. It's a time of great evolution, and at Barnes & Noble College, we've been evolving for years to lead the way for our campus partners in this new era of teaching and learning.

As a start, we have grown to be more than a retail company. We're not just distributing content to faculty and students. We are becoming more of a learning company. We develop OER content internally as well as aggregating and curating content from external sources. It's all to ensure our faculty and students have the full scope of resources they need to be successful. It's why we brought LoudCloud into the Barnes & Noble Education (BNED) family. LoudCloud develops our OER Courseware, which not only includes custom-developed content and learning tools, but also gives faculty access to integrated learning analytics. They can get real-time insights into each student's behavior and performance. It also provides online collaboration tools to help them communicate directly with each student who needs extra support.

Schools already are telling us that Courseware makes a difference in student success. In just one course at Penn State, 25 percent of C students and 10 percent of D students using Courseware moved up a full letter grade in their class using our Courseware. When the professor analyzed student averages across three exams, 85 percent of students using Courseware got an A or B.

Above and beyond our digital learning platforms, we want to ensure students have access to additional, affordable writing and study support. Research shows that 75 percent of high school

seniors don't have the writing competencies they need when they start college. With our Students Brands solutions, students have access to affordable tutoring to build their writing skills, including grammar, sentence structure, and logic. We also recently partnered with Princeton Review and will be providing students direct access to tutoring and exam prep tools.

Attrition and degree completion are rising challenges that we know our campus partners face, and we will help address them. We are developing a digital degree-planning tool in partnership with

Portland State University that will help students and advisors chart a path to graduation. They will be able to compare key factors like different degree paths by program, credit pace, time to graduation, and cost. Each degree plan will be tailored to the individual student and his or her lifestyle, offering better, more personalized solutions and helping more students graduate on time. Initiatives like this are vital to help students and faculty navigate the transforming landscape of higher education. We will continue finding new ways to help students succeed, in the classroom and beyond.



**BY SABRA SCHELL
EXECUTIVE DIRECTOR OF MARKETING, E&I COOPERATIVE SERVICES AND
NICOLE KATZ,
THOUGHT LEADERSHIP & PR MANAGER, E&I COOPERATE SERVICES**

E&I

1 WHAT IS THE CURRENT IMPACT E&I HAS ON COLLEGE CAMPUSES TODAY? HOW DO YOU HELP TO ENRICH THE CAMPUS EXPERIENCE? (WE ARE LOOKING TO SHARE SPECIFIC FACTS AND FIGURES, AND TO GIVE AN IDEA OF WHAT OUR BUSINESS PARTNERS ARE DOING IN REAL TIME TO MAKE A DIFFERENCE AT OUR NATIONAL/INTERNATIONAL INSTITUTIONS.)

Today's higher ed institutions are facing a number of challenges in terms of financial pressures and budgetary cutbacks. Enrollments are down, tuitions are severely strained, and grant money is extremely competitive. The numbers are daunting:

- Less than 20% of public 4-year institutions & 50% of private institutions will see revenues increase by more than 3% (*Inside Higher Ed*)
- 400 Presidents & Chancellors of 4-year colleges report that, now more than ever, finances dominate what college presidents think about on a daily basis (*The Chronicle of Higher Education*)
- 47% of Americans feel that a 4-year degree is not worth the cost (*recent poll from NBC News & the Wall Street Journal*)
- Nationwide, the total number of enrolled college students dropped from 20.6 million in 2011 to 19 million in 2016 (*The Chronicle of Higher Education 2017 The Future of College Enrollment*)

It's a tough climate for administrators, but on the flip side, there is incredible potential to achieve real savings. There's an obvious connection between supply chain efficiency, cost management, and financial stability. Focusing on these things is critical to an institution's prolonged sustainability. Consider this: procurement is responsible for the

second largest area of spend on campus behind salaries. According to a recent conducted by E&I, we estimate that procurement can save an institution anywhere from \$400,000 to \$700,000 annually based upon the size of the institution. That's significant, and it's evidence that cooperatives like E&I can have a real impact in terms of helping higher ed maximize the funds available to enrich the student experience—through more effective procurement practices, cooperation, and leverage.

With regard to our contract portfolio, we work with a number of high-quality suppliers that offer valuable products and services to enrich the campus experience. Here are two examples:

- Our competitively awarded contract with Canteen provides students and staff with a number of healthy vending options through its "enr.G" wellness-focused vending solution. Canteen is a division of Compass Group North America, the leader in foodservice management and support services. Enr.G is a combination snack and beverage machine that supports healthy living by offering options that are organic, vegan, gluten free, or kosher, among other things. With high tech interactive touch screen technology, students and staff can search for products that meet their personal wellness goals by simply selecting the desired attribute or category. On top of that, the enr.G vending platform also maintains a commitment to sustainability with key features including LED lighting, motion sensor dimmers, and locally-produced products, sourced whenever possible.
- Students can also take advantage of an innovative car sharing program available through our competitively awarded Enterprise contract. As part of this program, staff and students 18 years or older can reserve a car by the hour, or by the

day. This is a cost-effective and easy way for students to enjoy the benefits of having a car on campus without having to deal with any of the associated hassles. Reservations can be made online or through an app and students will pay one low hourly rate that includes parking, fuel, and damage/liability protection.

2 WHAT IS COMING DOWN THE PIPELINE? WHAT ARE SOME FUTURE GOALS/INITIATIVES THAT YOU ARE PLANNING TO ROLL OUT IN THE COMING YEARS? (WE'D LIKE TO GIVE A SENSE OF WHERE YOU THINK PURCHASING COOPERATIVES LIKE YOURSELF ARE HEADING IN THE FUTURE, AND ANY CHALLENGES YOU HOPE TO ADDRESS.)

Now more than ever the opportunities are endless in terms of how cooperatives like E&I can help higher ed institutions implement the changes necessary to reduce costs and impact the bottom-line. We're seeing a shift in the cooperative focus to encompass not only purchasing power, but to also aggregate knowledge, expertise and best practices. There's a huge pool of information out there that can be tapped and harnessed to ultimately provide benefits that extend beyond the purchasing department. The reality is, many institutions simply don't have the information, the expertise or the data to really effect change. A cooperative community provides the resources to find some of those answers.

A notable trend on today's campuses is an increased focus on spend analytics. An effective spend analytics program can help institutions better understand and leverage their spend information to deliver significant savings. In addition, institutions are provided with the information

necessary to identify cooperative purchasing opportunities, benchmark contract performance, and truly maximize the financial resources available to them. Through our consulting division we offer members an extensive spend analytics program to provide value in this area.

One common misconception, or challenge we continue to face is the belief many institutions have that they can get better pricing on their own, and they don't see the value in using cooperative contracts. What we've found is that when you take total cost into consideration—and not just price—this theory is often disproven. A

cooperative helps members save considerable time by handling all aspects of the contracting process, including research, RFP development, and contract management. While it may be true that in some cases an institution can find a better price by going out their own, that doesn't necessarily equal better savings. When you take into account the total resources that go into identifying, researching, and procuring that product, and when you quantify what that is worth, the cost can be quite high. Price alone is not always an accurate indicator of what something costs.

In terms of specific contracting categories, one area we are particularly focused on is enhancing the contracts/services available through our travel category. To begin, we've partnered with the Society for Collegiate Travel and Expense Management (SCTEM) and created a survey focused on asking these folks what services they are interested in and what will provide the most value in this category. We are extremely excited about this partnership and believe this research will assist us in creating the contracts that best reflect the needs of our members in this area.



PHOTO CREDIT: FEDEX

**BY MICHELLE KELLEY
MARKETING PRINCIPAL, FEDEX SERVICES**

FEDEX

1 WHAT IMPACT DOES FEDEX HAVE ON COLLEGE CAMPUSES TODAY? HOW DO YOU HELP TO ENRICH THE CAMPUS EXPERIENCE?

Universities and colleges across the country have to compete in ways they haven't before to attract and retain students. The experts at FedEx Office have more than 40 years of experience working with some of the largest universities and corporations in the United States to create solutions for complex printing and shipping demands that can have a big impact on student experience.

According to a recent survey, a whopping 41 percent of universities and colleges are still using notes in campus mailboxes or voicemail to alert students, faculty, and staff about package delivery. But with the exponential growth of online shopping, mailrooms are struggling and faculty, students, and their parents are complaining that the transparent shipping they're used to outside campus walls ends once their package arrives in the mailroom. This is causing chaos that can have a negative impact on a college's brand. FedEx® OnCampus solutions—including FedEx Ship&Get® lockers, move-in/move-out services, and summertime storage options—help colleges and universities gain control of their mailrooms by creating



a world-class experience for students, faculty, and staff.

2 WHAT IS COMING DOWN THE PIPELINE? WHAT ARE SOME FUTURE GOALS/INITIATIVES THAT YOU ARE PLANNING TO ROLL OUT IN THE COMING YEARS? WHAT CHALLENGES DO YOU PLAN TO ADDRESS? (WE'D LIKE TO GIVE A SENSE OF WHERE YOU THINK FEDEX IS HEADING IN THE FUTURE AND ANY CHALLENGES YOU HOPE TO ADDRESS.)

We are living in a get-it-now culture. And with online shopping and meal delivery trends on the rise, the towering problem in university mailrooms is only going to get worse. When you consider that more than 50 percent of universities or colleges have not updated their package delivery operations recently enough to accommodate the growing number of packages they receive, you can see a big problem brewing.

The experts at FedEx Office want to continue helping higher education institutions win students and top faculty talent by offering a unique set of solutions for print and parcel management. For parcel management and shipping, FedEx continues to expand our 24/7, secure package drop-off and pickup options. For print, FedEx Office plans to continue providing powerful printing strategies that can also help colleges compete for students and attract top faculty talent. In fact, our big vision is to help our customers create print and ship destinations that are such an indispensable part of life that students and faculty can't imagine being without them. ■

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What's Your Favorite Conference Memory?

NACAS MEMBERS REFLECT FONDLY ON SOME OF THE BEST CONFERENCES THEY HAVE ATTENDED OVER THE PAST 50 YEARS, AND WHAT THE NACAS AFFILIATION MEANS TO THEM.

BY ABBY SHORT



1. WHAT DO YOU REMEMBER ABOUT THE FIRST NACAS ANNUAL CONFERENCE YOU ATTENDED?

My first conference was in Atlanta GA. I remember meeting Jerry Turner and Ann Waters and getting a great impression of how the work of the members was greater than what I had imagined. It was the first thoughts I had about NACAS being a volunteer driven organization.

- Jeff Perdue

My first NACAS annual conference was in San Diego and while the venue was "interesting," the conference was a huge hit. I came away with so many ideas and business cards of folks I met, many of whom I still call friends to this day.

- Ed Kane

The first NACAS National Conference I attended was at the Marriott in Boston. My wife, Susan, was with me. While driving on the bus to the Gala (I remember because it was an all-you-can-eat lobster fest), we met Jack and Mary Spencer from Indiana University. It was one of those coincidental meetings. Susan was born in Lansing, Michigan. And, as we began to talk, she found out that Jack was also born there. As they talked, they found they both attended the same elementary schools, were from the same neighborhoods, and his Dad still lived on the same street Susan's best friend lives on. To this day, they still maintain contact.

We also remember this conference because on the way home we hit a fierce snow storm coming into Chicago and after a tough landing, we found out all flights were cancelled in and out of O'Hare. We had to stay the night.

- Lee Vasquez

My first annual conference was in Washington, DC in 1982. I have attended every conference since then. My memory has faded over the ensuing 36 years, but my recollection was I was overwhelmed by the choices. Up until two years before, my association had been ACUHO-I (I spent ten years in student housing). Accordingly, I drifted toward colleagues I had met through ACUHO-I, and vendors with which we had a relationship at the University of Vermont. I attended every scheduled event and made sure to choose educational sessions that related to my new areas of responsibility. I collected every handout and brochure I could find (before e-mail and the web) and remember having to ship much of my new found wealth back to campus. The one thing that rang true then, as it does today, was the willingness of NACAS members and staff to welcome me and help me get comfortable. I made note of the date and location of the following years conference so I could get a head start on selling the value of NACAS conferences to my bosses.

- William Ballard, CASP

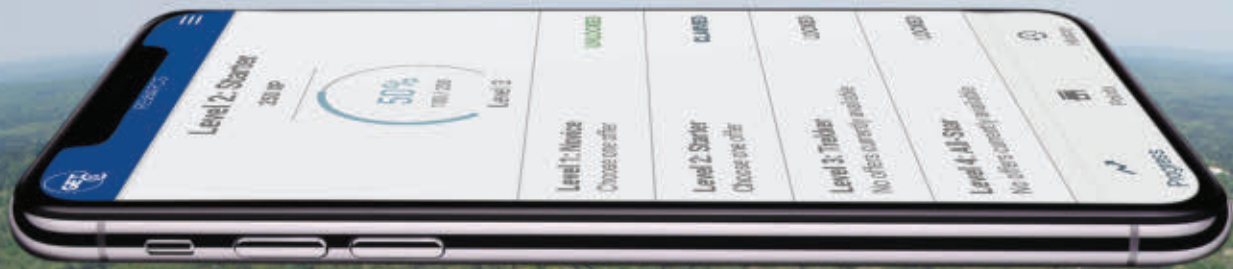
The first conference I remember attending was in Colorado Springs the year Bob Hassmiller was hired as the Executive Director. I had just been voted a Regional Board member and the Board was meeting at the Broadmoor. Dr. Bob came to our meeting and he made me feel so good about the organization. From that moment on I became active in the region, the Professional Development committee and subsequently served for 3 years on the National Board. What a great experience and was the main reason I became active.

Bob made sure everyone knew he was there for the members. He truly energized all that attended.

- Jim McDermott, CASP

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2. WHAT IS YOUR FAVORITE CONFERENCE MEMORY? ANY GOOD SPEAKERS, FUNNY MOMENTS, MEMORABLE SESSIONS, FUN EVENTS, ETC?

My work at the conference did not allow for many opportunities to listen to speakers. Working with the membership was the highlight of each conference. The Vancouver and Chicago conferences were my most memorable. In Vancouver, I was the interim executive director and that alone made it special for me. In Chicago, we had many members of President Obama's election campaign at the hotel. Election night was a very exciting time and a great time to observe both sides of the political spectrum up close.

- Jeff Perdue

Well, I had the great honour to Co-Chair the 2014 annual conference in Montreal, along with Kathryn LeGros. We had an amazing committee who put on quite the show in a great city. We even managed to make stuffing hundreds of delegate bags a fun event and who can forget our conference hockey jerseys, which became a Collector's Item.

- Ed Kane

I have many conference memories: The many places we visited, of course: Honolulu, Vancouver, Montreal. The many times we visited the MGM in Las Vegas, the Broadmoor, etc., etc. The fun times we had in the Exhibit Hall seeing/meeting new and old business partners. And the evenings we went out to dinner with the Business Partners. The year I took over as president, we had the Gala at a ranch south of San Antonio,

complete with a rodeo, lots of good food, and dancing. I have met so many wonderful people from all over the country over the years. Too many memories to name.

But, the most memorable one was probably Chicago 2008. The conference was at the same location (Hyatt) that served as the headquarters for then candidate Barack Obama. Security was very tight. Access to the conference session rooms was monitored by Secret Service. And, the streets were blocked off. The election was on the day of the gala, which was held at the Field Museum. We had to cut it short because the election results were due to come in soon and all access to this area was being blocked off. After the Gala, Susan and I put on our jeans and comfortable shoes and walked back to Grant Park—at least a mile away. It was a mad house, and, we waited hours until the results came in. We then waited for President Obama, Michelle, and the girls to show up for the victory party. And what a party it was! They estimated 250,000 people in Grant Park. I have never seen Michigan Avenue so alive! So many people celebrating that traffic was at a standstill. Just a sea of people waving flags and honking horns. A very memorable day and night!

- Lee Vasquez

Perhaps my favorite memory was the role I played in chairing the 2007 annual conference in Las Vegas. We had an outstanding committee (combining Program and Host Committee's at the last minute) and at that time, the largest attendance to date. It was hard work, but a labor of love.

- William Ballard, CASP



LEADING NACAS THROUGH THE “GREAT RECESSION”

BY PATTY ELDRED, CASP

I had the privilege to assume office from Charlie Figari on Tuesday, November 4, 2008, at the 40th annual NACAS conference in Chicago. It was the same day that Barack Obama was elected the 44th president of the United States. NACAS shared the conference hotel with the Obama campaign committee that day. NACAS staff member Abby Sipe Tammen and Executive Director Bob Hassmiller had to juggle facility changes due to the presence of the Secret Service, the Presidential candidate and his family and close supporters. After the election went to then Sen. Obama, Bill Ballard (UVM) and I walked down to Grant Park to try to hear President-elect Obama's speech. We never got into the park—it was filled to capacity. The entire nearby area was absolutely electric. It was an exciting beginning to what quickly became a very challenging period for NACAS, as it coincided roughly with what later became known as the Great Recession (2007-2009).

Despite the cost, the NACAS board decided it was particularly important to host the annual Leadership Team conference that winter. We needed a face-to-face meeting with our regional and national leaders more than ever. Budgets and membership ideas were discussed and creative ideas to promote the upcoming annual conference explored. Work continued on formal strategic planning processes with measurable targets for the association and committees. Professional development offerings were constantly improving and the planners were exploring new delivery methods. The work of the association continued. At that meeting during a planning session, the possibility of creating an auxiliary services professionals certification program was born! A few years later we had our first cohort of Certified Auxiliary Services Professionals. Because of my background in adult education I am particularly proud of my contribution to our CASP and professional development programs.

Abby, Bob, and the Hawaii Conference Planning and Host Committees skillfully negotiated and re-negotiated with conference suppliers to trim costs and mitigate risks. Although the numbers were low, these two committees delivered an amazing conference in Hawaii in the fall of 2009. We minimized the financial impacts and transferred a solidly performing association to our next president, Cheryl Crouch. We can be proud of the manner in which NACAS managed through the conference and the recession.

Patty Eldred served as NACAS President from 2008-2009. ■

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the university community the value of NACAS membership and value we add to the education of our students.

- Jim McDermott, CASP

3. WHAT ADVICE WOULD YOU GIVE A FIRST-TIME C3X ATTENDEE TO MAKE THE MOST OF THEIR CONFERENCE EXPERIENCE?

I would encourage first-time attendees to get involved wherever the opportunity presents. Reach out to the membership, ask questions, and listen. Attend as many events as possible and do not sell short the benefits of interacting at the social events. Getting to know the people will bring many benefits both professionally and personally.

- Jeff Perdue

This will be a great learning opportunity for you. You will make new friends, network with peers who will freely share their advice, meet business partners in the Expo, and relax at a great conference venue. Remember, everyone has been a first timer before. Enjoy and engage.

- Ed Kane

Advice I would give is to take the time when you arrive to check over the conference schedule and plan out each day. Take plenty of business cards and do as much networking as you can—particularly in the exhibit hall. Attend as many events as you can. Look to get involved! First at the regional level and then the national level. You will not regret it. Also, if you can, plan an extra day on the front end or the back end of your trip to enjoy the city and area you are visiting.

- Lee Vasquez



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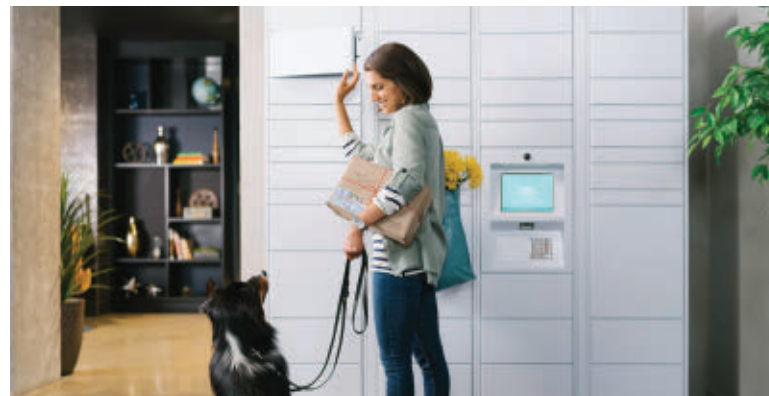
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My advice includes: Accept the offer of a mentor, attend the First Timers Reception, use the app to keep track of your schedule and to take notes, be outgoing and introduce yourself to people you don't know, and make a commitment to yourself to try back on campus at least three of the ideas you at the conference. Collect lots of business cards and make sure to share yours with business partners and members alike. Think about volunteering to help at next year's conference.

- William Ballard, CASP

- A. Meet as many people as you can. Find out what they do and develop a resource network;
- B. Make sure you pick sessions that interest you. Attend as many as you can that you think will benefit you;
- C. Volunteer, Volunteer, Volunteer;

Make sure you volunteer at the regional level and get your feet wet. You will have more opportunity to get an assignment at the regional level and meet more people. You will not only develop a network, but get involved and work your way through the chairs. This can lead to a national leadership position.

- Jim McDermott, CASP

4. WHAT ARE YOU LOOKING FORWARD TO MOST AT THIS YEAR'S 50TH ANNIVERSARY EVENT?

Meeting old and new friends, and being with people who share their knowledge and love for our profession.

- Ed Kane

What I am looking forward to the most at the 50th is to reconnect with past friends and colleagues, many of whom I have not seen for a long time. I am excited to see how the conference and the association has changed over the years, and to just remember all the wonderful times that my wife and boys (Gabe & Marcus) had over the years being part of the NACAS family! I could not have asked for a better, more fulfilling experience! Thank you NACAS!

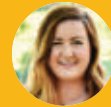
- Lee Vasquez

After spending 50 years at the University of Vermont, I retired on 1/1/18. I am most looking forward to connecting with long-time friends I have made at NACAS (particularly those who have retired and are returning for this celebration) and making a few new ones.

- William Ballard, CASP

Being reunited with my colleagues from around the country. I have spent many years working with the wonderful people that make NACAS what it is. The hardest part about retirement is not having day-to-day contact with the great people I have spent so much time working with. They helped me to become successful in my position at the university. I truly miss working with them to make the organization what it is today.

- Jim McDermott, CASP



Abby Short is the Marketing Coordinator at NACAS.

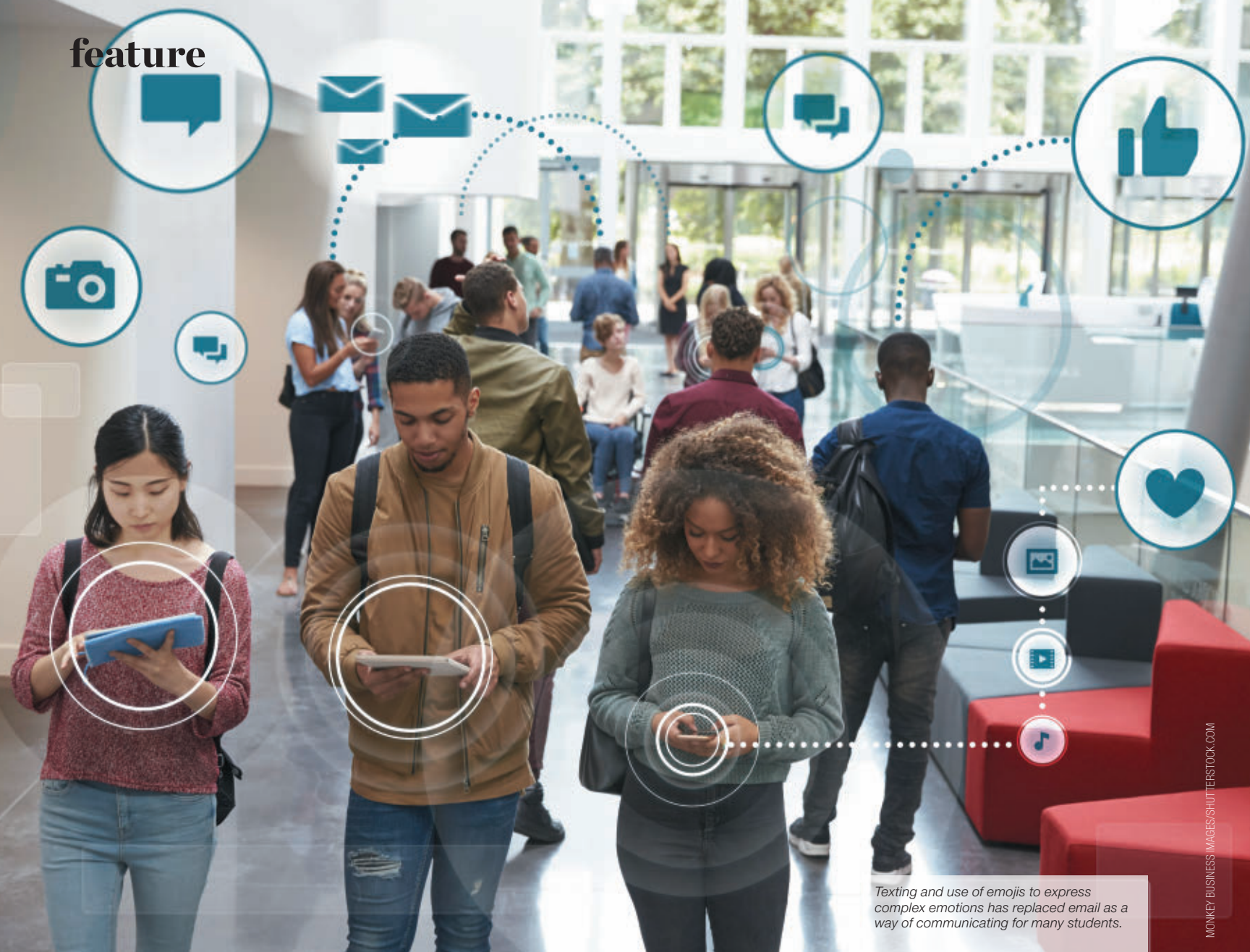


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feature



Texting and use of emojis to express complex emotions has replaced email as a way of communicating for many students.

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Applying The Beloit Mindset List to the Field of Auxiliary Services

“COLLEGE STUDENTS WILL THINK OF THEMSELVES AS CONSUMERS, CONSUMERS WHO HAVE BORROWED A LOT OF MONEY TO BE THERE,” SAID WESTERBERG. “IT’S IMPORTANT TO REMEMBER THAT STUDENTS TODAY ARE MAKING A HUGE INVESTMENT IN THEIR FINANCIAL FUTURE. IT’S NO LONGER THE CASE THAT COLLEGE CAN BE EXCLUSIVELY ABOUT LEARNING HOW TO LEARN. IT ALSO NEEDS TO BE A PLACE WHERE STUDENTS SEE CLEAR PATHWAYS FORWARD THROUGH THEIR CAREERS.”

— CHARLES WESTERBERG, BELOIT COLLEGE

BY CINDY MCCLANAHAN, CASP

“Just Say No”, The Challenger explosion, landlines, Cola Wars, standing in line to register for classes: all topics that the Class of 2022, starting as freshmen this fall, considers to be ancient history—if they are even aware of their existence at all. Or, to put it in their language: Dinosaurs.

The Beloit Mindset List, published each August since 1998, has chronicled the world-view of the incoming freshman class by establishing cultural touchstones that are either normal or completely foreign for this group of 18-year-olds. The List has been hailed as both a walk down memory lane and official confirmation that you are old.

Examples from last year’s list demonstrated that for the class of 2021, “Donald Trump has always been a political figure, as a Democrat, an Independent, and a Republican.” The class of 2020 has “never seen billboard ads for cigarettes”. And the class of 2019, who started college in 2015 and will be likely entering their junior year this fall, has “never licked a postage stamp.”

The Beloit Mindset List is published by three researchers based at Beloit College in Wisconsin. The most recent list published in August is the 21st edition of the compendium.

THE PURPOSE OF THE LIST: TO MAKE YOU FEEL OLD

Co-creator of the List, Tom McBride, explains that the Mindset List serves many purposes. “At the most basic level, it’s an annual list of what has always or never been true during the 18-year life times of entering college students.”

McBride, somewhat jokingly adds, “Secondly, it’s a vast conspiracy emanating in Beloit, Wisconsin to make you feel terribly, terribly old.” It’s this ability of the List to make college faculty and administrators feel increasingly out of touch with the incoming students that contributes to the viral spread of the List each year.

In 1996, the early days of the Internet, forwarding jokes and funny lists via email was equivalent to today’s retweet on Twitter or sharing on Facebook. Ron Nief, co-creator of the List, explains it was in these forwarded emails where the Beloit Mindset List originated. “We were seeing these lists constantly, and Tom and I started sharing them and laughing about them, and then we realized that this is all wrong, that this is not what they don’t know. It’s what they have never experienced.”

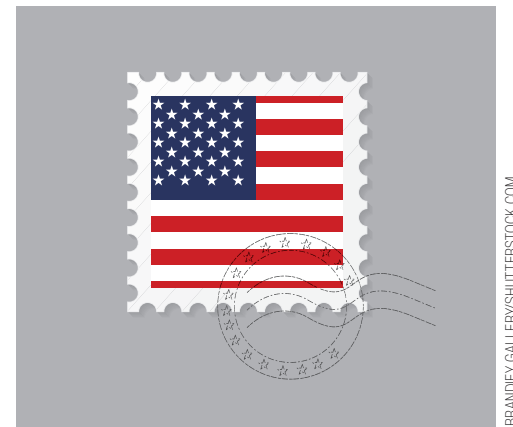
Nief and McBride noticed the ever-increasing gap in understanding between the “adults” and the “kids”. Writer Zach Brooke of the American Marketing Association, who wrote a feature article on the List, explained “By keeping track of where students entered America’s cultural time line, schools could prevent the so-called ‘hardening of the references’ that were [common of] tenured graybeards of academia.”

In other words, “Those old Watergate and Monica Lewinski references won’t cut it anymore, unless you’re willing to explain them,” McBride said.

Political issues aren’t the only topics often lost in the age gap. Nief is often surprised by the evolution of language that has occurred. For example, for the older set, “thongs” were footwear, but for the incoming freshmen, “thongs” had a completely different meaning. Nief noted that “residential life guides were still telling students to bring a pair of thongs for use in the shower much to their confusion.”

The development of the annual List has become a way of life for the researchers. “We live with this project. Ideas come to us from parents and readers. They come from our reading. Strangers stop us on the street and email us with ideas that came to them often during a ‘mindset moment’ when a comment or observation was met with a blank stare from a younger person or colleague,” said Nief.

In addition to suggestions and anecdotal experiences, a significant amount of research goes into the development of the list each year. McBride, whom



Members of the Class of 2019 most likely have never licked a postage stamp.

Nief considers to be the scholar, avidly reviews the literature relating to the time period. As the communicator, Nief examines everything he can find of the years in question, from television to *Time*, the *NY Times*, *Rolling Stone*, *AdWeek*, etc. Nief confesses that, “I have been known to eavesdrop on people’s conversations when I establish that they are talking about the years I am researching.”

APPLYING THE MINDSET LIST TO CAMPUS COMMERCE

While the List is light-hearted and can help an individual update their popular culture references when they communicate with the younger generations, it can also provide auxiliary services professionals with insights as to what kind of consumers these students will be and how to best serve them.

The primary audience for the list started as Nief and McBride’s faculty colleagues, but over time, more and more groups have found value in the List. As the project grew, Nief and McBride added a third colleague, Charles Westerberg. Unlike Nief and McBride, who enjoy emeritus status at Beloit College, Westerberg is still in the classroom for much of his time. He has made interesting observations



Many of today's students have never used a landline phone.

about how college students of today view their experience at a university.

"College students think of themselves as consumers, consumers who have borrowed a lot of money to be there," said Westerberg. "It's important to remember that students today are making a huge investment in their financial future. It's no longer the case that college can be exclusively about learning how to learn. It also needs to be a place where students see clear pathways forward through their careers. As a current faculty member

on a college campus, I can tell you this is a considerable shift in how we see our responsibilities," Westerberg said.

Auxiliary Services professionals seem to be more prepared for this shift toward the concept of "student as customer" and the List can provide hints as to how business practices should be modified as each incoming class grows younger and younger compared to administrators and staff.

For example, if a freshman has always had access to on-demand viewing for their favorite entertainment, they will bring that expectation with them to the classroom. McBride said, "In about 15 years, cramming is not going to be reading all the material the night before the exam. It's going to be binge watching all the lectures." That 15-year time-frame may have been seriously underestimated.

The List suggests that considerations must be made in how administrators communicate with students. If they have never licked a stamp, prefer texting over email, and use emojis and hashtags to express complex thoughts and emotions, then sending messages via snail mail or even email won't reach the intended recipient. If items such as airplane tickets have always been purchased

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TODAY'S COLLEGE STUDENT

COMPILED FROM THE BELOIT MINDSET LISTS FOR THE CLASSES OF 2018—2021

- “Press pound” on the phone is now translated as “hit hashtag.”
- Celebrity “selfies” are far cooler than autographs.
- Hard liquor has always been advertised on television.
- Citizens have always had a constitutional right to a “dignified and humane death.”
- Hello Dolly...cloning has always been a fact, not science fiction.
- Ads for prescription drugs, noting their disturbing side effects, have always flooded the airwaves.
- Parents have always been able to rely on a ratings system to judge violence on TV.
- There has always been a national database of sex offenders.
- Yet another blessing of digital technology: They have never had to hide their dirty magazines under the bed.
- They have probably never used Netscape as their web browser.
- “Good feedback” means getting 30 likes on your last Facebook post in a single afternoon.
- Hybrid automobiles have always been mass produced.
- Google has always been there, in its founding words, “to organize the world’s information and make it universally accessible.”
- Email has become the new “formal” communication, while texts and tweets remain enclaves for the casual.
- They have grown up treating Wi-Fi as an entitlement.
- Color photos have always adorned the front page of *The New York Times*.
- The therapeutic use of marijuana has always been legal in a growing number of American states.
- Surgeons have always used “super glue” in the operating room.
- *The Lion King* has always been on Broadway.
- Splenda has always been a sweet option in the U.S.
- There has always been a digital swap meet called eBay.
- They have never had to watch or listen to programs at a scheduled time.
- Each year they’ve been alive the U.S. population has grown by more than one million Latinos.
- If you want to reach them, you’d better send a text—emails are oft ignored.
- Bluetooth has always been keeping us wireless and synchronized.
- X-rays have always been digital allowing them to be read immediately.
- Snowboarding has always been an Olympic sport.
- Airline tickets have always been purchased online.

online and Amazon.com has always existed, students expect all goods and services to be available online. If eBay has always existed, students will be much more comfortable purchasing textbooks from peer-to-peer networks as opposed to the traditional bookstore.

Nief, McBride, and Westerberg receive regular invitations for speaking engagements. In the past, they have presented to medical organizations, museums, college administration professionals, the NCAA, and even NASA. Each group has a different perspective from which they view the list. MTV, who was trying to sell additional ad time to Ford, used the list to explain to Ford the difference in how the younger generation viewed the purchase of a vehicle. With the Mindset List full of examples, MTV helped Ford see that today’s 18-year-old is more interested in spending money on an experience than on owning something like a vehicle. This allowed Ford to better tailor their advertising to their target audience.

McBride described a trend he has witnessed through research and by working on the List over recent years. “This is a big marketing issue.

Millennials are not an ownership generation. They’re not interested in owning things,” says McBride. “They’re interested in having experiences and using things. They’re into sharing things. One of the things that studies are showing is that Millennials will save to go on a trip. Once upon a time you saved to buy a used Pontiac or a used Oldsmobile. They’re not saving for that.”

Other companies use the Beloit Mindset List to take a peek into the world of the younger generation in hopes of making stronger connections with their consumers.

“Stanley Marcus (Nieman Marcus) was only one of scores of personnel and human resources people to make use of the list in training and selecting staff. The president of CBS News for many years used it to keep news directors around the country sensitized to stories and audience,” said Nief.

Auxiliary Services professionals have experienced the cultural disruption of the rise of the Millennials and done their best to adapt, but the List reminds us there is something new on the horizon. The 2021 list referred to the last group of Millennials, and the Class of 2022 List ushers in

Generation Z. The next few years will bring a mix of Millennials and Gen Z to campuses.

“There are ongoing debates about whether Millennials vs. Gen Z involve differences of kind or merely degree. But I would say that Gen Z processes information faster; multi-tasks even better than Millennials did or do; need constant updates; are enamored of the idea that thinking beyond the box at an early age will pay possibly huge dividends; are more invested in global neoliberalism; and are more optimistic—they have only vague memories of the Great Recession,” said McBride.

However, the majority of students on campus are still Millennials and many Auxiliary Services departments often struggle to cater to their needs and preferences.

“Millennials live in a world of brands. Instagram, BuzzFeed, Facebook, Twitter,” says McBride. “I don’t think young people lived on General Motors. I don’t think young people lived on Sears. They bought things from General Motors, they bought things from Sears, but General Motors and Sears were, relative to today, ancillary to their daily lifestyles. This is not true of the big high-tech

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Asking students to bring “thongs” to the residence hall to use during showers may have a different connotation for the 2018 incoming class.

companies and websites. It’s the difference between buying a product and living on a product.”

MINDSET LIST FANS AND HATERS

The Mindset List has, over time, collected both fans and haters. Critics, some of whom have even developed an “anti-Mindset” website, point out that the list is too general and reinforces stereotypes. While there is significant research that goes into the

development of the List, the authors seem to offer it as cultural commentary as opposed to academic work.

“There’s an extent to which the Mindset List, in the name of trying to have a wide outreach, might be a little too general and a little too ethnically vanilla, if you will. That’s certainly one limitation,” says McBride.

One of the more unusual critics of the Mindset List was former Cuban leader Fidel Castro. “He [Castro] attacked the educational system, suggesting that we were hiding offensive weapons in schools to be used to attack Cuba. Our list that year indicated that, in reference to the movie, ‘Beethoven has always been a dog,’” said Nief. “Castro used the list as the source for his statement that U.S. students were not aware that Beethoven was a composer. He later apologized through diplomatic channels, indicating that he had been misinformed by the media.”

The List is “a conversation starter, not a list of pronouncements, a vehicle for thinking about how what we’ve seen and what we know might look different from someone else’s vantage point,” said Westerberg.

It is McBride’s hope that conversations develop around each generation’s unique signature. “What, for instance, their lack of acquaintance with the Cold War, their ability to skip ‘appointment’ entertainment

and even lectures, their increasingly urban identity, and their ambiguous attitudes towards global capitalism, portend both for their present preferences and future attitudes.”

To aid in these conversations, the researchers have written several books and provide an online educational guide.

As the Mindset List steps into its 21st year and the world of Generation Z, Nief reflects on the life-span of the List. “All things have a time span and, given the relatively simple format for the List, I find it interesting that it continues to have an international appeal.”

The 21st edition of the list, featuring the class of 2022, can be found at www.beloitcollege/mind-setlist. ■



Cindy McClanahan, CASP, is director of marketing and communications at Georgia College. McClanahan coordinates and executes the marketing efforts for multiple units including dining, parking and transportation, card office, technology store, bookstore, and mail services. McClanahan earned a Bachelor’s of Arts from the University of North Texas and a Master of Public Administration from Georgia College.



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The

Value

of

High Efficiency Washers on Campus



BY JARETT EMERT

Water conservation is one of our most imperative climate issues. Americans waste close to a trillion gallons of water each year, equivalent to water contained in over 40 million swimming pools and 24 billion baths. Lack of water conservation leads to longer periods of droughts, loss of biodiversity and endangered species, salt water contamination of drinking water in coastal regions, and increased energy usage from pumping of water. Across the country, diverse colleges and universities have recognized this major environmental challenge and have made a significant reduction to their respective water usage, each conserving hundreds of millions of gallons of water annually through a simple act of transitioning to high efficiency (HE) washing machines while simultaneously

HOW HIGH EFFICIENCY WASHERS SAVE UNIVERSITIES HUNDREDS OF MILLIONS OF GALLONS OF WATER EACH YEAR WHILE HELPING TO REACH THE SUSTAINABLE COMMITMENT FOR EDUCATIONAL FACILITIES.



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educating students on sustainability in the most unlikely of places—the campus laundry room.

HE washers have been the standard machine in Europe for many years, yet only came to the U.S. a few decades ago. Their rise in popularity comes from consumers who acknowledge their significant water and energy saving capabilities. These washers use 20 to 66 percent less water than traditional washers.¹ High efficiency washers are more expensive than standard washers, however the purchase price when weighed against the operating costs works out significantly more efficiently over the long term. Nearly 80 percent of the operating cost of a washer goes to heating water. Lower water use means less water to heat and energy use can be up to 50 percent less, offering long-term savings and environmental benefits compared to traditional washers.

As colleges and universities across the United States strive to find diverse ways to become more environmentally sustainable institutions, more and more are recognizing the need for HE washers across their campuses as a way to save millions of gallons of water per year. These reductions also help support many of the universities' commitments to the Second Nature Climate Leadership Network, which higher education presidents and chancellors can join by signing either the Carbon or the Resilience Commitment, or the integrated Climate Commitment.

Between October 5, 2015 and April 22, 2016, 91 institutions became Charter Signatories of the Climate Commitment. According to the Second Nature website these are, "Bold commitments by leaders in the higher education sector yield big changes at the institution that those leaders manage, in the sector at large, and beyond. These commitments require strong leadership, tangible outcomes, and the ability to track progress."²

Many university presidents recognize that advancing sustainability goals is not just the right thing to do, but often also results in significant energy and water savings. They also recognize the need for a sustainable campus when it comes to the recruitment of new students each year. Most colleges and universities are already on the path toward carbon neutrality, because their facility management executives and staff have been quietly working to make college and university campuses more sustainable for decades.³ Among the many areas facilities management professionals must address to achieve a sustainable campus, the area of campus laundry has been instrumental.

CSC SERVICEWORKS' LIGHTEN THE LOAD™ PROGRAM

CSC ServiceWorks has brought HE washers to diverse college campuses while educating students about sustainability and carbon neutrality in the least likely of places, the campus laundry room. More than 1,000 college and university campuses and student laundry locations have seen reduced water usage and increased carbon neutrality through CSC ServiceWorks' Lighten the Load™ program. Hundreds of millions of gallons of water have been saved so far over the course of the program's lifetime.

The Lighten the Load™ initiative reduces campus carbon footprints while educating students on the benefits of making sustainable choices in the laundry room. By encouraging campuses to reduce the environmental impact of their properties and facilities and offering them environmentally responsible solutions to accomplish this objective, CSC ServiceWorks is serving an important role to help campuses further their efforts to promote on campus sustainability.



As CSC's Academic Executive Vice President Dave Drake explains, "We have a responsibility to provide the most efficient and reliable equipment available for student use. We also believe it is important to work with our partner schools and help them achieve their goal of reducing carbon footprints by providing funding to offset programs that meet the needs of the schools and the challenge of the Second Nature Climate Commitment. I have focused on sustainability for over a decade—since high-efficiency machines and programs have been available."

LIGHTEN THE LOAD™ AND CARBONFUND.ORG FOUNDATION

Another significant aspect of the Lighten the Load™ program, beyond the impressive water savings, is the mitigation of more than 107,000,000 pounds of CO₂ through the offsetting of carbon emissions for participating partner schools. That means the campus laundry operation is also carbon neutral through a partnership with Carbonfund.org Foundation. Carbonfund.org is a leading non-profit focused on helping businesses, individuals, and other non-profits achieve their carbon offsetting goals by supporting world-class, carbon-neutral projects whose emission reductions generate carbon credits.

Carbon offsetting is a way to neutralize a carbon footprint in one area by helping a sustainability endeavor elsewhere. CSC ServiceWorks does that by protecting the lungs of the Earth: The Amazon rainforest. Hundreds of thousands of acres of rainforest



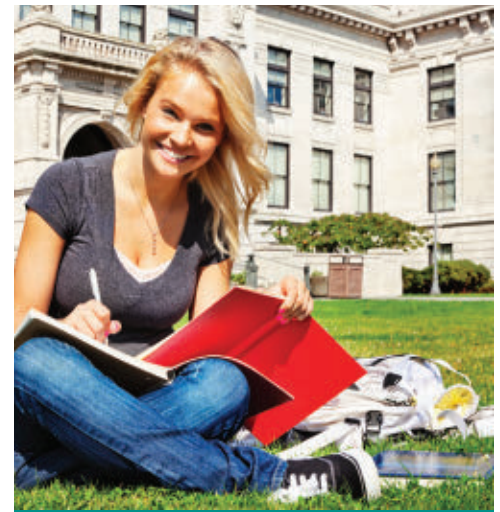
in the Amazonian Basin of Acre, Brazil are destined for destruction via large scale clear cutting in the form of cattle ranches. This destruction would devastate these forests containing some of the highest levels of biodiversity in the world, along with their destruction releasing millions of pounds of CO₂e emissions into the atmosphere.

The Lighten the Load program (in partnership with Carbonfund.org) helps by contributing financially to the ultimate rainforest project activities. These activities include taking a forest carbon inventory, developing model regional deforestation and land-use patterns, and mitigating deforestation pressures by utilizing payments for the Project's ecosystem services, along with ongoing monitoring of the climate, community and biodiversity impacts of the Project. In addition to voluntarily foregoing plans to convert the forests to a large-scale cattle ranch, the landowners will also implement numerous activities to assist local communities and mitigate deforestation pressures such as: offering agricultural extension training courses; beginning patrols of potential deforestation sites in the early stages of the Project; granting land tenure to local communities; and establishing alternative economic activities including commercializing the collection of medicinal plants and açai.



Unlike other pollutants, carbon dioxide does not affect the local area where it is emitted. Rather, CO₂ impacts the entire earth, regardless of where it is emitted. Carbon dioxide emitted in the U.S. will impact Brazil as much as it does the U.S. A reduction in Brazil or elsewhere will reduce the effects of climate change everywhere. Reducing a tonne of CO₂ in Brazil, then, has the same benefit as reducing a tonne here in the U.S.

Carbonfund.org Foundation retires the carbon credits on the colleges' and universities' behalf. Simply put, the organization retires carbon by not using it. When institutions develop or support a carbon reduction project, they gain the right to the emission reductions. Many groups buy these rights and then use them to pollute or sell them. Carbonfund.org takes the carbon reductions and retire them, meaning that they are taken out of



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"We greatly appreciate our long-term partnership with CSC ServiceWorks and their commitment to creating carbon neutral laundry services for campuses nationwide," said Eric Carlson, President at Carbonfund.org. "Their commitment to water conservation and energy efficiency is exceptional."

Since the start of the partnership in 2008, we are proud to report that CSC ServiceWorks has mitigated over 130 million pounds (60,000 metric tonnes) of CO₂ through external carbon reduction projects chosen to meet the voluntary guidelines set forth by Second Nature. This is equivalent to reducing GHG emissions from 147,058,824 miles driven by the average passenger vehicle or the carbon sequestered by 1,554,969 tree seedlings grown over 10 years.

SALISBURY UNIVERSITY

Salisbury University, located in Salisbury, Maryland, was one of the first colleges to join the Lighten the Load™ program.⁴ According to a campus publication regarding the program, sustainability was the top priority when the university decided to install the new system in all its residence halls.

"What we set out to do was be as energy efficient as possible," said Dave Gutoskey, SU housing and residence life director. The washers use only 12.6 gallons of water per cycle. SU's previous machines used 16 gallons, adding up to a savings of approximately 109,670 gallons annually—enough to fill a typical municipal water tower. An ultra-fast spin cycle in the washers helps dry clothing faster, cutting down drying time and energy use.

"I'm amazed by the alert system, and especially the climate-friendly aspects of the new system," said Salisbury University President Janet-Dudley Eshbach.



Salisbury University President Janet-Dudley Eshbach demonstrates SU's new high-tech, energy-efficient washing machines with freshman Johnita Dickerson.

HIGH EFFICIENCY WASHERS ARE A VITAL PART OF HELPING A COLLEGE OR UNIVERSITY CAMPUS TO REACH ITS SUSTAINABILITY GOALS. THEY PROVIDE SIGNIFICANT WATER SAVINGS, ENERGY REDUCTION, AND HELP ADDRESS THE NEEDS OF THE SECOND NATURE CLIMATE COMMITMENT.

Rewarding SU for its sustainable thinking, CSC ServiceWorks presented the university with a certificate enrolling SU in the company's "Lighten the Load" program to reduce carbon footprints, making an annual contribution in SU's name to Carbonfund.org amazon rainforest conservation projects. Over 2.3 million pounds of carbon dioxide are being offset as a result of this program bringing SU one step closer to its goal of carbon neutrality.

RADFORD UNIVERSITY

Radford University, based in Radford, Virginia, has partnered with CSC ServiceWorks to provide the high-efficiency laundry machines that aid the mission to significantly reduce carbon output. Radford University has a goal: to reach carbon neutrality by 2040. One of those carbon-reducing programs is aimed at the way students wash and dry their clothes.⁵

In 2009, RU President Penelope W. Kyle signed the *American College and University Presidents' Climate Commitment pledge*, now part of Second Nature, which binds RU to evaluate its carbon emissions from greenhouse gases.

According to RU Recycling Coordinator, Pavan Muddanna, "By 2040, RU will have to reduce our greenhouse gas emissions all the way to zero, which includes GHG inventory totals from any new construction and renovations, curriculum, energy and water, recycling, grounds and habitats, transportation, purchasing, food services, and investments" he noted.



Lisa Ridpath (l) and Pavan Muddanna (center) received the Carbon Neutral Certificate of Recognition from Steve Baumer of ASI/Mac-Gray Campus Solutions/ASI/Mac-Gray Campus Solutions.

CSC Regional Manager Steven Baumer of CSC ServiceWorks said: "We are partnering with Carbonfund.org to purchase carbon-offset credits for over 2,100,000 pounds of carbon [for Radford University]. What this does is fund verified carbon reduction or carbon destruction programs, and that is making the program here carbon-neutral laundry rooms. That's the first in the state of Virginia. And we're very proud to be a part of it."

CONCLUSION

High Efficiency washers are a vital part of helping a college or university campus to reach its sustainability goals. They provide significant water savings, energy reduction, and help address the needs of the Second Nature Climate Commitment. As the Global Carbon Projects and Investments Manager at Carbonfund.org Foundation, my organization is proud to partner with CSC ServiceWorks to provide these campuses with HE washers, saving hundreds of millions of gallons of water over the project lifetime, while also making these campus laundry operations carbon neutral via the protection of hundreds of thousands of acres of rainforest whose destruction would release billions of pounds of CO₂ emissions into the atmosphere. Sustainability programs such as Lighten the Load™ program are effective ways to provide college and universities the opportunity to educate students in the most unlikely of places, the campus laundry room. ■



Jarett Emert is Global Carbon Projects and Investments Manager at Carbonfund.org Foundation.

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Popularity of esports



ROMAN KOSOLAPOV / SHUTTERSTOCK.COM

Spawns Varsity Teams and Scholarship Athletes

BY CINDY MCCLANAHAN, CASP

Yes, schools are actually giving students scholarships for playing video games.

This is a shocking fact for many college administrators who have not yet learned about the world of esports. College campuses have long been rich with video gamers, and now these students can join varsity-level competitive teams to represent their institution on a regional, national, and even international stage.

Playing video games such as League of Legends (a multi-player battle arena game) or Rocket League (described as vehicular soccer), teams of students representing a university meet and play organized, competitive games, just like their traditional student athlete peers on the football field or basketball court. These students are now being recruited and receiving scholarships like traditional student athletes.

So, is this just a bunch of kids playing computer games all day? No. esports teams form around a single game. Team members spend time together practicing and strategizing before they compete against other collegiate teams. Many universities have eSports team rosters that include starters and back-up players, both male and female. In 2014, schools began offering scholarships and creating varsity teams for intercollegiate competition.



Bud Light. They are among the brands putting money into esports in hopes of reaching the sport's demographic sweet spot: males between the ages of 21 to 35 who are increasingly hard to reach via traditional advertising."

Forbes Magazine estimates the esports industry will grow to reach nearly billion-dollar revenues in 2018. The 2018 estimate represents at 38 percent increase over 2017's revenue of \$655 million.

Esports has represented an area of growth for many institutions. As more teams are formed, the need for administrative support and coaches has developed. The NACE website currently lists seven job openings for esports head coaches.

"For the university, esports is a tremendous opportunity," Gerlinger said. "Esports can cross a number of on-campus constituents from computer science and IT to marketing (publicize the team), communications (streaming live events), art and design (materials for promotion). Some institutions also have built dedicated spaces for esports competition that also serve as 'gaming centers' for the general student population."

At Texas Wesleyan University, Executive Director of esports and Recreation Eugene Frier is working to develop a program that includes more than just the players. Students can participate through competition, content creation for the team's YouTube presence, or joining players and spectators both on and offline.

Esports seems to resonate with students who may not connect to the university in other ways. "One thing that I have noticed is a lot of student interest from our current students who are not already connected," Frier said. "Time will tell if this is meeting their needs or not, but I do feel that these students not being reached by our current involvement opportunities are excited about this. This can serve as a means to engage them to help them succeed at Texas Wesleyan University."

Mark Deppe of the University of California, Irvine, had similar observations. "Gamers at UCI represent a silent majority that often don't use traditional campus resources. They may not attend athletic games, they may not go to the gym, they may not be in Greek life, but they love to connect and compete online."

On-campus technology stores have a strong interest in connecting with this new student population. Kristopher Davis, of the One University technology store on the Oklahoma University campus, also serves as an advisor to the

Esports is not only capturing the interest of players. Since the games are frequently streamed online on sites such as twitch.com and YouTube, they're attracting huge online audiences as well. The 2018 League of Legends World Championship had a viewership of 43 million. This past July brought the first live TV broadcast of an eSport event with the airing of the Overwatch League championship on ESPN. A reported 20,000 people watched teams compete for a \$1.4 million prize at the live event in Brooklyn, NY, while millions watched online.

The NCAA does not currently organize or regulate esports, so most universities have teams that have developed out of other Student Affairs areas such as recreational or intermural sports as opposed to the athletics department. In 2017, the Peach Belt Conference became the first NCAA conference at any level to offer an esports championship.

"Collegiate esports began with on-campus clubs," Ken Gerlinger, Assistant Commissioner for Communications at the Peach Belt Conference explained. "Those clubs wanted to expand and play other schools, and several organizations were formed to coordinate collegiate competition."

It is estimated that up to 400 college campuses now have formalized esports teams. Many of these schools have joined the National Association of College Esports (NACE), which formed in 2016. According to its website, NACE is an organization "committed to helping our members grow strong esports programs to benefit colleges and students alike."

Originating out of the National Association of Intercollegiate Athletics, NACE has developed the initial structure to the evolving collegiate esports environment.

Jay Prescott, Vice President of Student Affairs at Grand View University, serves on the NACE Board of Directors. "NACE has been able to provide guidelines regarding eligibility and fair play, the organization of national championship games, and an opportunity to collaborate, network, and learn with colleagues in this space," said Prescott.

NACE also has been crucial in reaching out to vendors to develop sponsorships and funding for esports arenas and events. Currently, esports has NASCAR-like sponsorship opportunities for business partners beyond game developers and the tech industry. AdAge, a magazine publication which tracks trends in the advertising and marketing industries wrote, "The explosive growth has started catching the eye of big-spending marketers including Arby's, Audi, Coca-Cola, PepsiCo, Gillette, and





OU esports Association student group. He works to ensure the OU tech store appeals to the gamers.

"Hardware is absolutely more important [than software], because without that you cannot run the software," said Davis. "In our store we don't sell true hardware (motherboards, graphics cards, etc.), but we're working on a way to advertise that we can get those things without having to carry an inventory. Balancing [inventory and special orders] will involve learning about what the gaming students want and catering to that want."

"One of the things I've found is that gaming students are very picky over their hardware and will be honest about the things they like and don't like about the products," Davis said. "This creates a bit of a challenge in which products to bring in, but with established partnership, it'll help sell more of the brand overall instead of the specific product."

Frier suggests campus tech stores meet the students online. "Make sure you have options for purchasing items online," he said. "From the data I have seen on esports fans, they are very digital connected and that may cause them to not venture to the campus store to purchase stuff."

The connection to these customers goes beyond a single sale. Davis says, "The store selling products to gamers is one thing, but it is a more powerful message if the store is supporting the organization by having products readily available. The added bonus is if the store sponsors an event in their space. Tournaments, social gatherings, and educational sessions are all examples of events that can be hosted in a store space to gain foot traffic and brand awareness."

Campus tech stores can also serve as a bridge between the student customer and the game developers and vendors. "The game developers are critical partners. They own the game, set the rules, and govern their leagues. Hardware companies can be strong supporters and sponsors. They want to sell their products to college students and so they are interested in getting their name and brand on to college campuses," said Deppe.

Jarrett Fleming, assistant athletic director for athletics and recreation at Maryville University recommends tech stores consider sponsorship of esports

teams. "It would be beneficial for a technology store to play a role in terms of sponsorship. The on-campus store can have [vendors] in the store, this will give the companies access to the students and then the on campus store may be able to sell some of the equipment. There are limitless possibilities when it comes to esports sponsorships."

Despite the fast-paced growth of esports, "there remains a large knowledge gap and, in some cases, bias that esports players are not 'real athletes,'" said Gerlinger. "The biggest challenge in this space will be the integration of esports into the general college athletics community. Currently, the majority of esports teams are managed by student life or campus IT departments, but with the growing popularity of collegiate esports, there will have to be some crossover with traditional athletics, if only because athletic departments have been tasked with maintaining the academic and physical well-being of their athletes for many years and are best suited to promote the rise of esports onto a national stage." ■

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REFLECTING ON THE PAST, LOOKING TOWARD THE FUTURE



As I look back over 50 years of NACAS, I see a common thread that can be pulled through the timeline of our industry: ever evolving! As an industry, we've had to face many changes and challenges throughout the years. Between the ever-changing nature of student demographics, involvement in social movements, the student debt crisis, and the recession, our priorities have had to grow and change as society grew and changed in turn.

In 1969 when the association was founded, many auxiliaries were self-operated. For decades, institutions were required to stock and staff their own campus services. In the 90s, things started to change. We began to see the outsourcing of services to private companies, such as bookstores, food services, facilities, housing, and custodial, giving students more options and campuses additional revenue streams for building projects, student programs, and the like. Today, we fuse it all together: self-op, outsourcing, and working closely with other areas of campus. We partner with other industries, bringing our students things like airports, hotels, golf courses, and childcare.

What does the future hold? This is a question NACAS hopes to answer at our **C3X 2018 Annual Conference and Expo in Orlando**,

October 14-17. In the coming years, we expect for the role of partnerships to not only deepen, but to become infused in our models. Auxiliaries must become an integral part of the "24-hour campus experience," meeting the students anytime, anywhere.

NACAS was (and continues to be) the go-to association for auxiliary services professionals to make new connections and discover business solutions. 50 years ago, we didn't have LinkedIn or Facebook. There was no technology that made it easy to network with other industry professionals. You couldn't log into your computer to take a webinar and expand your professional development. The NACAS annual conference served as a one-stop shop where members could find the perfect partnerships and get the latest information on industry trends and ideas.

Today, NACAS has to stay on the cutting edge in order to compete with other organizations and social networks that offer similar benefits. Our promise to you, our members, is to continue to be the community-of-choice for strategic leaders who advance campus environments to improve the quality of life for students. Now you don't have to wait for the annual conference to find the solutions or resources you need to move forward. Everything, from on-demand professional development to the newly launched NACAS Marketplace, is available 7 days a week, 24 hours a day to meet you where you are—so you can meet the students where they are.

I look forward to seeing everyone at this year's C3X, where you can see this all come to life and we can begin our next 50 years together! ■

Kelsey

Kelsey Harmon Finn
Chief Executive Officer,
NACAS

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