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College Services

The Magazine Connecting College Auxiliary Services Professionals



**Passion
& Vision
Drives Leader
Brian Keith Chapman
prepares for
transformational
year ahead as
NACAS President**

**NACAS 43rd Annual
Conference Review**

**Exploring Bookstore
Trends on Campus**

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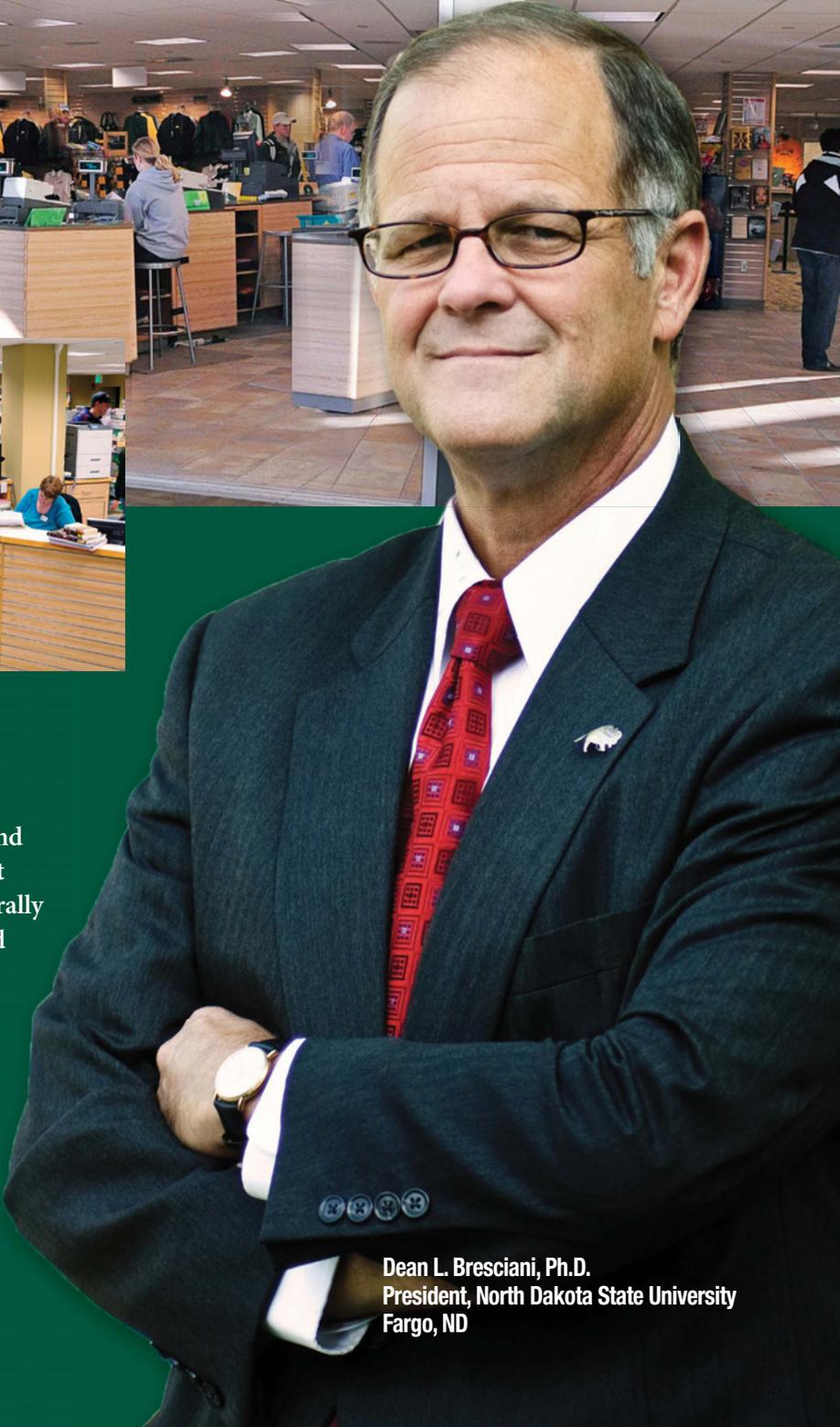
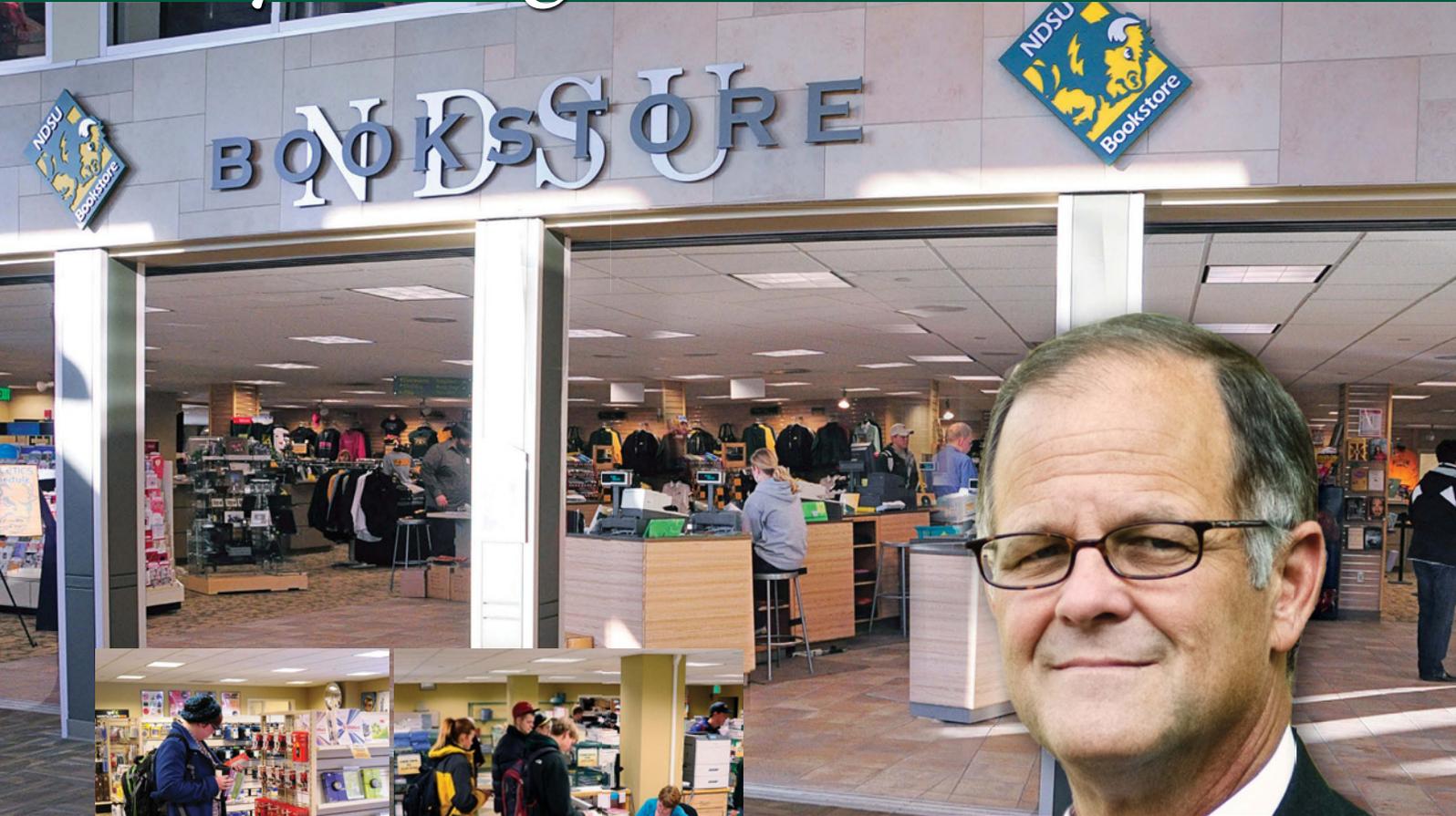
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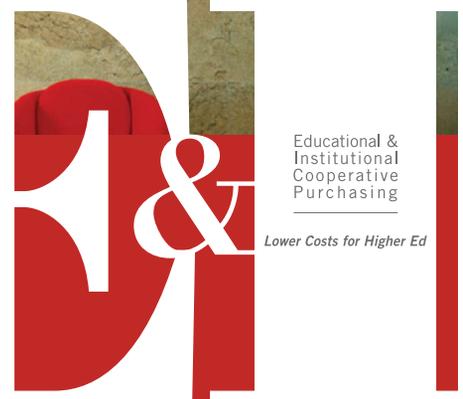


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Brighten the Corners of Higher Ed

It is hard to believe that the 43rd Annual Conference has come and gone. I hope you used the opportunity to Explore, Discover, and Connect with NACAS. Join me in thanking Eddie Mills, Peggy Howse and their fine team for their excellent work. The NACAS Annual Conference is always chock full of educational opportunities, networking time and fun, and the Orlando conference excelled on all counts.

One of my favorite books, *Brighten the Corner Where You Are* by Fred Chappell, tells a quirky little story about a school teacher in western North Carolina. This school teacher touched so many lives, both on and off-campus. He was involved in numerous activities and did not fully realize the impact he had on those around him. I believe Auxiliary Services Professionals are the same way. We touch so many lives through the comprehensive services we provide. We always try to leave things better than we found them. NACAS professionals brighten the corners of higher education.

In today's economy, studies show that independent reviews hold more sway with consumers than advertising. Over the course of this next year, I would like to ask every member to bring a non-member/colleague into NACAS. Make a call or write an e-mail to a non-member and invite them to join. Perhaps a neighboring institution, a peer institution or your alma mater is not a member. Extend the hand of NACAS friendship and ensure they are aware of all NACAS has to offer. Also, advertise NACAS on your web and Facebook pages. Include the NACAS logo in your e-mail signature. We all find value in our NACAS membership. Let's share the wealth!

The strength of this association remains the dedication and hard work of its volunteer members. NACAS accomplishes so much because we continue to attract and keep some of the brightest minds and hardest workers in higher education. This next year promises to be one of the busiest and most critical years in our association's history. We will succeed because of our members. Let's revisit some accomplishments and look at what lies ahead.

A host of dedicated volunteers led by Patty Eldred and Dr. Jeff Pittman have developed and implemented

our Certified Auxiliary Services Professional program. The CASP program sets the standard for Auxiliary Services Professionals by assuring a comprehensive base of knowledge, skills and abilities. CASP provides our profession a level of credibility and respect that is well-earned. We welcomed our first CASP candidates in Orlando. I encourage you to join the ranks and become a CASP!

Thanks to the wise leadership of Marti Gray and a hardworking Board of Directors, our NACAS Education Foundation continues to flourish. The Foundation just completed the most successful year in its history. Join me in thanking the many Business Partners and individuals whose contributions made the year so great. I encourage you to join me in contributing to our Tomorrow Fund. With these funds, our Foundation will endow our CASP program, establish more scholarships, and continue to provide free or low-cost professional development programs for our members.

After 10 great years of service, NACAS CEO Dr. Bob Hassmiller is retiring. Through his wise fiscal stewardship, education program support and strategic planning, he gave the association new direction and vigor. Kim Berry is leading the Search Committee to find his replacement. The new CEO, only the fourth in our 43-year history, will inherit an exciting, progressive association thanks in part to Dr. Bob's leadership and work with our dynamic leaders. We hope to introduce our new CEO at the 2012 Annual Conference in Atlanta, so stay tuned for updates.

This past year, Dr. Ron Martel led a group who reviewed our committee structure. Along with repurposing our Strategic Planning and Constitution and By-Laws Committees, the decision was made to combine our Membership and Communications Services committees with our Marketing and Technology task forces. The intent of this new super committee is to better coordinate our resources for member recruitment and service.

Inclusive Excellence is an initiative started in 2010 and led by Jean Kwaterski, Sylvia Wilson and Rita LaRue Gollotti. The goal of Inclusive Excellence, as the name implies, is to ensure our association excels in being



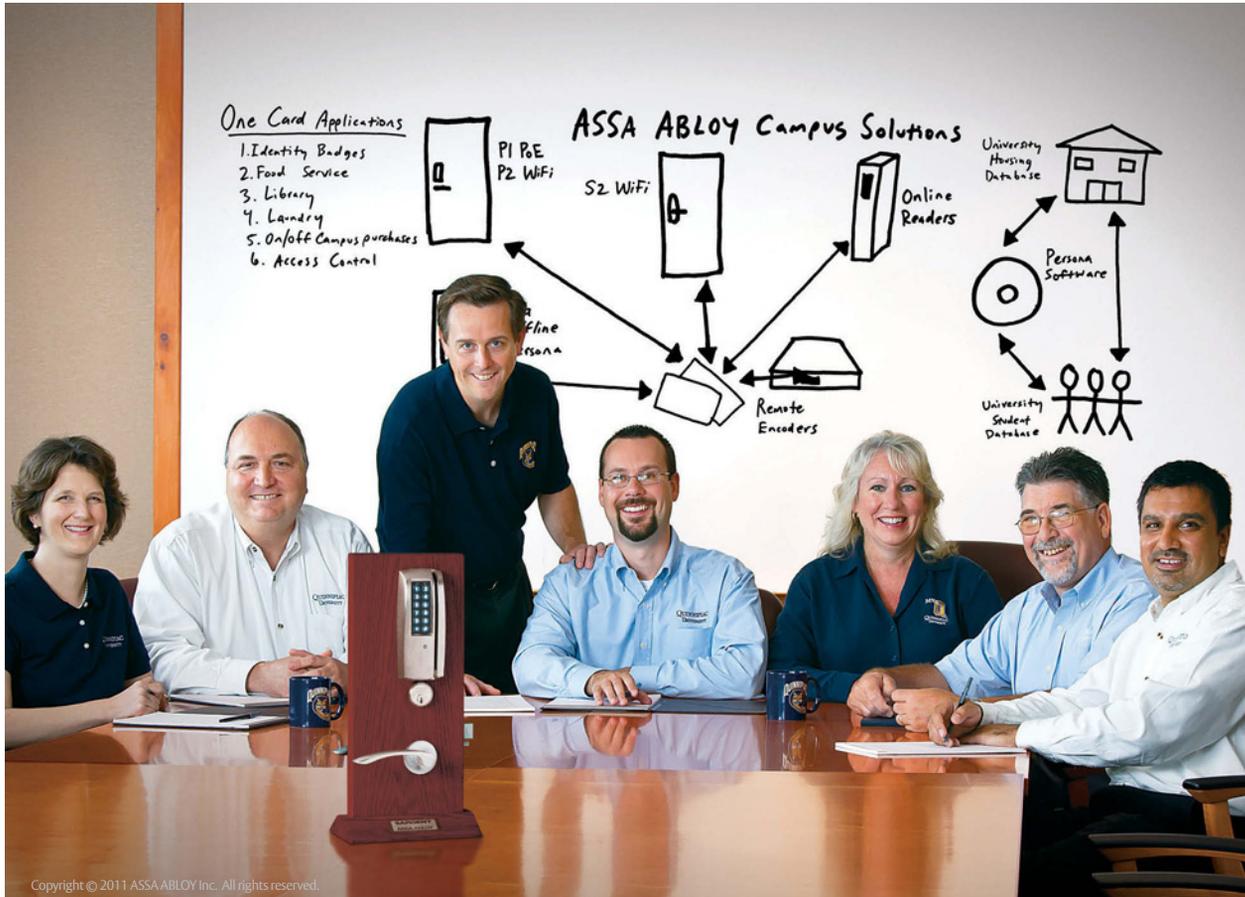
Brian Keith Chapman
NACAS President

NACAS accomplishes so much because we continue to attract and keep some of the brightest minds and hardest workers in higher education.

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NACAS is committed to enhancing the profession of auxiliary and campus support services in higher education. The Association strives to create a better higher education environment by providing timely information, new knowledge and networking opportunities for its members.

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inclusive of all professionals. Building on the efforts of our first President, Dr. Wright Lassiter, we must always find new ways to continue to improve. Look for more Inclusive Excellence materials in the coming year.

Finally, I would like to thank you—the members—for your confidence and support. As President, I pledge to continue to offer my very best to promote our fine association. I want to thank the administration and my staff at Georgia Perimeter College for their support as I pursue this NACAS passion. Thank you to my NACAS mentors and cheerleaders Jerry, Charlie, Frank, Vickie, Eddie, Bill and Bob to name but a few. And to my beautiful wife, Robin, and my great family, thank you for the encouragement and support—I love you.

I encourage you to continue to brighten the corner where you are on a daily basis. Please stay in touch.

Keith

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PASSION & VISION DRIVES LEADER

Brian Keith Chapman prepares for transformational year ahead as NACAS President

The incoming NACAS President, Brian Keith Chapman, views the upcoming year as one of the busiest in recent memory for the Association. Along with replacing the retiring NACAS Chief Executive Officer, Dr. Bob Hassmiller, Chapman will oversee the continuing testing and certification process for the Certified Auxiliary Services Professional (CASP) program, a major fundraising initiative from the Education Foundation, a concerted endeavor in Inclusive Excellence, and a significant committee structure overhaul.

“Now more than ever, it is also essential that we embrace cultural, economic and technological diversity. Our nation and the face of higher education is changing.”

Although it will be an eventful year ahead, Chapman, Director of College Services at Georgia Perimeter College, believes his collaborative leadership style and multitasking abilities will help make him the right person in the right place at the right time.

“My vision for our Association continues to make NACAS the Association of choice for auxiliary professionals,” Chapman says. “My goals for the coming year are three-fold: First, I want to assure we find the absolute best replacement for NACAS CEO, Dr. Bob Hassmiller. He leaves some big shoes to fill—both figuratively and literally. With Kim Berry and the CEO Search Committee in place, I feel certain that we will.”

Chapman’s second goal is to actively and successfully promote the CASP Certification program. He believes that CASP is the auxiliary profession’s opportunity to set a standard for the industry and gain more credibility in the higher education marketplace.

In addition to these areas of focus, Chapman’s final priority for his presidential term is to develop a grassroots effort in membership. NACAS has witnessed a net decrease in membership for the past several years.

“Although the economy continues to struggle, I believe the value of NACAS makes us a great investment,” he says. To accomplish this, Chapman will challenge every member to join the movement and participate in a few simple practices to promote NACAS. His plan includes asking members to invite a non-member to join, advertise NACAS on their website and Facebook pages, and include the NACAS logo on their e-mails.

“Studies show that independent reviews hold more sway with consumers than advertising in today’s economy. For that reason, we need to market small—on an individual basis and by word of mouth in order to grow,” he says.

He also encourages every member to support the Education Foundation.

“The Education Foundation’s support has helped the CASP program, the Institute for Managers and the Senior Leadership Forum—just to name three—succeed.”

Chapman recalls his own NACAS involvement that began 14 years ago at a NACAS South regional meeting in Memphis and led to his current position as President.

“Right away I was impressed by the quality of the programming and the camaraderie of attendees,” he says. Before long, he was serving on the National Professional Development Committee with Patty Eldred. From that committee role, Chapman moved to a NACAS South Board position as Treasurer and then continued up through the ranks. His major accomplishment as NACAS South President was changing the at-large board positions from geographically chosen to duty based.

“We assigned the at-large positions specific duties in membership, communications and professional development, and discontinued the practice of choosing them from different geographic districts within our region,” he says.

Keith Chapman with his family (l-r): David, Liz, Robin and Sarah.



As Past President, he hosted the Savannah conference for NACAS South. From there it was on to Sothern Region Representative to the National Board, then nomination for the Vice President role.

“NACAS service has been a very rewarding second career,” he says. “I always get more than I give.”

BUILDING RELATIONSHIPS

Born in the beautiful Blue Ridge Mountains of western North Carolina, Chapman has never strayed far from them.

“I have a real connection to the things and people I love,” he says. “For instance, my best friend from first grade is still my best friend today.”

This devotion to relationships and care for others has helped Keith succeed in his endeavors.

Chapman grew up in Waynesville, NC, the oldest son of two factory workers. His younger brother still lives in Waynesville.

“We didn’t have much, but we did have family and love,” he recalls. “I was fortunate that the smallness of my hometown

allowed me to have relationships with my entire extended family.”

Chapman has worked since he was big enough to push a lawnmower and says one of his favorite jobs was assisting a candy/sundry merchant run his route to all the country grocery stores.

“I stocked shelves with candy, ate a lot of it too, and rode many country roads through the beautiful mountains,” he recalls. He also worked as a grocery store clerk, a restaurant dishwasher and a sous chef.

Chapman was the first in his family to graduate with a bachelor’s degree. He attended Berea College, a school that requires all students to work to offset tuition. His first work assignment from Berea was in the food services. Except for one year as a head resident, he worked in food services for the next 15 years.

Over those years, Chapman worked for three of the leading food service contract firms. He served as the Food Service Director at Martin College, Oxford College of Emory University, Oglethorpe University, Gordon College and DeKalb



Keith Chapman and Manoj Barot, CampusCafe owner, discuss the importance of merchandising in the GPC Clarkston campus dining service.



The GPC College Services Team (l-r): Jim Barnaby, Associate Director Logistical Services; Barbara Lindsay, Associate Director Printing Services; James Strickland, Records Center Manager; Sybil Davis, Administrative Assistant; Craig Lipsey, Associate Director JCard Services; Barbara Brooks, Associate Director Auxiliary Services.



Keith Chapman presents GPC President Dr. Anthony Tricoli a reusable mug as a part of GPC's sustainability initiative.

College (now Georgia Perimeter College). At Oxford, Oglethorpe and Gordon, his task was to open the account for the new contract company. This included establishing service standards, building client and student relations, and community outreach.

He was sent to DeKalb College to save a troubled account. Although he was not able to save the account, he succeeded in securing a position as the Assistant Director of Auxiliary Services, a position he held for 10 years. While in the assistant's role, he received his master's degree in human resource development from Georgia State University. He saw the school change its name to Georgia Perimeter College (GPC) and enrollment grow from 13,000 to 19,000 during that time (current enrollment is more than 26,000). When the Director of College Services, Jerry Turner, took a Vice President's position at Gordon College, Chapman was promoted to the Director's role at GPC, which he has held for eight years now.

HOLDING THE REINS AT GPC

Georgia Perimeter College has five locations in metro Atlanta (Alpharetta, Clarkston, Decatur, Dunwoody and Newton) and is the third-largest University System of Georgia (USG) institution. Georgia Perimeter is the largest associate degree-granting college in Georgia.

The college was founded by the citizens of DeKalb County and the DeKalb Board of Education in 1964. GPC takes

in more undergraduate students each fall semester, accepts more transfer students and sends more students on to other institutions than any other USG institution, accounting for more than one-third of all transfer students. International students account for 15 percent of the total student population and represent 157 countries. Chapman oversees operations at all locations.

During his tenure as Director of College Services, GPC has built two brand new college store and food service facilities. One other college store and food facility was remodeled and there are plans to renovate another facility. Another accomplishment has been the re-engineering of the institution's purchasing process. Purchasing at GPC went from 1980s processes to cutting-edge procurement. Also under Chapman's tenure, the student record processing program has been developed. The majority of student applicant documents are now processed in three days or less.

At Georgia Perimeter College, the Director of College Services responsibilities include Auxiliary Services, which is comprised of contracted college stores, food services, vending, and self-operated student print and copy. Chapman is also responsible for the following departments:

Campus Card—JCard, which includes a 1,500 point alarm and access control component as well as the traditional debit and ID production services.

Printing Services—includes fine printing, quick copy and administrative copying.

Logistical Services—includes purchasing, risk management, central receiving, courier services, surplus, asset and inventory management.

Records Management—includes student records processing and the college archive.

TEAMWORK & CHALLENGES

Serving five campuses and 26,000 students keeps things interesting. The College Services budget is in excess of \$16 million.

"The challenges we face at GPC are similar to most every institution of higher education," Chapman says. "We continue to face shrinking resources, a staggering economy, rapidly changing consumer preferences, and evolving technology. Couple those factors with record enrollment, and life becomes one big opportunity."

Chapman and his management team embraces these challenges. He names Barbara Brooks, Craig Lipsey, Jim Barnaby, Barbara Lindsay, Sybil Davis and James Strickland as his GPC "A Team."

"First of all, you must understand that I hire well," Chapman says. "There is no way that I could do all there is to do here, and serve NACAS, without the stellar support of my team."

"They take care of business and make us all look good," he says. "Success is a team effort here. I am also fortunate to have the full support of GPC's administration."

Being an all-commuter school, Georgia Perimeter College relies heavily on college store income, Chapman says. This means a reliance on textbook sales.

“Several challenges lay ahead. The college textbook market is in transition. Commuter schools like ours will have to find funding sources to replace a percentage of textbook sales. While the traditional textbook may be in decline, I don’t see it or the college store disappearing any time soon. The college store will have to work harder to remain abreast of technology and will need to find the right mix of products and services to offer.”

In general, Chapman says, auxiliary services operators must remain flexible and be willing to change hours, service styles, and product mix as student needs change.

“We will continue to see shrinking government resources for our students, so we must maximize the value we offer,” he says. “Now more than ever, it is also essential that we embrace cultural, economic and technological diversity. Our nation and the face of higher education is changing. Technology continues to evolve faster than an old guy like me can keep up with. We need young, fresh talent to keep us relevant. We need to stay ahead of the curve.”

FAMILY FIRST

While GPC and NACAS are extremely important to Chapman, family comes first. He has been married to his wife, Robin, for 25 years, and they have three wonderful children: David, Sarah and Elizabeth.

Mrs. Chapman holds a Master’s of Science in nursing and works as a Nurse Practitioner for Emory University, specializing in blood disorders. David graduated from Georgia State University with a degree in exercise physiology and is back in school pursuing his next degree. Sarah just graduated from Kennesaw State University with her bachelor’s degree in nursing and works for an Atlanta-area hospital. Elizabeth is a sophomore at Kennesaw State University and is eyeing a degree in the health field as well.

Surrounded by so many medical degrees, “I often find myself wondering what they are talking about when we get together,” Chapman says with a smile. “I have been blessed with a wonderful family and good health to enjoy it all.”

The kids are all living on their own now, so the couple is transitioning to the next phase of their lives. Chapman has been an avid golfer his whole life. Mrs. Chapman has also taken up the game, so they spend some time golfing every week.

“Robin’s game is improving, while mine seems to regress,” he says. The couple also enjoys traveling together. Their future sees more golf, more travel and more NACAS, Chapman says. Once his year as President ends, Chapman cannot imagine life without NACAS.

“I will always be involved in this association in some way,” he adds. “There are too many opportunities and too many good people to just walk away.”



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EXPLORING THE PATH OF BOOKSTORE TRENDS

A look at the textbook landscape on five college campuses

By James McDermott, Peter North, Gary Meszaros, Jean Ann Caywood and Linda Danzell

The NACAS Professional Development Committee has heard from its members that one of its most important issues is keeping up with trends in bookstore products, services, technology and marketing (see article in fall edition of *College Services*, pg. 39). As we discussed this among ourselves, we realized that, just as the current ways of marketing and providing services differ among higher education institutions, the trends will also depend on the size of the school, whether the school has residential facilities, the amount of technology support available, the number of students with high (or low) financial literacy, and other factors. To illustrate this, we have included a few institutions in this article with vastly different characteristics, indicating how their bookstores have met the challenges of a quickly changing environment.



SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

JAMES MCDERMOTT, CPA, BUSINESS MANAGER

Southern Illinois University Edwardsville (SIUE), in Edwardsville, IL, was established in 1957 as a commuter school. One of the goals was to make a college education affordable. The founders established a rental program for textbooks to help achieve this goal. Currently about 11,000 students participate in this program. The majority of our students are eligible for some type of financial aid, and the rental fee is reflected in the cost of education at our institution.



About 11,000 students participate in the textbook rental program at Southern Illinois University Edwardsville Bookstore.

SIUE is what is known as a “traditional rental campus” in that we rent the majority of books assigned to our undergraduate students at a flat fee, and we have operated this way since 1957. Our rental operation was in place long before the recent spotlight on rental created a massive rush to offer rentals. The current rental rate is \$166.50 per semester for all the books assigned by the professors. The rental program is located in another building and is a separate entity from the bookstore. We base the rental fee on a per-hour basis. That is, each hour of class costs \$11.10 or \$33.30 per three-hour class. For example, students with 15 hours of classes would pay \$166.50 per semester. The faculty can assign one book or 15 books, and the student would get them all for the above fees. The only time additional books would be needed is if a workbook is assigned or a throwaway-type book is used, which can be purchased at a nominal cost.

The rental program works very similar to a library. The students come into the rental area and select the books they need for their classes. The shelves are organized like you would find in any bookstore—by class and section. Once a student finds the necessary books, they go to a checkout counter and get a receipt for the book. This is really a rental agreement whereby a student agrees to pay for the books if they do not return them. The books are due back by 5 p.m. on the Saturday of graduation. If the books are

not returned by this time, they must pay an amount equal to the highest price we have paid for the book. We also ask the students to reshelve the books they return. This has enabled us to minimize labor cost and pass this savings on to the students.

The bookstore is a completely different entity and is really a retail-type store that carries books as part of the inventory. Our primary merchandise is soft goods such as shirts, backpacks and related SIUE merchandise. We also have Apple computers and accessories.

The books that we carry are for graduate classes, optional paperback books and trade books. We do carry a selection of all faculty publications. Pricing is as follows:

Trade books – suggested retail

Textbooks – 20 percent above cost

Optional paperbacks for classes – 20 percent above cost

Faculty publications – suggested retail

The dynamics of the bookstore have changed significantly since last year. Last fiscal year, our textbook sales were 37 percent of sales compared to 33 percent this year. Computer sales last year were 24 percent versus 32 percent this year. This is notable since our gross margin on books is 20 percent and only 8 percent for computers.

GETTYSBURG COLLEGE

PETER NORTH, DIRECTOR OF AUXILIARY SERVICES

Founded in 1832, Gettysburg College is a highly selective, national, four-year residential college of liberal arts and sciences. With a student body of approximately 2,600, it is located on a 200-acre campus adjacent to the Gettysburg National Military Park in Gettysburg, PA.

The Gettysburg College Bookstore is self-operated and is located near the entrance to the College Union Building. It is adjacent to the campus ballroom, which hosts numerous events, a popular student lounge, which is supported by a coffee shop, and the student mailboxes. The location is ideal, as foot traffic remains strong

for both internal constituents and visitors to campus.

Being a small residential school, there are some cultural issues that we have to account for. There is an expectation that we will fill each title adopted in the amount requested. We find ourselves having to defend purchasing any amount less than what has been ordered. This is increasingly a challenge because up to 60 percent of our adopted titles are trade paperbacks rather than textbooks, which are more easily sourced outside our store via an e-reader or online provider. Obtaining inventory of these adopted trade books beyond what



At the Gettysburg College Bookstore, textbook reservations and a customer loyalty program is used to combat competition from online retailers.

we expect to sell ties up inventory dollars and sets the stage for lost sales of these items and other merchandise we are unable to carry.

Being a private school does not mean our students and their families are not keenly aware of the cost of course materials. At Gettysburg, like most schools, we have noticed a decline in textbook sales for a number of reasons: An increased use of library reserve materials, more course materials being posted on faculty course management websites, textbook sharing, purchases from outside sources (including peer-to-peer on campus), rental, and students simply not purchasing the materials.

Textbooks and course materials for the previous four fiscal years have accounted on average for 52.75 percent of the store's overall sales but account for an increasingly smaller portion of the store's net income. This is the new reality. Like most schools, we realize that online retailers—including peer-to-peer opportunities—are increasingly attracting the interest of our students. These alternative sources mean it's hard to compete on price, so we need to capitalize on the strategic advantages we possess: proximity to our customers (location), direct contact with students, well-defined relationships with faculty, and the ability to deliver superior customer service.

Our first strategy to combat online retailers was the introduction of a robust textbook reservation system. Students can reserve their course materials online for pick up when they arrived on campus and are also entitled to a discount. While the discount does erode our margin on textbooks, it means that our pricing is comparable to most online sources.

Online course registration paired with online textbook ordering has helped retain some student textbook business. Students are assured they will receive the correct textbooks by the first day of

classes and know they can easily be returned for dropped classes. Our textbook reservation program remains strong with almost half of our students continuing to use the service.

We also created a customer loyalty program. This allows students to accumulate credits for discounts on future purchases on every dollar they spend, so the more they buy, the more they save. Wanting to build on the philosophy of utilizing strategic advantages, we looked for creative ways to make being a loyal customer pay off for the store and the student. For example, students enrolled in our customer rewards program are given additional incentives at buyback.

Being a small store, we do not always have the resources to continually introduce new programs, especially those that are labor intensive. So when textbook rental became the popular choice for students, we chose to partner with Chegg. For the current semester, we offered our own in-store rental program through Nebraska Book Company (NBC). NBC has designed a program that is easy to use. As a Nebraska customer using their PRISM system, the rental program is fully integrated. We believed Chegg was a recognizable brand for our students, which was evident by the increasing number of orange boxes showing up on campus at the start of each semester. We will continue to evaluate both partnerships and may eventually decide on one program depending on what works best for the school and our students.

At Gettysburg College, we have met with the instructional technologists to get a sense of what they may be promoting on campus and what faculty may be discussing with them. We have discovered that there is no institutional initiative to adopt a common technology. Our IT department is fielding a variety of requests from faculty. This seems to mirror what a lot of schools are experiencing and the sentiment within the industry.

WESTERN KENTUCKY UNIVERSITY

GARY MESZAROS, ASSISTANT VICE PRESIDENT, AUXILIARY SERVICES

For 87 years, the self-operated retail bookstore serving the Western Kentucky University campus community in Bowling Green, KY, was known by a wide variety of names. In 2010, that bookstore formally became The WKU Store. The new identity was established to more accurately reflect the mission of the store:

As an institutional partner of WKU, The WKU Store will implement mechanisms focusing on the recruitment, retention and graduation of the WKU student. The WKU Store will participate to improve the commonwealth of Bowling Green, KY, through community activities, charity functions and involvement in secondary education throughout the state.

This name was chosen because it is more inclusive than any of the previous names used, and it resonates with the various constituencies that are served by The WKU Store.

SERVICES

One of the strongest areas of growth in The WKU Store is that of online sales. A recently revamped online store has proven to be very popular with customers, as revenues have increased 16.5 percent over the previous fiscal year.

Although it proudly displays official WKU apparel, The WKU Store has stepped outside the typical product boundaries set by the collegiate industry by bringing in a selection of non-insignia merchandise.



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The textbook reservation program also boasts a strong student following, through which almost 14,000 reservation boxes are pulled, boxed and billed to the students' WKU account in a one-year period. Students pick up their textbook reservation box prior to the start of classes at any one of the five possible pick-up locations.

Textbook rentals are a fairly new option for students at The WKU Store. What began as a textbook rental partnership with online rental provider eFollet, has developed into an in-house textbook rental program that serves approximately 1 percent of WKU's 20,100 students and is partially funded by WKU and The WKU Store.

The WKU Store has met the need of providing its constituents with easy access to the product they want and need to purchase by opening three satellite locations in surrounding communities and four retail stores at athletic venues. In spring 2012, an off-campus retail location

in a high-traffic area will be opened, providing licensed WKU apparel and gift merchandise.

PRODUCT

The WKU Store has stepped outside the typical product boundaries set by the collegiate industry by bringing in a selection of non-insignia merchandise to appeal to the more "non-collegiate" shoppers on campus. Fair Trade merchandise and gifty, fun items are among the most popular with WKU students. Some of the most popular non-licensed merchandise includes Sanuk, Rainbow Sandals, Earth Diva, Vera Bradley, Magic the Gathering, Skullcandy and Columbia. The buyers for these departments have seen the increased demand for non-licensed merchandise and have had much success in finding this product at more non-traditional buying shows, such as the Atlanta Mart, in Atlanta, GA.

CAMPUS COMMITMENT

In an effort to gain HEOA compliance regarding textbook information, The WKU

Store worked with the Provost to draft a new textbook adoption policy. The goal of this policy was two-fold: 1) to obtain textbook orders from faculty early enough to publically post this information online prior to class registration; 2) to increase the amount of used textbooks available for students. As The WKU Store continues to educate the faculty about the importance of submitting early textbook orders, we hope to continue to see an increase in on-time orders each semester.

The WKU Store also plays an active role in the campus-wide effort of student retention, graduation and successful career opportunities. Collaborating with other campus organizations, The WKU Store contributes to several academic scholarships and partners with campus departments to promote student involvement. As a community partner, The WKU Store understands the responsibility of contributing to local organizations and proudly supports March of Dimes, American Cancer Society, Big Brothers/Big Sisters and Toys for Tots.



Students, employees, and alumni can purchase a wide variety of "Tiger Spirit" apparel at the SSU Bookstore.

SAVANNAH STATE UNIVERSITY

**JEAN ANN CAYWOOD,
DIRECTOR OF AUXILIARY SERVICES**

Founded in 1890, Savannah State University, in Savannah, GA, is the first public HBCU (Historically Black College/University) in the state of Georgia. Recently, our enrollment has grown steadily—from approximately 3,000 in 2007 to 4,500 in 2011. Our resident population during that same time grew from 1,700 to 2,400. However, the bookstore space has grown only slightly, which presents a logistical challenge during registration and buyback.

The University contracts operations at the SSU Bookstore to Validis Resources (a division of Nebraska Book Company). In addition to the textbooks, they sell a wide variety of apparel and gift items. Four years ago, the Kroger grocery store that was located directly across from campus closed, and there were no other stores within walking distance offering general convenience items. Auxiliary Services surveyed residence students to determine the top 10 items they usually purchased at Kroger, and we used this list to create the convenience section of the bookstore. These items fly off the shelf, especially at the beginning of the semester when financial aid can be used for purchases.

When we decided to build a new student center with a convenience store, we contacted Validis to see if they would manage it for us. Our challenge with this operation is that the student center was built with tax-exempt bonds, so we must operate with a management fee

arrangement instead of the commission-based arrangement we have at the bookstore. We elected to add an amendment to our agreement for the new c-store arrangement but will be on a management-fee basis for both stores when we bid out this service in 2014.

Between 90 to 95 percent of our students are on financial aid and have expressed legitimate concerns about the cost of textbooks. We discussed offering textbook rental for our students in 2010 when Validis was offering this service to their other clients. However, many of our students have a low degree of financial literacy and come from homes in which finances were not discussed. We feared that too many of them would not understand how the program works and would either miss the deadline for returning the books or would not remember to keep an available balance on the credit card used for the rental agreement, which would drive customer dissatisfaction. Validis understood this issue and offered us a "guaranteed buyback" program that sets the buyback amount at 50 percent for many frequently used textbooks, regardless of whether they have been adopted for the next semester. We believe this program will be a much better match for our students.

We offer purchase and reservation of textbooks online. About 5 percent of our students take advantage of these options. Purchases cannot be made with financial aid, so most of these students reserve their books and finalize the transaction when they come onto campus.

Our biggest challenges outside of providing textbooks to our students at prices they can afford, comes from the faculty. Problems include getting adoptions in a timely manner, faculty hired at the beginning of the semester who change the book that has already been adopted for their class, separate conversations taking place between faculty and publishers (especially about customized books), and faculty advising students to purchase books online. We have initiated conversations with our new interim Vice President of Academic Affairs, who has been willing to assist us with these issues.

BRISTOL COMMUNITY COLLEGE

LINDA DANZELL, ASSOCIATE VICE PRESIDENT OF ADMINISTRATION

Bristol Community College is one of the 15 public community colleges in Massachusetts. Our enrollment has increased slightly for the past several years, following substantial growth during the previous decade. In addition to our flagship campus in Fall River, we have permanent bookstore space at two satellite campuses: New Bedford and Attleboro.

Bookstore services have been provided by a contracted vendor since the college was founded in 1965. Follett has been our partner now for more than five years. We have worked together to implement new initiatives, such as the Higher Education Opportunity Act (HEOA), processing financial aid book advances via our campus card, and providing students with the ability to order textbooks online through eFollett using book advance funds or Bristol Buck\$. Given the increased reliance on technology, we have benefited greatly from the strong support provided by our ITS department.

Our text rental program has grown substantially. Rental sales were \$80,000 when the program began a year ago and have

doubled to \$160,000 for the same time period this year. Overall sales and number of units sold are also up again this year, continuing a trend that has been in effect for six years. Bookstore staff report that students are coming to the bookstore because they want to rent books and once they realize their other textbooks are available, end up purchasing them while they are in the store. The rental program seems to have boosted new and used book sales. Approximately 59 percent of our students receive financial aid. The financial aid book advance program was made available to summer students for the first time this year, which also may have contributed to the increase in sales revenue.

There has been growth in eFollett online orders, with an increase of 55 percent this year compared to last year. At approximately 1 percent of overall sales, there is still much more room for growth, but the trend is clear. We are working on a solution for students who place online orders to be able to pick up their books without having to wait in the same line as students who have not reserved their books. The store's close proximity to the Enrollment Center is generally a positive situation; however, lines for their services, as well as bookstore services, occupy the same small hallway making it difficult to accommodate yet another line. Setting up a separate location for pick-up of online orders is



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problematic due to many reasons, including staffing constraints, security, access to inventory, etc. The bookstore manager is experimenting with a new counter configuration as a possible solution.

While floor space is not adequate to sell computers in the bookstore, hardware and software may be purchased online for discounted prices. Computers and other technology-related items are increasingly popular with our students.

Last year, we entered into a public/private partnership with The Princeton Review (who subsequently transferred the business segment to Higher Education Partners) to offer an eHealth program that is comprised of online and on-site courses. In keeping with the eHealth emphasis on technology, faculty members are considering utilizing eBooks for their courses in the future.

The textbook industry continues its rapid evolution. New federal and state legislative initiatives, advances in digital technology, and faculty's expanding use of instant information available on the web ensures that the college store industry will certainly not be business as usual. But what will it be? We all read what seem to be countless articles about HEOA, digital delivery, open source and competition for powerhouse mainstream retailers such as Amazon. Most recently, Amazon has announced a new venture that allows students to rent e-books on the Kindle or other devices utilizing the Kindle app, claiming an 80 percent savings over purchasing from the college bookstore. A New York Times article dated July 18, 2011, argues that "buying used textbooks, still cheaper than renting." Meanwhile, a Publishers Weekly (PW), the same day had an article titled, "Amazon Kindle Textbooks Will Ruin College Bookstores & Help Students."

No one really knows where all of this is going to land. What we can come to agreement on is that students are favorably reacting to any technology, initiative or company that can reduce the cost of textbooks. Students' acceptance of the technology will only increase as digital textbook technology improves. The road ahead is certainly going to be a bumpy one. Our jobs will be to find ways to make the transition to where we are going a safe and financially beneficial one for our schools and our students. ☺

Tony Ellis, Chief Knowledge Officer of the National Association of College Stores (www.nacas.org), also contributed to this article.

Special thanks to Jean Ann Caywood for serving as the editor of this article.

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STARTING FROM SCRATCH

From no services to full service, unbridled growth defines Georgia Gwinnett College

By Mike Haun

Imagine you walk into the interview room and the interviewer asks about your experience with copier fleets, housing door access, dining services, copy and mail centers, campus bookstores, laundry services, vending, pay-for-print services, incorporating all of the above with the Campus One Card, auxiliary reserves, auxiliary revenue, and brand licensing. The conversation continues and you inquire about the current state of these operations and are told none of them currently exist. Or perhaps you find this out only after accepting the position. Either way, it is time to roll up your sleeves and join other talented visionaries at Georgia Gwinnett College.

GGC DEVELOPMENT & BACKGROUND

Before 2006, Gwinnett County was the largest county east of the Mississippi River not to host a four-year institution of higher learning. In August 2006, Georgia Gwinnett College (GGC), located in Lawrenceville, GA, opened its doors to 118 students. By fall 2011, GGC enrolled nearly 8,000 students, which represents about a 6,700 percent growth rate over five years.

GGC's vision and mission are as follows and Auxiliary Services seeks to uphold each of these idealistic cornerstones:

VISION

Georgia Gwinnett College will be a premier 21st century liberal arts college where learning will take place continuously in and beyond the confines of the traditional classroom. Its cornerstones will be innovative use of educational technology and a commitment to an integrated educational experience that develops the whole person. GGC will be a wellspring of educational innovation. It will be a dynamic learning community where faculty engagement in teaching and mentoring students will be the hallmark. It will be a driving force for change in student success. As such, it will be a model for innovative approaches to education, faculty engagement with students, and highly efficient student, facility, and administrative services.

MISSION

Georgia Gwinnett College provides access to targeted baccalaureate level degrees that meet the economic development needs of the growing and diverse population of the northeast Atlanta metropolitan region. It emphasizes the innovative use of technology and active-learning environments to provide its students enhanced learning experiences, practical opportunities to apply knowledge, increased scheduling flexibility, and a variety of course delivery options. Georgia Gwinnett's outstanding faculty and staff actively engage students in various learning environments, serve as mentors and advisors, and assist students through programs designed to enhance their academic, social, and personal development. GGC produces contributing citizens and future leaders for Georgia and the nation. Its graduates are inspired to contribute to the local, state, national and international communities and are prepared to anticipate and respond effectively to an uncertain and changing world.

As a fledgling institution, internal expectations were high and demands were higher. External expectations were a mixed bag, since there were many obstacles to overcome: no history, tradition nor infrastructure. To be competitive in today's higher education field, you have to be innovative and on the cutting edge of technology. However, a talented and driven group of staff and business partners were attracted to the opportunity to begin an Auxiliary program from scratch and have proven they were up to the challenge. In short, though there were many naysayers, they believed.

BRANDING AUXILIARY SERVICES

While students use our services every day, few realize that the same office responsible for evaluating food variety in the dining services also ensures paper jams are cleared in a timely manner in the copier fleet. Our extensive research concluded that the term "Auxiliary Services" was not a common dinner table expression among our current and future students, so we set about to create an awareness campaign. The campaign included logos and slogans. It is a constant challenge

to effectively communicate with students. Research indicates that the battle for students' attention and the oversaturation of external stimuli is so great that students rarely read signs any more. With this in mind, we focused on an image-laden logo and reduced the number of words while still effectively communicating the intended message.

Having a visual image representing each department tied into Auxiliary Services conveys a connectedness, which with the current exchange rate, is worth more than a thousand words.

The final component of the branding is the slogan, which had to encapsulate each individual service, the umbrella under which they reside, and their relation to the college as a whole. We felt that the slogan must answer the most fundamental question about Auxiliary departments: "Why does this department exist?" The answer, of course, is that each department, regardless of whether you are a guest, student, staff or faculty member, is "Here for You." Here for you—for your convenience, to support your journey toward your educational goals, to assist you in day-to-day duties, or simply to make your day more enjoyable.



DEVELOPMENT OF DINING

Starting from scratch with the dining services department did clearly have its advantages. Food trends change frequently over time with the advent of new innovations like fusion cuisine and trends such as low-carb diets. However, some movements in the epicurean department are picking up steam and look to have legitimate staying power. Many institutions are faced with costly renovations in efforts to keep up with the demands and expectations of today's students. Moreover some face a student backlash over changes that may remove offerings that were traditional staples. GGC benefitted in this case from having no historical basis for comparison or initial cause for complaint.

What started as one single solitary coffee shop/café, Sodexo has helped GGC Dining grow to now offer five retail venues (GGCity Café, Jazzman's Coffee, Quizno's, WOW Café and Wingery, and

GGC's partnership with Barnes & Noble has now moved into a 6,855-square-foot multi-level area in the heart of campus in the newly opened student center.





What started as one single solitary coffee shop/café, Sodexo has helped GGC Dining grow to now offer five retail venues, as well as this 18,129-square-foot dining hall, which opened in fall 2010.

the Marketplace, which provides traditional balanced, square meals) as well as an 18,129-square-foot dining hall, which opened in fall 2010. There have been upgrades in the short time that the retail offering have been in existence. Fall 2011 marked the opening of WOW, which replaced Pete's Arena. Pizza lovers needed not fret though; the versatile Marketplace filled this void by adding pizza by the slice. WOW's inclusion was a direct response to the growing needs of the student body. Providing a menu that is popular at lunch but also provides traditional late-night

food, such as burgers and wings, WOW came packaged with new amenities, including booth seating, flat screen TVs, and new decor. This addition completely redefined the retail dining area, turning it into a hip, cool place to hang out during evening hours. Coupled with planned programming, such as tie-ins with sporting events and live entertainment, the retail area is now a strong rival to the off-campus late-night scene.

The dining hall opened its doors with a wide range of trends geared toward

healthier lifestyles, such as trayless dining, meatless Mondays, and a station which provides solely vegan/vegetarian dishes.

The dining hall's biggest hit is the fall 2011 addition of the Mongolian Wok. Presentation cooking with a kick, the wok blends elements of fusion cooking by letting students mix, match and dabble with a wide variety of domestic and international rotating proteins, starches and veggies. These are then cooked on a giant millstone slab and topped with a variety of sauces to add a pleasant zing to the meal.

CLAW CARD

The Claw Card, GGC's Campus One Card, has quickly become the power behind many systems, activities and events on GGC's campus. Powered by Blackboard, it started as a simple ID card that held declining balances, such as bookstore voucher, meal plan and voluntary funds. The card now provides door access, is utilized by our pay-for-print system, and

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BOOKSTORE

GGC's partnership with Barnes & Noble initially operated out of a 2,500-square-foot location but has now moved into a 6,855-square-foot, multi-level area in the heart of campus in the newly opened student center. This move has allowed the bookstore to keep pace with the growing number of students and the increased class offerings. The implementation of textbook rentals, eBooks, and the bookstore taskforce (a roundtable collaboration between students, bookstore representatives and faculty) all help to lower textbook costs, a key focus in today's uncertain economic times.

COPY CENTER & MAIL SERVICES

The copy center arose as a cost-saving response to the amount of publications and other print jobs that would go to off-campus vendors. With no history or tradition, GGC has to rely largely on internally generated communications to reach prospective students. As GGC's student recruitment efforts have expanded from Gwinnett County to the surrounding region and beyond, the Copy Center (operated by Ikon, the same provider of the campus copier fleet) represents a cost-saving and revenue-generating solution.

WHY?

The challenges of building a new college brought many opportunities. Without existing systems, Auxiliary Services was free to make strategic decisions, and even experiment, with innovative ways to reach its service goals. In fact, the culture at GGC allows the department to make alterations if something doesn't work well, enabling us to adapt to the college's changing needs as it continues to grow and develop as an institutions. It is said that with every semester, we become a new college due to our dramatically expanding enrollment, which may reach more than 15,000 in the next few years. With our dedicated, creative staff and our "Here for You" attitude, Auxiliary Services at Georgia Gwinnett is well-prepared for the future. 



Mike Haun has been in Auxiliary Services in one form or another since 2001. He attended NC State where he earned a bachelor's degree in business management and a minor in economics. He later earned his MBA from Georgia College. He lives in Atlanta with his wife, Tifanie, and daughter, Olivia. He can be contacted at mhaun@ggc.edu.



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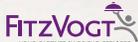
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GREEN CLEAN YOUR CAMPUS

Sustainable operations' best-kept secret

By Dan Wagner



A rare phenomenon only five years ago, sustainability is no longer a fad on America's college and university campuses. "Going green" has become a common refrain—an important component of a college or university's overall commitment to excellence and a key differentiator in student recruitment and retention. The best news is that many environmental initiatives like energy use reduction, water conservation and recycling offer positive bottom-line results.

UGA was able to decrease its spending on chemical products from \$1.5 million to \$110,000 annually, due to its new environmental purchasing policy. Ultimately, the university estimates a total savings of \$850,000 in fiscal years 2008 and 2009.

Yet, there are many other green strategies that are too often overlooked, including the development and implementation of a comprehensive green cleaning program. Traditionally viewed as an MRO necessity, cleaning is now recognized as a vital piece of the sustainability puzzle. Universities are finding that sustainable cleaning processes positively impact campus facilities' operational and financial efficiency, resulting in greater productivity, reduced absenteeism and workers compensation costs, and a more desirable indoor environment for students, staff and university guests.

ISSA, the worldwide cleaning industry association, developed programs and standards to help universities and other cleaning service organizations take advantage of these benefits. ISSA's Cleaning Industry Management Standard (CIMS) is the first management standard to outline the characteristics of a successful cleaning organization. CIMS provides a detailed roadmap for evaluating and improving the management of cleaning processes and includes an optional CIMS-Green Building (GB) designation to provide third-party certification for green cleaning programs, which can be used to secure LEED-EBOM points. ISSA also offers a training program for individuals who want to be ISSA Certification Experts (I.C.E.) and help their organization achieve CIMS certification in an effective and efficient manner.

SEEKING SAFER, HEALTHIER FACILITIES

The Physical Plant Division – Services Department of the University of Georgia (UGA) began its green cleaning journey in 2006 when building services personnel sought ways to offer a healthier and safer environment. "We looked into the history of the university's North Campus section and saw numerous complaints of illness from students, faculty and building service employees," notes Deborah Massey, I.C.E. training specialist. "The illnesses seemed to be linked to poor indoor air quality, and we knew we had to be proactive in responding to the problem. A green cleaning program offered the most promise."



The green cleaning program includes use of microfiber cloths, which help reduce the amount of water needed while cleaning.

Key university representatives met with Director of Services Dexter Fisher, who agreed to test the feasibility of a green cleaning program in the oldest building on campus, Old College. Key personnel from across campus were assembled to develop a strategy, based on the specific cleaning needs of the building and the belief that an effective program would involve all aspects of cleaning services, rather than a change in chemicals.

“The goal was to develop a program that was holistic in nature,” says Jerry Heninger, Superintendent of Building Services. “We knew that our program would be most effective if we looked at everything from toilet tissue to capital cleaning equipment and considered all possible alternatives.”

The team developed a roadmap for their green cleaning program, which included a reduction in chemical inventory, investment in dispenser systems to ensure that chemicals are mixed and diluted properly, ergonomically designed equipment, and processes to prevent cross-contamination. The new program was introduced in 2006, and implementation involved full participation of the building occupants.

“We met with the occupants to let them know the goals of the program, why we were undertaking the initiative and how we planned to achieve our goals,” notes Heninger. “We also

stressed that they were an integral part of the program and their feedback was crucial to ensuring its success.”

EXPANDING ACROSS CAMPUS

While the pilot program was successful, the UGA team recognized that implementing green cleaning was not enough; they also needed to ensure a strong foundation of effective management and operational best practices. When they recommended to the University President that the green cleaning program be expanded to all 28 facilities on the North Campus, they turned to ISSA’s CIMS certification to ensure UGA’s new endeavor had all the right pieces.

“We elected to follow ISSA’s CIMS Standard because it truly is a comprehensive roadmap for effective management, and it is based on principles that are consistent with what we hoped to accomplish with our new program,” says Massey. “CIMS Certification was the next step as we sought to validate our program and achieve third-party recognition for our efforts.” UGA successfully achieved CIMS Certification with Honors for the North Campus resident instruction buildings in the fall of 2008 and supplemented its CIMS Certification with the new CIMS-GB designation.

Because of the success with its pilot programs, UGA decided to roll out both the green cleaning and CIMS management program into resident instruction buildings across the campus. Yet, this meant additional challenges. “The biggest one was to get total buy-in

from both staff and customers," says Heninger. "Most were accustomed to judging cleanliness by smell and appearance, and we had transitioned to chemicals that did not have a scent. We had to explain that our sole focus was on cleaning for safety, health and positive indoor air quality. This necessitated a change in mindset."

The multifaceted program expanded to include all facilities across the UGA. Specific highlights of the program include:

- Reduced chemical inventory and the introduction of green chemicals.
- Chemical dispenser systems to ensure appropriate dilution and waste reduction.
- Flat mops and double bucket systems for ergonomic benefit.
- Microfiber cloths, which help reduce the amount of water needed while cleaning.
- Color-coded mops and cloths to ensure materials used in restrooms are not used in common areas, which prevents possible cross-contamination.
- More efficient vacuums to reduce airborne particulates.
- A comprehensive recycling program.

One of the most exciting new initiatives is the university's "Building Service Worker Academy," a two-week training course covering all aspects of the green cleaning program. The course includes lecture instruction, hands-on training, and final assessment and validation of employees' understanding of green cleaning products and techniques. By providing comprehensive training, cleaning service professionals understand precisely which tools and techniques should be used.

The program continues to evolve, especially as new technologies and procedures are introduced. "One of the greatest things about our program is its flexibility," says Heninger. "If we come across something that challenges the program or can improve it, we are equipped to easily implement the new tool, process or procedure, retrain the staff and move forward. As new innovations come out, we assess the benefits they can bring to our program and decide whether they make sense for us, allowing us to effectively plan for the future."

HEALTH, SAFETY AND FINANCIAL BENEFITS

More than five years after starting its green cleaning journey and more than a year after achieving ISSA's CIMS and CIMS-GB Certification with Honors, UGA continues to enjoy numerous benefits. "Besides having achieved nationwide recognition of our program through CIMS and CIMS-GB, we have reduced absenteeism rates, lowered workers compensation costs, reduced chemical costs and increased worker productivity," says Massey. "Ultimately, we have created a healthier environment."

And the proof is in the quantifiable benefits documented by the university through its commitment to going green and ISSA's CIMS/CIMS-GB standards. The number of cleaning service worker injuries decreased from 39 in 2006 to only 17 in 2009, while lost worker hours decreased from 4,474 to 386. Further, UGA was able to decrease its spending on chemical products from \$1.5 million to \$110,000 annually, due to its new environmental purchasing policy. Ultimately, the university estimates a total savings of \$850,000 in fiscal years 2008 and 2009.

Feedback from students, staff and visitors has also been positive. "We have not seen any downsides associated with the program," says Massey. "We have also received numerous compliments and praise from students, other university departments and community leaders."

AT THE CORE OF SUSTAINABILITY

While most colleges and universities build their green cleaning programs around the institution's larger sustainability initiative, UGA did it in reverse. The University's Department of Sustainability was created in 2010, four years after the original decision to implement a green cleaning program, and works hand-in-hand with the Services Department, especially on recycling and waste diversion.

Relying on the experience of the Services Department and its green cleaning program makes sense given the success of the program, but Heninger and Massey believe that a natural connection exists beyond that. "Cleaning plays an important role in an organization's overall commitment to sustainability, especially as it relates to health," says Massey. "We now clean exclusively for health as evidenced in our elimination of all products that can have a harsh impact. I am proud to say that during the H1N1 outbreak, we had the lowest confirmed case-to-student ratio of any major college in the state."

The future looks bright for UGA as its program continues to reach new heights. "The core of our green cleaning program is strong, and we are committed from the top down," says Heninger. "We will continue to learn and teach as we find areas where we can improve, and we will continue to partner with other University departments in hopes that they can benefit from our experience as we all strive to achieve the same goals." 



Dan Wagner is Director of Facility Service Programs and Facility Service Legislative Affairs for ISSA, an association that leads the \$150+ billion global commercial and institutional cleaning industry. He is an expert on green cleaning and a sought-after speaker on environmental standards, sustainability and green operations and maintenance. With ISSA, he is primarily responsible for leading the association's Cleaning Industry Management Standard (CIMS) and CIMS-Green Building Certification Programs. For more information on these standards, as well as a checklist to determine if your services are in compliance, visit www.issa.com/standard. Dan can be reached at daniel@issa.com.

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PLANTING SEEDS OF SUSTAINABILITY

George Mason University Child Development Center goes green

By Dan Waxman



The greenhouse and composting bin at the GMU Child Development Center Garden.

George Mason University's (GMU) community has people of ages, including our youngest patriots found at the George Mason University Child Development Center (CDC) aged 2 to 4 years old. Over the past few years, efforts have been taken on to help make the Fairfax, VA, institution more sustainable. Through AE Green, the umbrella sustainability program for Auxiliary Enterprises, the CDC has been involved in creating a more sustainable University.



Through the George Mason University Child Development Center Garden, 35 pounds of food has been donated for meals for local homeless shelters.



The sustainability efforts stem from CDC Director Tina Morris' desire to create a garden at the center and the involvement of Dan Waxman in sustainability across the various operations. Like the garden, the number of projects expanded and grew. As the projects vary in nature, the person in charge has varied, from the Director to teacher to administrative staff. Collaboration between all three has been critical to success of all the efforts.

PROGRAM ELEMENTS

George Mason University Child Development Center Garden

The George Mason University Child Development Center Garden serves as a "learning laboratory" for our children at the center, but it also acts as a service-learning location for our college students. The garden offers interdisciplinary learning opportunities and helps our children understand the value of food, where food comes from, garden safety and nutrition. It also helps build community for the greater University community and for the Child Development Center.

The many features of the garden include a greenhouse and composting bin. There is also a rainwater irrigation system, thanks to the support from Water Management, Inc., that collects water from the roof into barrels then irrigates the garden through a sprinkler system. The garden is also a Certified Wildlife Habitat through the National Wildlife Federation.

The CDC Garden was made possible thanks to the support from GreenWorks! and the GMU Office of Diversity Programs and Services.

Dorothea Tyree, CDC Garden Operations Manager, is a dedicated teacher who enjoys working in the garden.

"When our Director said that we are going to get a grant to start our very own garden, I was very excited," Tyree said. "Gardening was the only way we could afford fresh foods growing up in my little village in Romania, so when this opportunity to be the CDC Garden Operations Manager came, I took it. We also had to think about what to do with the harvest. I found a local nonprofit organization that was in desperate need of fresh veggies and fruits. The Lamb Center provides meals to the homeless and less fortunate."

Aquarium

An aquarium was also purchased thanks to The Pet Care Trust. The aquarium serves as a tool for environmental education about aquatic life and helps relax children whom may be stressed.

Environmental Education Curriculum

In each of the classes, students learn about the world around them. Some of the topics they learn about include: seasons, wildlife, gardens, weather and aquatic life. Students are able

Results By the Numbers

6 classes (all at the CDC) that incorporate environmental education into their curriculum

21 collaborative partners assisting the garden

1 new aquarium

103 books in the Diversity Library

35 tours given

400+ hours volunteered

84 volunteers

35 pounds of food donated to The Lamb Center

Find Us Online

URL for the diversity library catalog:

<http://www.librarything.com/catalog/ChildDevelop.Center>

"As young children develop, they learn how to care for themselves and they eventually expand their awareness to the immediate world around them. At George Mason's CDC, we offer them the opportunities to learn how to plant food, recycle rain water to help it grow, and to use the food to feed themselves or others who have no food. We teach them about composting and to recycle. On Earth Day, we may go about campus with our gloves and bags and pick up litter. Our children explore topics of diversity in our many books, and they experience the wonder of sea life through our aquarium. We use so many wonderful and exciting tools! We are hopefully planting the seeds that will allow them to grow into adults who can not only meet the needs of their generation but will learn to do so without compromising the ability of the next generation to do the same."

-Tina Morris, Director of the Child Development Center, George Mason University

to experience the environment through various sensory activities with different types of learning in the classroom and relate these activities to things they can see, feel and touch outside the classroom.

Environmental Education Workshops

The CDC hosted Project Learning Tree, Project Water Education for Teachers, and Leave No Trace for CDC staff and interested participants. The activities learned through these workshops have been integrated into the classrooms.

Diversity Library

The diversity library, funded in part by the George Mason University Office of Diversity Programs and Services, helps create awareness about the many types of diversity including race, culture, language, gender, and different types of families. The books in the library help students celebrate oneself and build community at the Child Development Center.

Diversity Programming

To help recognize the social leg of the sustainability stool, the Child Development Center has been active with diversity programming. For instance, *The Snowy Day*, a book in the diversity library, was highlighted and read during Read for The Record in October 2010. The CDC also hosted

a school supply drive and a clothing drive for Native American communities, and also participated in the PowWow celebration. The CDC organized a Children of America Speaker Series, which highlighted speakers of diverse backgrounds. During Hispanic Heritage Month, college students involved in the Hispanic Student Association visited the Child Development Center and read books that were in Spanish or about Latino(a) culture to the children.

RESPONSE

As a result of its sustainability programming and projects, the Child Development Center has been featured in the *Gazette*, our faculty and staff newsletter, and *Broadside*, our student newspaper. Administrators have been impressed with the efforts, and parents have been pleased that their children are connected with nature. Collaboration has been an important theme for these projects. More than 20 campus groups have connected with the garden alone for service projects, including student organization, our student affairs division (University Life), and Student Transition and Empowerment Program (STEP).

TIPS FOR SUCCESS

With many projects in auxiliaries, it is important to start early to allow for

unexpected happenings. Another lesson learned is to consider having permission slips for books from your diversity library, depending on your population. Also, don't be afraid to start small. Projects may grow in size, but starting small and making sure things are going well at the beginning will help build a foundation for success. Finally, it is important to remember that gardens require care and commitment, and the garden is not "completed" once it is established.

NEXT STEPS

Looking to the future, the Child Development Center is hoping to expand the garden and diversity library and host additional environmental education workshops. The CDC is also hoping to increase awareness about projects and continue to host service projects for the University community. 



Dan Waxman is the Assistant to the Executive Director of Retail Operations at Auxiliary Enterprises and is also pursuing

doctoral coursework in higher education administration at George Mason University. Through his position at George Mason University, he coordinates AE Green. Contact him at dwaxman@gmu.edu.

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LAUNDRY FACILITY UPGRADES

Modern technology helps schools decrease utility costs and provide quality amenities

By Chuck Melton

For some time now, higher education institutions have been implementing sustainability programs that are not only healthy for the earth, but also healthy for school finances.

Beside replacing and updating the usual—boilers, windows and roofs—schools should also look at upgrading their student laundry facilities. Student laundry facilities use an enormous amount of water, gas and electricity. When these facilities are upgraded with energy-efficient machines and advanced controls, schools can save

thousands of dollars in utility costs while also generating increased revenue.

With the right machine and control mix, schools can achieve their sustainability goals and great savings while continuing to provide students with a top-notch amenity.

By switching to front loaders, water usage will be greatly reduced. Newer front-load washing machines with ENERGY STAR® ratings use only about 10.9 gallons of water per cycle, a 20.6 gallon decrease.



CHOOSING A SUSTAINABLE LAUNDRY SERVICE PROVIDER

Before a school can make the necessary upgrades to its laundry room, it needs to contract with the right laundry service provider. When looking through your Request for Proposals, look for a provider that offers multi-housing laundry equipment that is built on a commercial platform. Some laundry manufacturers sell their residential machines with a vended option. However, commercial machines are built to withstand more cycles than residential machines and will last considerably longer. This is critical, because it means optimization of usage and a continuous stream of revenue without downward spikes due to machine breakdown.

Your laundry service provider should also offer an alternative pay option to coin, such as using the campus card system. Some controls can be networked with the campus' card system, allowing students to use their campus card to pay for laundry services. This is a big convenience for students because they won't need to get change in order to complete laundry tasks.

Another high-tech option that students will appreciate is an online service that provides information on which laundry facilities have available washers and dryers. Wash alerts also send text messages and e-mails to students that alert them when their laundry is completed, so they can manage other tasks in between cycles.

EQUIPMENT MIX IS KEY

After you've chosen a laundry service provider, finding the right equipment mix is essential. Many schools are still using top-load washers. These machines typically use about 31.5 gallons of water per cycle. By switching to front loaders, water usage will be greatly reduced. Newer front-load washing machines with ENERGY STAR® ratings use only about 10.9 gallons of water per cycle, a 20.6 gallon decrease. The reduction in water alone will save the school tens of thousands of dollars a year in water utility costs.

Another option is to introduce large equipment into your mix. For example, bringing in a couple 22-pound washers and 25-pound drying tumblers offers students the opportunity to clean larger loads of clothing and bedding. This helps schools generate more revenue by moving students in and out of laundry rooms quicker.

GAINING COMPLETE CONTROL

Advanced controls are giving schools more control over managing their laundry.

With new cutting-edge microprocessor controls, facility managers are now given unparalleled ability to reduce water and

energy costs through advanced programmability. And with management capabilities, automated secured audit reports can be generated on machines to gain valuable insight on collections and usage, better managing the laundry aspect of the university's business.

Schools can also curb gas usage with cycle modifier options. With advanced controls, facility managers can set higher prices for hot water usage. Therefore, if students choose to use hot water, the gas to heat the water is at least paid for by the user, not the university. Cycle modifiers also allow schools to set premium prices for medium and heavy soiled clothing that needs to be washed longer, offering a way to pay for the increased energy needed to run a longer cycle. These new controls can also be networked to a central computer system, allowing facility managers to access data on machine use.

Managers can monitor, audit and diagnose machines from their computers. This feature can also reduce programming time. These reports provide decision-makers with the information they need to make choices on whether to raise prices, lower water levels and much more.

GREAT EXAMPLE

When the University of Wisconsin-Oshkosh redesigned Taylor Hall with a more modern look, the University's Support Manager Paula Zemke took the same approach to the residence hall's community laundry room. Highly efficient, front-load washers and dryers were installed, offering energy savings, user-friendly controls and large load capacity. Students also gained greater convenience by being able to utilize their Titan Campus Card to pay for wash and dry cycles, as well as campus-wide services and door entry through a CBORD card payment system.

THE RIGHT SOLUTIONS MEANS GREAT RESULTS

As you can see, there are many options available today to reduce utility costs, without impacting the quality of service you provide to students. If you need to justify the upgrade, a multi-housing laundry servicer can provide you with a cost analysis, which will show the potential savings. So if you haven't looked at your laundry room as an option to cut costs, now's the time. 



Chuck Melton is the North American Sales Manager for the multi-housing division of Speed Queen, a provider of premium laundry equipment and technologies for multi-housing use. For more than 30 years, he has been helping colleges and universities solve their laundry challenges. He can be reached at chuck.melton@alliancels.com.

ROLE OF “RACE” IN INCLUSIVE EXCELLENCE

An anthropological solution to the “Race” problem in America (Introduction)

By Dr. Larry Ross

“**R**ace” as we know it today is a *concept*, although people outside of the field of Anthropology generally believe that it is *real*. I humbly admit that before I became an anthropologist, I was in the same boat: I had never actually studied *Humans* academically, so I only knew the perpetually repeated *Folk Taxonomies* (i.e. what “Race” people are taught that they are in during their early learning experience, and what “Race” other people are in). Therefore, people in America who are racists should not be blamed for their beliefs, for they had to be carefully taught to believe that they are in a particular “Race”: this was enshrined in the Constitution of the United States by the Founding Fathers around 1787, ending the British colonial period during which the modern concept of *Scientific Race* coalesced. Racists cannot be merely dismissed as ‘just ignorant’, because ignorance has nothing to do with it: the most highly educated scholars, philosophers, and presidents of the modern world have been racists.

First of all, I must explain the root cause of the “Race” problem in America, before moving on to the solution. It is presumed by many people that “Racism” has always existed, however this is not the case; Dinesh D’Souza examined this question in *The End of Racism*, and he determined that racism was conspicuously absent in antiquity. *Ethnocentrism* did exist, but nothing amounting to ‘modern racism’ could be found before the late 15th to 16th centuries, and this was in the Western world (see *Is Racism a Western Idea?* in D’Souza’s book; you may be able to read it online using the link): <http://books.google.com/books>

Anthropologists, and their predecessors from the 16th century like Dr. Francois Bernier in France, Dr. Johann Blumenbach in Germany, Carolus Linnaeus in Sweden are responsible for the creation and dissemination of “Race” worldwide, which moved in tandem with the so-called ‘Age of Discovery’ that was anything ‘but’ for the indigenous peoples of the Americas. This would all be *scientifically laughable*, if the results of this classification scheme were not so ghastly...

According to Thomas Gosset, Dr. Francois Bernier was the first scientist to dismember the world’s population into “Races” in 1684; he claimed that there were four “Races”:

Europeans

Blacks

Far-Easterners

Lapps

Have you seen any *Lapps* lately? Probably not, and this is because Dr. Bernier arbitrarily eliminated the Scandinavian and Siberian nomads from the European “Race”, presumably because they had no permanent dwellings, no churches, no Christian faith, they wore skins and pelts instead of what was expected of ‘civilized’ Europeans: they were mere ‘savages’, in his estimation, and a separate “Race” regardless of their physical characteristics that were generally the same as other Europeans’ (as you will see later, Lapps mysteriously made it back into the European “Race” in the 1946 racial categorization of the Chicago Field Museum of Natural History).

Today, we take the methods of empirical science for granted: DNA testing, CAT-scans, Thermoluminescence, electron microscopes, and all, but such methods of inquiry did not exist before the late

20th century. This was part of the problem, however Europeans already presumed that they were a superior “Race” during the “Age of Discovery” because they encounter populations that were not using ‘modern’ technology, in the way that they did. “Race” was used as an explanation for this, *i.e.* people were ‘behind’ because of their racial inferiority: it was a convenient explanation, and it served as a ‘moral justification’ for exploiting inferior “Races”. From time to time, Christian ideologies presented challenges to this trend, but they were brushed aside by Western Europeans’ global imperialism, and slavery: it was too profitable for them to ignore, there for the taking...

Carolus Linnaeus, the founder of Binomial Nomenclature, disagreed with Dr. Bernier, and in 1758 he claimed that the “Races” were:

Homo europaeus	Homo afer
Homo asiaticus	Homo americanus

No Lapp “Race”; oh well. Now, who was in the Americas in 1758? Well, the Constitution had not been written yet, and America was a British colony; the French had not sold the Louisiana Purchase yet, and Texas was part of Mexico. However, Linnaeus over in Sweden was confident of his assessment of “Race” in the Americas. Dr. Johann Blumenbach in Germany got into the act in 1781; he had collected about 80 human skulls, and he was known to have the most impressive collection of human remains in Europe, for scientific study, at the time. Blumenbach started measuring the cranial capacity (brain size) of the skulls by pouring seeds into them, and depending on the number of seeds that a skull would hold, that would determine the person’s “Race”. Using this method, Dr. Blumenbach concluded that there were five “Races”, and named the “Race” whose skull held the most seeds “Caucasian”, the “Race” that is still being used today. People have been taught that they are “Caucasian”, but they were not taught that it was based on pouring seeds into skulls in Germany in 1781. But Dr. Blumenbach eventually noticed that there was a problem: since the size of seeds is irregular, his measurements were inaccurate, but he came up with a brilliant solution for this problem: gunshot. By pouring metal gunballs into the skulls, instead of seeds, he believed that his measurements of the cranial capacities were now accurate! Wow! Thus, he concluded that the five “Races” were:

Caucasian	Malay	American
Mongolian	Ethiopian	

This was on ‘the cutting edge’ of science in 1781 and *Anthropometry* (measuring humans) is still in use today, as well as Dr. Blumenbach’s racial categories that were based on pouring gunshot into skulls! From this, ‘scientific’ methodologies like *Physiognomy* and the *Cephalic Index* were born. Again, the point is made that “Racism” is not a product of ignorance, *per se*, rather it is a product of Western science. As ‘scientific’ as it may have seemed, by 1861, Etienne Geoffroy Saint-Hilaire was not satisfied with Dr. Blumenbach’s ‘basic’ categories, and he decided to develop a more accurate

categorization scheme. Saint-Hilare broke the basic categories down in order to reflect presumed ‘differences’ that he surmised:

Caucasian (Caucasian, Alleghenian)	Ethiopian (Khaffir, Negro, Melanesian)
Mongolian (Hyperborean, Malay, American, Paraborean, Australian)	Hottnetot

You may notice that Saint-Hilare has included a whole new “Race” that Bernier and Blumenbach never mentioned: why is this? The Mongolian “Race” was supposed to have the *Epicanthic Fold* around their eyes, and it was a distinguishing feature that was supposed to be unique to the Mongolian “Race”. However, when the *Epicanthic Fold* was discovered among the San in South Africa, this created a problem for the racists. But not to worry, because Saint-Hilare simply created a new “Race”! And who was there to stop him from doing so?

In 1870, Thomas Huxley disagreed with Bernier, Blumenbach, Linnaeus, and Saint-Hilaire, adding more “Races” and breaking down the categories for increased accuracy; according to Huxley, the “Races” were:

Negroid (Bushman, Negro, Papuan)	Xanthrochroid (Northern Europe)
Australoid (Australians, Dravidians, Ethiopians)	Melanochroid (Southern Europe and Asia)
Mongoloid (Mongol, Polynesian, American Eskimo, Malay)	

You may notice that Europeans were in different “Races” according to Huxley, based on whether they were from “Southern” Europe and Asia or “Northern” Europe, whose geographic coordinates remain, in a word, suspect.

This trend continued well into the 1960s, and included the 1946 work of the famed Harvard Physical Anthropologist Dr. Earnest A. Hooten, who claimed that there were about 27 “Races” based on one’s:

Primary race,	Composite sub-race, and
Primary sub-race,	Mixed residual types (e.g. Nordic-Alpine, Nordic-Mediterranean)
Composite race,	

Hooten was a major racial theorist, having worked along with Eugenicist and Biologist Dr. Charles Davenport and Anthropologist

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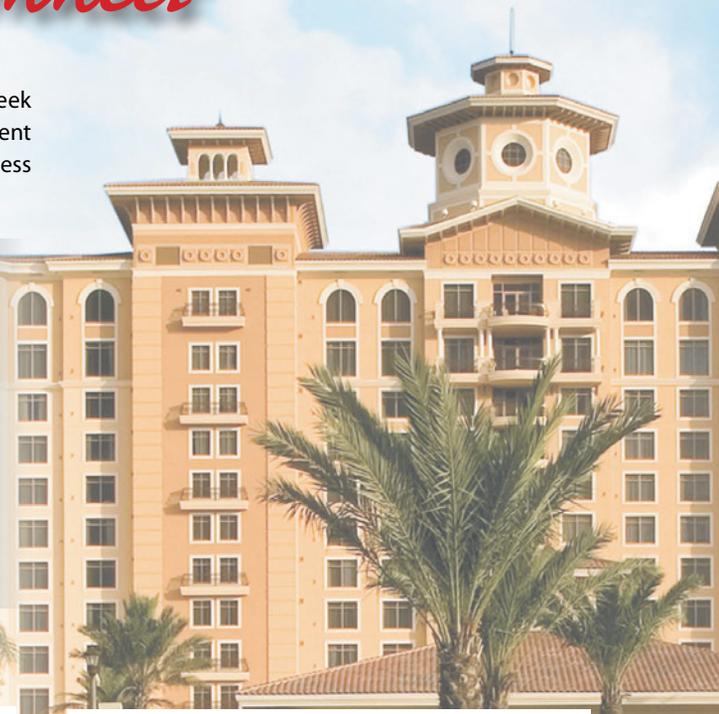
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NACAS East Regional Mentor Award

Vinetta Paige McCullough, Morgan State University

NACAS South Regional Mentor Award

Vickie Somer, Elon University

NACAS West Regional Mentor Award

Darcy DeTienne, University of Wyoming

Emerging Professional

Scholarship Recipient

Valerie Zeno, Ashland University



The first CASP (Certified Auxiliary Services Professional) exam was held in Orlando in conjunction with the conference. See page 45 for a list of the inaugural CASPs. Don't get left behind... apply to be a part of the first CASP class year by taking the test in conjunction with the NACAS South Regional Conference in May 2012!

NACAS Networking and Celebrations

Ante Up at the Texas Hold 'Em Tournament



Players have fun for a good cause at the Texas Hold 'Em Tournament, a fundraiser for the NACAS Education Foundation.

Attendees Gather for Exhibit Hall Hours

NACAS Annual Conference attendees eagerly awaited the opening of the exhibit hall on day one and came back for the final two hours on day two. Exhibitors greeted the incoming crowd with excitement and a passion for sharing their valuable tools and ideas for campuses. The six-hours of exhibit hall time, spread over two days, served as an efficient way to connect NACAS institutional members and Business Partners. The 202 booths represented a wide variety of institutional products and services, including dining, textbooks, parking and transportation, card systems, laundry, and many more. The Education Foundation Silent Auction/Raffle was held in the exhibit hall again this year, and items were raffled off on both days.



Ready, Set, Run!



Runners line up to start the NACAS Fun Run/Walk, sponsored by Starbucks.

The sun was not quite up as NACAS members and conference attendees laced up their sneakers and headed out to the Gatlin Terrace at Rosen Shingle Creek for the NACAS Fun Run/Walk, sponsored by Starbucks Coffee Co. Even with an early start time, there was still great attendance. About 75 participants joined colleagues and friends at this annual event, and race director David Lord ensured a fun and healthy start to the day for all. The approximately 1.5 mile trail wound through the beautiful grounds of the Rosen Shingle Creek during a stunning Florida sunrise.

Thanks to the team from Starbucks for their sponsorship.

Latin-style Celebration at NACAS Noches

An evening filled with dance and music—a Latin band and traditional Cuban dancers—NACAS Noches was the perfect way to close out the last night of the conference. Complete with Shingle Creek’s finest Latin cuisine, the mood was set from ceiling to floor with exquisite décor and lighting, perfect for the classic replication of a Cuban nightclub. The special themed event was created by the Rosen School of Hospitality Management “Entertainment Arts and Events Summer Class” and sponsored by Chartwells Educational Dining Services.



Connect Inspiring Education

Paul Loeb: SOUL OF A CITIZEN: Living With Conviction in Challenging Times

With over 100,000 copies in print, Paul Loeb’s *Soul of a Citizen* has become a classic handbook for budding social activists, veteran organizers, and anyone who wants to make a difference—large or small—in these challenging times. Loeb’s book has been used in hundreds of college classrooms and has been an inspiration to students who are seeking ways to change their world.



Dr. Will Miller: Refrigerator Rights™: Creating Essential Relationships

Dr. Will Miller, one of the country’s foremost media and popular culture analysts, kicked off the Opening General Session with an inspiring presentation on Refrigerator Rights™: Creating Essential Relationships. “Who has ‘Refrigerator Rights’ in your household?” challenged Miller, referring to those we feel comfortable letting into our lives—and to our refrigerators. According to Miller, it is the strength we derive from these members of our social support system who help us cope effectively with stress.



Thanks to Barnes & Noble and representative Paula Eardley VP, Campus Relations, for sponsoring the educational session.

In his general session at the conference, Loeb encouraged Auxiliary Service Professionals to understand their role in citizen activism. He suggested that professionals working with the college community can play a part by encouraging students to make their voice heard and providing resources and support.

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Harris Rosen Shares Secrets to His Success

NACAS was proud to welcome Harris Rosen, President and Chief Operating Officer of Rosen Hotels & Resorts, Inc., for the Closing General Session on the final morning of the conference.

Rosen shared stories from his childhood in the Lower East Side and the start of his career at the Waldorf Astoria in New York City where he worked as a file clerk.

Rosen paid tribute to his mother, who told him that education was the key to moving up and away from the lifestyle of his youth. It was that commitment to education and a conviction for hard work that led to his success as a leader in the hotel industry. Since the late 1960s, Rosen has built or acquired seven hotels that include the NACAS Annual Conference host property, Rosen Shingle Creek.

Thank you to Follett Higher Education Group for sponsoring this inspiring session.

Great Day on the Green: Robert DeMoss Annual Golf Tournament



More than 80 golfers hit the course for the Robert DeMoss Annual Golf Tournament sponsored by the NACAS Education Foundation and held during the conference. Members and sponsors gathered to support the Education Foundation and honor Bob DeMoss, who passed away this year.

Thanks to the event sponsors: the NACAS Education Foundation, Chartwells Educational Dining Services, Sodexo Education, ARAMARK Higher Education, Coca-Cola, Southwest Contract, Caldwell & Gregory, Texas Book Company, Duvall Group Consulting, and WOW Cafe and Wingery/PJ's Coffee.

The outstanding outing was organized by tournament co-chairs Dave Kratzer and Ken Ramey, as well as host committee members David Lord and Peggy Howse.

Congratulations to the winners:

1st place team (score of 59) – Tom Perra, Brian Farley and John Hammer

2nd place team (score of 60) – Charlie Figari, Gabe Mullane, Paul Benigo, Cherri Figari

3rd place team (score of 61) – Bill Shiba, Lionel Dubay, Adam Nevill, Gavin O'Connor

Closest to the pin (men) – Craig Caywood and Steve Clement

Closest to the pin (women) – Nancy Hank and Nita Cheonge

Longest drive (men) – John Hammer

Longest drive (women) – Cherri Figari



CONGRATULATIONS FIRST TRANSIT, INC.

NACAS
Outstanding
Business
Partner
of the Year



First Transit has partnered with Princeton University's TigerTransit since 2008.

NACAS has selected First Transit, Inc. as the 2011 Outstanding Business Partner of the Year. This award is presented to a company that has made particularly noteworthy contributions to NACAS member institutions and to the auxiliary services profession. NACAS spoke with Steve Skoler, General Manager, and Scott Conroy, Director of Operations for University Locations, about their partnership with NACAS and the company's role in transportation at colleges and universities.

Q: How long as First Transit, Inc. been a part of NACAS, and why did you decide to get involved as a Business Partner?

A: We've been involved for five to six years now, and the key to us being involved is being able to access what is going on in the higher ed community—not just who's buying what but what are the institutions interested in? What's important to them today? This gives us an idea of how we can meet their needs.

Q: What benefits have you experienced from becoming a NACAS Business Partner?

A: It gave us access to a broad range of professionals in higher education—not all of whom would be our customers, necessarily.

But it let us better understand the environment in which our customers live and the environment in which our passengers, as a transportation company, live, so that we understand the culture better. Our goal is not to position ourselves as a premiere vendor; we want to be a premiere partner. In order to do that, we must align our values with the values of not just the institutions but the higher ed community as well.

Q: How does First Transit, Inc. serve the current and ever-evolving needs of students?

A: The key component is to remain flexible and to understand that while we have a business model and this is a technical business, students' needs will change and evolve. Institutions' needs will change and evolve.



First Transit operates and manages the University of Minnesota shuttle system, named Transit System of the Year in 2010 by The Minnesota Public Transit Association (MPTA).

Our goal should be to enable the activities of the institutions and of the students. We need to be a method by which things can get done and by which the institution can remain flexible. When a parking lot needs to go away for a building to be built for the purposes of the institution, we enable that. We allow that to happen seamlessly by being able to provide transportation from a new place to a different group of places. When the students want to do things differently—for example, at LSU this year they started a downtown shuttle—they came to the school and said they wanted to do that. The school came to us and asked, “How do we make that happen?” They wanted to make it happen and make it work for them to enrich the students’ campus life experience. It’s not just about getting from point A to point B. It’s about learning how we can make the campus experience better.

Q: What’s in the future for First Transit, Inc.? What do you expect to see in the next 10 to 20 years?

A: We want to continue our abilities to meet institutions’ needs. We certainly want to remain keenly focused on providing green alternatives in transportation and stay at the forefront of emerging technologies as it relates to alternative fuels, better engine systems for vehicles, and taking an active role in helping our customers and the university community understand what’s available in the

“green” realm. We also want to assist our customers in finding the best technology solutions for passenger information for vehicle tracking, demand management and accessible transportation.

Q: Can you explain some of the green transportation alternatives?

A: The ones you see most commonly now are biofuel options, higher blends, compressed natural gas, and electric hybrids. Down the road 10 to 15 years, we may very well be seeing hydrogen-powered buses. They exist now and we operate them. We’re rolling out some driver management systems that promote fuel economy in all vehicles by providing real-time driver feedback about driving styles and providing management components that allow the company to look at how efficiently they operate and where they can do better.

Q: What do you see as some of the transportation issues today that are most critical for institutions to understand?

A: I think the constantly changing and evolving environmental technologies are a key opportunity for institutions to reduce their carbon footprint and perform a service that needed to be there anyway. They are complicated; they are something that we enjoy helping our customers understand and get the best value for every dollar that they spend.

And then there are the passenger information technology systems. There are a number of systems out there. It’s not one-size-fits-all. We don’t make them, and we aren’t in the business of making them. Our job is to help our customers in the selection process and then to make that system a reality on campus and to make it work for the students.

Q: How do you feel about winning the Outstanding Business Partner of the Year award for NACAS?

A: It’s a great honor for us. This is a community that we enjoy working in. One of the key things about the NACAS community and the higher ed community is that we consistently deal with groups of people who provide us a platform to do our very best. It’s ingrained in the minds of the institutions that no one aspires to be adequate. We certainly don’t aspire to be adequate. And to be recognized by a body of people who aspire to excellence, means all that much more to us. NACAS has been a great partner. We’re involved with organizations that represent different disciplines in transportation, but I have to say that members of NACAS have been extremely welcoming to us when we first began participating. And they’ve continued to be very welcoming. It’s a nice group to work with. It’s a group that genuinely wants to see people be successful and genuinely wants to form sound partnerships. 

First Class of CASP



Please join NACAS in congratulating the first 47 auxiliary/ancillary professionals to be designated as Certified Auxiliary Services Professionals.

Achieving this new hallmark of excellence in the industry is a groundbreaking step for these CASP designees. Along with meeting eligibility requirements in work and education, each passed a comprehensive exam assessing their knowledge in content areas necessary to perform the functions normally accomplished by a Director of Auxiliary/Ancillary Services, according to the NACAS higher education work analysis, those content areas are:

- *Management*
- *Leadership*
- *Marketing, Communications and Business Relations*
- *Student Services*
- *Operational Areas: Food Services, Bookstores, Card Services, Commercial/Retail, Physical Facilities*

WILL YOU JOIN THESE PIONEERS IN 2012?

Our next exam will take place May 6, 2012, in Austin, Texas, in conjunction with the 2012 NACAS South Regional Conference. Or, if you cannot make it to Austin, there will be opportunities to take the exam at a remote testing center closer to your home campus.

**Take the next CASP exam in May 2012!
Visit nacas.org/certification for application, instructions and deadlines.**

William Ballard

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Massachusetts

Brad Wheeler

Western Kentucky U.
Kentucky

Sylvia Wilson

Lincoln U.
Missouri

Claflin University



Claflin University is an independent four-year co-educational liberal arts university affiliated with the United Methodist Church. Located in the heart of Orangeburg, SC, Claflin is the oldest historically black college or university in the state of South Carolina and the first institution of higher learning in the state to welcome all students, regardless of race or gender.

Claflin's student enrollment stands at about 1,900. About 60 percent of students are female while 40 percent of the students are male. While the largest number of students enrolled come from South Carolina, increasing numbers of students hail from various other regions of the United States and foreign countries. At Claflin, where the student/faculty ratio is 14:1, students are able to major in academic programs which include Education, Humanities and Social Sciences, Natural Science and Math, Business and Biotechnology. The institution has increasingly been recognized for

its student and faculty achievements in the areas of Science, Technology, Engineering and Math, and its reputation as a premier teaching and research university has gained it national prominence.

Among its many accolades, Claflin University has been recognized by *U.S. News and World Report* as one of the top tier baccalaureate colleges in the nation. Additionally, Claflin was ranked the No. 1 Best Buy among "Great Schools at Great Prices," No. 1 among HBCUs in annual alumni giving at 43 percent, and *Forbes.com* has ranked Claflin as the No. 2 liberal arts college in the nation.

Claflin University graduates go on to become highly productive contributors to the state, national and global workforces. From Wall Street to NASA, from the nation's top educational institutions to its armed forces and its scientific research laboratories; Claflin University students work to solve the world's most critical problems and social concerns, pursuing careers in medical and scientific research, Forensics research, government, art and music, business and public administration, just to name a few.

Among the special programs offered to students via Auxiliary Services; top of the list is a strong collaboration with residential life, to ensure that the student experience at Claflin University is optimized. These services and programs include a real-time reporting and tracking system for work orders, free laundry services, real-time package shipment notification, community service transportation, and a food court located in the student union.

Future plans for the overall enhancement of Auxiliary Services include the improvement and expansion of services in the bookstore, expansion of our sustainability initiatives and continued improvement of the overall customer service experience of students, faculty, staff, and all who take advantage of the services offered through Auxiliary Services.

AUXILIARY SERVICES AT CLAFLIN UNIVERSITY

Auxiliary Services at Claflin University is managed through the Office of Fiscal Affairs. Directed by Rodney Hudson, departments within the Auxiliary Services division are:

Facilities/Custodial/ Grounds	Purchasing
Food Services	Shipping and Receiving
Bookstore	Print Shop
Post Office	ATMs
Transportation	

Director Rodney Hudson became associated with NACAS by networking throughout the Auxiliary Services industry and benchmarking opportunities which arose as the result of those relationships. His goal is to continue to cultivate the relationships formed and through collaborative efforts, improve the quality of service on the campus of Claflin University and other like institutions.





Elaine Lyerly Is National Chair of American Red Cross Tiffany Circle

Our own Elaine Lyerly is honored to be named to the position of National Chair for the Tiffany Circle of the American Red Cross. As a long-time supporter and volunteer of the American Red Cross, Elaine has experience with many local and national level positions including serving on a national task force to look into the Red Cross' ability to raise non-episodic contributions.

"The Tiffany Circle has never been in better hands." Vernon Rose, Director of Major Gift Programs for the American Red Cross, noted. "Elaine has espoused a vision for this network of women philanthropists

since her early days as a member of the Red Cross Board of Governors. Through her personal leadership as a donor and volunteer, Elaine continues to demonstrate how the American Red Cross remains a symbol of hope not only in her community, but across the globe."

This society of women leaders keeps a commitment of investing annually to their local American Red Cross chapters. Since its founding five years ago, Tiffany Circle has risen to become the most successful major gifts program in the history of the American Red Cross. For more information about Tiffany Circle, visit www.tiffanycircle.com. 

Transition Update

By Keith Chapman

The search for the new NACAS CEO continues. The Transition Steering Committee chose a three-stage approach for this important process. The first stage was the needs assessment phase. During this stage, a group of experienced volunteers, led by Charlie Figari, completed a thorough evaluation of the Association's structure, office location and duties of the current and future CEO. The second stage of the transition process is the CEO search phase. The third stage is the CEO transition phase. During stage three, the new CEO will be introduced to the members and acclimated to the NACAS culture.

Kim Berry leads the second stage search committee and a great group

of volunteers, including Dave Courter, Connie Davis, Laura Stevens, Sam Wheeler, Teri Bump, Susan Clough, Bob Dunham, Marti Gray, Jeff Purdue and Keith Chapman, ex-officio. They completed a request for proposal process for an executive search firm. Out of six respondents, the Spelman & Johnson Group (SJG) was chosen. SJG brings 20-plus years of executive placement experience to the NACAS search. SJG and the Search Committee met with the entire NACAS Board in Orlando. SJG has begun the process of developing a candidate pool, vetting applicants and identifying three to five candidates for the search committee to interview. The search committee will screen the recommended candidates, check references,

rank the candidates and present the top candidate to the Board of Directors at their 2012 Summer Meeting in Atlanta. Our new CEO is scheduled to be introduced at the CCBO Annual Conference and take the reins at the NACAS Atlanta Annual Conference in October 2012.

The three-stage transition approach employed by NACAS has drawn praise from several other Council of Higher Education Management Associations (CHEMA) organizations. Of particular note is the level of volunteer involvement. As always, NACAS volunteers continue to set high standards and accomplish big goals.

Look for additional updates in future NACAS publications. 

ADVANCED INSTITUTE FOR MANAGERS

Searching for a hands-on, interactive, small-group experience to take your auxiliary management skills to the next level? The NACAS Advanced Institute for Managers (AIM) is designed to guide participants through a logical flow of decision-making processes and issues common to auxiliary management. Experience a memorable “roadmap” to customize and use in your own campus support responsibilities.

2012 LOCATION

Humphrey's Half Moon Inn and Suites
and
Point Loma Nazarene University, San Diego, CA

SCHEDULE

Event Begins:

1:00 p.m., Sunday, March 4, 2012

Event Ends:

11:30 a.m., Wednesday, March 7, 2012

A more specific class schedule is available online at nacas.org.

REGISTER NOW!

\$795 members of NACAS/CCBO

\$995 non-members of NACAS/CCBO

Register online at nacas.org soon. The 2011 event sold out one month in advance!

What they said in 2010

“My ID Card Office Manager attended the Advanced institute for Managers in Atlanta. Not only has she expanded her global perspective on auxiliary services functions, but she has shown marked improvement in her project management skills. From a director’s perspective, it was well worth the money spent for her to have this educational experience.”

Jean Ann Caywood

Director of Auxiliary Services
Savannah State University



Achieving Excellence—Again

I am a runner. I used to run 10 miles a day (shorter distances at speed), with long weekend runs of 16 miles. I'd compete primarily with myself in 10K races and the occasional half marathon. I loved to be on the road—until my knees gave out. Now I exercise regularly, ride bicycles long distances, and when in the gym I still read *Runners World* and remember my time on the road.

My “guru” in running was George Sheehan. His combination of practical hints and advice on running and life always taught me something that made me a better person and often a better worker. George died in 1993. But I've kept a column that he wrote the week that he died—though it was never published until more than a decade later.

Part of his column said that “excellence is not something attained and put in a trophy case. It is not sought after, achieved, and thereafter, a steady state; it's a momentary phenomenon—a rare conjunction of body, mind and spirit at one's peak. Should I come to that peak, I cannot stay there. Like Sisyphus, I must start each day at the bottom and work back up to the top. And then beyond that peak to another and yet another.”

I read that again recently and thought of you... auxiliary/ancillary services professionals. You HAVE achieved tremendous excellence, in the midst of many, many obstacles with positive results. But, the most common phrase I now hear from our members is “I would have gotten back to you sooner but I have two [three, four] new areas of responsibility. Things are changing so fast, even in the areas in which I have great expertise, that I just don't have the time.” Doing more with less is a constant challenge; the symbol of pushing a huge

rock up a hill seems very appropriate right now.

If you had the chance to attend our Annual Conference in Orlando, you heard 70-plus ways to push that rock more efficiently or effectively. At your own desk you can attend our free roundtables, webinars and short-courses. For in-depth knowledge, you can attend any of our Management Institutes ranging from entry level to very senior levels. Finally, you have the option to attend our excellent Regional Conferences, as well.

Still, I continue to wonder how Auxiliary Services Professionals and their colleges can't afford to join NACAS. You are part of a growing organization of more than 800 institutions that are now setting the groundwork for continued excellence in the future. The NACAS Board (which represents virtually every region in North America) continually works to “imagine” an organization positioned for renewed excellence.

However, despite your time constraints, you need to do three things for NACAS. First, you need to continue to participate. Second, you must tell us how to improve. And third, if you believe that we create value, you should tell a colleague to participate, at your own institution or preferably at a non-member institution so that they can join too. Our goal is to go beyond our present peak, to another and yet another. With time and your help, we'll achieve excellence, over and over again, together. That's what you are being asked to do, and NACAS can do no less.

Agree or disagree to bob@nacas.org. 

Bob Hassmiller



Dr. Bob Hassmiller
NACAS Chief
Executive Officer

Doing more with less is a constant challenge; the symbol of pushing a huge rock up a hill seems very appropriate right now.

Our Mission... NACAS is committed to enhancing the profession of auxiliary and campus support services in higher education. The Association strives to create a better higher education environment by providing timely information, new knowledge and networking opportunities for its members.

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Aleš Hřilíčka to compare apes to African babies, in order to explain the inherent inferiority of the “Negro ‘Race’” in comparison to the “White ‘Race’”. Their ‘work’ was published in *The American Journal of Physical Anthropology* in 1927.

Since the origin of modern Anthropology in the 19th century, when it became recognized as an academic discipline with Professor of Anthropology Edward Burnett Tylor at Oxford University in England between 1884 -1896, “Race” has been the focus of *Physical Anthropology* (one of the four major subfields, the others being *Archaeology*, *Cultural Anthropology*, and *Linguistics*). The Chicago Natural History Museum published a pamphlet titled *The Races of Mankind* in 1946, just after World War II. At this time, America and its allies had defeated the racist Nazis: they attacked Hitler with a segregated army. Will the *real racists* please stand up? So, if Hitler was

a racist, what did that make America? Both Germany and America had the same Eugenicist beliefs, and Hitler looked to American Eugenicists for direction, in the 1920s and 1930s. (This was the case in WWI as well, so the racial theories of the anthropologists were already global, before WWII.) In 1946, the Chicago Natural History Museum to its visitors that there were “Whites”, “Mongoloids”, and “Negroes” in their pamphlet.

The entire article provides both an explanation of the problem, and the knowledge that overturns the presumed ‘scientific validity’ of the concept of “Race”. Humans are distributed in *Clinal Distributions* worldwide, not “Races” as Anthropologists claimed over the past few centuries; the damage has been great, but we can finish it in the 21st century.



Dr. Larry Ross is Professor of Anthropology. Contact him at drlarryross@gmail.com.

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For more information about how Neebo can transform your store, contact our Vice President of Campus Relations, John Callahan.

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