

CAMPUS ACTIVITIES

PROGRAMMING®

VOL. 49 // NO. 6 // JANUARY/FEBRUARY 2017

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2017 NACA® NATIONAL CONVENTION // BALTIMORE, MD

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2017 NACA® NATIONAL CONVENTION
SPECIAL PREVIEW BEGINS ON PAGE 29

EMPLOYING METRICS TO
MARKET WITH MEANING

INTRODUCING
ANALYTICS TO IMPROVE
SOCIAL MEDIA USE

HOW TO HARNESS FOMO

WE'RE NOT JUST
PROGRAMMERS, WE
ARE EDUCATORS!

FROM ADVISOR TO
LIFELONG MENTOR

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NACA RESOURCES

REGISTER FOR #NACA17

Log in at naca.org, choose the Programs & Events tab, select National Convention from the menu, then click on Register Now in menu on the right side of the page.

BLOCK BOOKING

Log in at naca.org, choose the Resources tab, then select Block Booking with NACA from the Entertainment menu.

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Are your job title, roster and contact information correct? Log in at naca.org, click on the My Profile tab in the upper right corner of the page, then edit your member profile.

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Help spread the word about NACA to nonmembers and earn free stuff! Learn more at naca.org/amplify.

ATTEND A WEBINAR

Visit naca.org, choose the Programs & Events tab, and select Upcoming Webinars under the Webinars menu to get started.

SUBMIT NEWS OR AN ARTICLE IDEA

Send your ideas for *Campus Activities Programming*® or news for the "NACA® Spotlight" and "Associate Member News" to editor Glenn Farr at glennf@naca.org



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WE CAN ALWAYS FIND WAYS TO “BE MORE”



IN HIGH SCHOOL, my PSAT scores allowed me to take tuition-free courses at a nearby college that ultimately could be applied to a degree. So, during the summer after my junior year and during the fall semester of my senior year, I enrolled in painting and drawing classes, where I met a professor who became my mentor. Impressed with the skill I demonstrated at 17, he took it upon himself to help me “Be More.” He guided me towards seeking a fine arts degree, even taking me to his alma mater to meet his colleagues, who would ultimately be my professors should I enroll there.

I did attend his alma mater, but during my first year, I discovered my rural background had not prepared me for the sophisticated and freethinking attitudes I discovered in the art department, much less any of the other eye-opening experiences college can offer to a first-generation student. I was overwhelmed, and to the dismay of many, I changed to a “safer” major, thereby abandoning significant opportunities to “Be More” in the art world.

With the journalism degree I acquired, a few years after graduation I found myself living close to home, working a newspaper job for which I was not temperamentally suited. I did become involved in the local arts community – which consisted essentially of one community theatre and a group of painters who met once a month. It was my job, however, that reconnected me to one of my high school English teachers, who was organizing a musical showcase featuring local talent. By then, I had invested in voice lessons and asked to participate. At dinner after the performance, he complimented me on my vocal skill and said something that haunted me for years: “I can’t believe you’re still here.”

It was perhaps the most gentle kick in the pants I ever received, and I knew exactly what he meant: I was not living up to my potential. I was not allowing myself to “Be More.”

While I can be mercurial and, on a moment’s notice, make decisions that seemingly make no sense, when it comes to bigger-picture moves, I take my time. I investigate, explore, and process whatever information I can find before I make a decision. As my former teacher’s words played over in my mind the next year or so, I began to plot ways I could “Be More.” I reviewed my skills and interests and knew I’d need to shift the direction of my career in a way that I could also pursue my creative interests, and to accomplish both, I’d need to move to a larger town – if, indeed, I truly wanted to “Be More.”

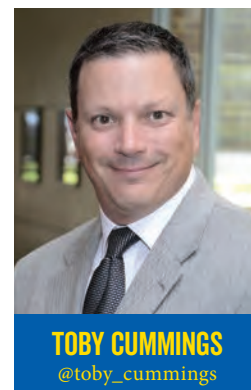
Ultimately, I did that and have found many satisfying ways to “Be More” over the years. Leaving newspapers behind, I found my way into public information and communications. I discovered I could “Be More” effective as an editor guiding fledgling writers than I ever was as a reporter. And in becoming involved in larger and more varied theatre groups, I met people whose performance skills and experience inspired me to up my game and “Be More” entertaining as an actor and singer, and a more effective storyteller as a director.

No matter where we are in life, no matter what we fear or what inspires us, we can always find ways to “Be More.” As you participate in the 2017 NACA® National Convention, seek every opportunity you can to “Be More” – for your students, for your institution or agency, and perhaps most importantly, for yourself.

NACA® CORE VALUES: STEWARDSHIP INNOVATION COMMUNICATION RESPECT LEARNING INCLUSIVITY

These core values are the fundamental beliefs that guide our behaviors and decision-making process. As a recognized leader in higher education, we believe our professional values are vital to the advancement of the Association and the campus activities profession.

WE MUST “BE MORE” EVERY SINGLE DAY



ARE YOU READY TO “BE MORE?”

I know I am. I am ready for us to “Be More” every single day. And, as of now, almost every single day I come to work at NACA, we are gearing up to host you and 2,000-plus of your colleagues at the 2017 NACA® National Convention in Baltimore, MD. As the National Convention Program Committee has chosen “Be More” as this year’s theme, it’s given me the chance to think long and hard about how we can, and indeed need to, “Be More” at NACA.

Having the chance to work with numerous volunteer leaders and professional staff members in student affairs and associates working in the campus activities market makes me aware NACA is primarily known for our events. Regional conferences, summer institutes and a festival in the Mid-Atlantic Region are usually top of mind when many constituent groups really consider ways NACA impacts our end users and core audience. And within those events, we have the NACA® staples of Block Booking, educational session presentations, the Campus Activities Market Place and everybody’s favorite, our showcases.

Occasionally, I hear from folks who are aware of the less sexy and often overlooked deliverables we provide – education and professional development, networking opportunities, online digital resources and webinars, an award-winning print magazine, scholarships for students, collaborative-design-thinking workshops focusing on leadership models and even a research agenda for the campus activities field.

Wow! After reviewing that list and contemplating all that goes into making these offerings happen, maybe I’m flat-out wrong. Maybe NACA doesn’t really need to “Be More.”

Then I pause. I look at the world in which we live and consider the speed of information flow and the ever-changing dynamics in higher education. That’s when I realize we do, in fact, need to “Be More.” We need to design events that are no longer the NACA® events folks have come to know and perhaps still love. We need an intentional collaborative effort of NACA® staff and association volunteers to create amazing NACA® experiences! Experiences you leave knowing you are a different person than when you first registered. Experiences you remember well past the beginning of the next workweek.

We need to “Be More” innovative and disruptive. Technology and the Internet of things have sped past us at stunning and often horrifying speeds. Yet, we cling to practices and models that served us well in 1960 and we wonder why we see a constant decline in participation and activity.

We need to “Be More” clear on who we serve as an organization and make sure we can focus on being the absolute best at meeting their needs. Being all things to all people is a tall task not meant for volunteer-driven organizations in this day and age.

I hope you enjoy the NACA® National Convention Preview offered in this edition of Campus Activities Programming®. And I hope you can join us to enjoy what NACA has to offer in our largest and most dynamic experience of the year.

Are you ready to “Be More?” Yes, I know I am. I am ready for us to “Be More” every single day.

EMPLOYING METRICS *to* MARKET *with* MEANING

By
DAVID OGLETHORPE, UNIVERSITY OF CENTRAL FLORIDA,
and LAMAR WALKER, VIRGINIA TECH



"I WISH MORE PEOPLE KNEW ABOUT MY EVENT."

How often do you find yourself saying this? If you replace event with other words like organization, program or office, does the phrase still ring true? No matter the syntax, the subject of the sentence comes down to one word: marketing.

You're probably thinking, "I do market my events! My group hangs posters and posts on social media all the time." The problem here is that college students are inundated with information from classes, social groups, society and home, among other things. Our posters and social media posts get put into the massive queue of information accessed by the student body and we can only hope that they eventually are consumed. This outlook might seem a bit bleak, but there is hope in the form of intentionality.

The first question we must ask ourselves is who is the target audience? By thinking through who we want to come to our events, where they spend time,

and where they access information, we can begin to tailor our message. Something else to consider is the audience your group's platform is already reaching. There are several methods and tools available to help determine who accesses your information, and how they do so. When considering location, be sure to include more than physical spaces. What publications are your audience members reading? What social media do they most commonly use to find information or events? Through strategic advertising, we can boost the number of views our content receives and, hopefully, the number of students with whom we engage.

STRATEGIC ADVERTISING

Let's explore strategic advertising a little further, specifically with electronic media. We should want our audience to not only see our advertising, but also engage with it. In electronic media, this translates to clicking on or through the content we publish, which is known as click-through rate, or CTR. The best time to share information on Facebook and Twitter is noon. This makes sense because it is when many people are either on their way to lunch or already eating. Think about it, how often do you find yourself sitting at lunch scrolling through Facebook or Twitter on your phone? It happens more often than you think.

Instagram is a little different in that the best time to post content is around 4 p.m. This is when most people are mentally preparing to leave class or work and are just looking for something to entertain themselves through the last few hours of the day. Due to the fact that Instagram does not have live links on photos, there is not really a CTR.

Are these the only times we should post? Absolutely not. What works on one campus or for a business might not work on our own campuses. We should consider when class changes occur, as well as when other major events happen in the community. By planning our electronic posts around these times, we are much more likely to engage with the students we are trying to reach.

CONTENT MANAGEMENT

If you aren't already using Hootsuite as a marketing tool, it is a really great way to manage content, especially if it's already planned out. The platform allows you to schedule posts on all three of the platforms mentioned above, which makes it easy to get content out during high-traffic times. It also allows social media managers to create sub-accounts for their teams to help create content without giving full access to the accounts. This is a great way to create buy-in among marketing teams and give students experience in creating intentional content for the brand.

CRUCIAL METRICS

There are a few other tools that can help us be intentional about our marketing efforts as we seek to get our message to the masses. Bhattacharya, Sheorey, Chaudhuri, and Sinha, (2015) sought ways to simplify the numbers behind social media engagement, or metrics. In a white paper published last year, they outlined four social media metrics we really should pay attention to as we are publishing content: conversation rate, amplification rate, applause rate, and economic value.

Conversation rate is about the number of people commenting on or replying to our posts. The more we see this happening, the easier it is to get to know and understand our audience. Think about it. When you reply to or comment on something, it likely has some value or is important enough that you want the au-

thor to know your thought on the subject. With this in mind, we can further understand what people will likely respond to in the future.

Amplification rate refers to how far our posts reach. How many retweets or shares are we getting? How many followers do our followers have? Many social media sites have added in features that allow us to see this information relatively easily. There are options to do targeted or sponsored advertising, which allows companies to find specific populations and advertise for us. This is rarely free, but is something to consider, as the reward is often worth the cost. There are also several independent sites and apps that will allow us to see more detailed information about our reach.

Applause rate refers to the number of likes our posts get, and while this may seem juvenile, it really does allow us to get a better idea of what our audiences like. Many sites will send a report of what the most popular posted content was, which allows a better understanding of what people would likely want to see in the future.

Economic value translates a little differently for college campuses than it might for a business. For a business, this metric is about looking at the bottom line and how marketing is affecting the revenue stream, also known as return on investment (ROI). How we might look at that in a collegiate framework is the number of students who are engaging with our program, service, or event.

- How many people are knowledgeable about what we offer or what is happening on campus?
- Did we reach our target audience?
- What is the attendance at our event?

If you haven't already, we would encourage you to compare attendance to the some of the numbers mentioned previously and see if there is any correlation. You might be surprised at what you find.

These metrics don't just apply to electronic media, but it is a lot easier to measure them in this context. As we seek to understand our student bodies better, what they like and don't, we can offer more programming that interests them and get more information to them. With a small amount of intentionality and some effort, we can market with meaning.

ABOUT THE AUTHORS



David Oglethorpe is communication coordinator for the Office of Student Involvement at the **University of Central Florida**, where he is pursuing a doctorate in educational leadership. He holds a bachelor's degree in strategic communication from The Ohio State University and a master's degree in educational leadership from the University of Central Florida. He has previously worked in media relations at Jacksonville University (FL) and in academic advising at the University of Central Florida. Oglethorpe has been active in NACA® South, having served as the region's Communications Coordinator and Business Networks Coordinator.



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INTRODUCING ANALYTICS

How to Improve Your
Use of Social Media

By **ROMAN K. MAY**
University of Kentucky

For campus programming boards, social media can be one of the easiest, yet strongest forms of promotion available. Utilizing various social media platforms is one of the few free and convenient ways to promote your events to a large audience. But how do you make the most of your social media platforms? The answer is simple: by taking advantage of the FREE resources they offer to help you maximize your social media presence.

ANALYTICS 101

Analytics are the statistics and data provided by social media platforms that provide information on the performance of your posts. These analytics can include demographic information, monthly reports, or information on specific, individual posts. Social media managers can use this information to help track engagement on various platforms, assess progress, and develop strategies for moving forward.

For example, reviewing the demographic information of your audience for each of your social media platforms can give you valuable information to help tailor your posts to meet the needs and interests of your audience members. Most popular social media platforms come with built-in analytic tools to help you evaluate your accounts and improve your reach. Additionally, there are some free external tools available for account managers to use to access analytics.

HOOTSUITE

At the University of Kentucky, we use Hootsuite to manage the student activities board's Facebook, Twitter and Instagram accounts. Hootsuite is one of the many free social media tools available for social media managers. It's the preferred tool for managing accounts for many people due to the flexibility it provides and the ability it gives to manage multiple platforms on one, convenient website. With Hootsuite, it's possible to see all three accounts in real-time on the dashboard. From this dashboard, account managers can easily reply directly to any messages or mentions received. The ability to do this quickly and easily can be crucial in helping increase the engagement on your accounts and participation among audience members.

One of the most useful features of Hootsuite is its flexibility in scheduling posts in advance. Managers can use this

tool to schedule multiple posts, at any time of the day, on any date. Student leaders may find this tool especially helpful when considering their course and involvement schedules. Additionally, the scheduling tool includes an auto-scheduler feature that chooses the most optimum time for posting based on the traffic on the account. This tool helps maximize the number of people who see a post by picking a time that the most people are likely to see it. This can be a valuable resource when posting because it can effectively increase the number of people who see your post and increase the chances for it to be seen by others.

In addition to managing various platforms, Hootsuite also provides free, helpful analytic tools to access information about your accounts. Through the Hootsuite website, you can create reports that include a basic overview for both Twitter and Facebook profiles. Although

these reports include only general information, they can be beneficial for tracking trends and looking at progress on a monthly basis.

Another useful aspect of Hootsuite includes the free online courses provided through Hootsuite Academy. There are two free course sections offered: one on mastering the Hootsuite platform and another on social marketing. These courses are meant to help those in charge of running social media platforms learn more.

Additionally, after completing the courses, participants receive an industry-recognized certificate to include on their résumés. Hootsuite Academy will also provide you with a letter grade for your Twitter account to help determine what you do well and what needs improvement. The tool grades your performance on reach, engagement and profile information. I've found this tool particularly useful when determining what our focus needs to be for the future and tracking results of previous efforts.

FACEBOOK INSIGHTS

One of the most challenging things about working with media is that it's constantly changing to meet the ever-expanding market. Although this may cause more harm than good, in a few cases, it can work towards your benefit. An example of this is the inclusion of analytic tools within platforms themselves.

On your Facebook page, you can access the provided insights from a tab on the top of the page. These insights will open to an overview page that can be customized based on specific date ranges and will allow you to see information such as page views, page likes, reach, and post engagements. Additionally, Facebook will also provide you with post-specific information on the five most recent posts. From this page, you can access more specific information using the menu bar on the left side. All of these pages can also be adjusted to specific time ranges if you'd like to focus on a particular week or month.

Facebook Insights will also allow you to download all of this information into Excel spreadsheets you can save and access whenever you need them. The information on these Excel sheets is split between data about your page and data for specific posts.

TWITTER ANALYTICS

The free analytics for Twitter can be accessed from a dropdown menu on your account page. The analytics home page provides a summary of tweets, impressions, profile visits, mentions and followers from the last 28 days, as well as summaries from previous months. By using the navigation bar at the top of the page, you can access more in-depth information about your tweets and audience.

The tweets tab on the navigation bar will show you analytic information, including impressions, engagements and engagement rate for all of your tweets. You can adjust the date and time frame and the graphs will automatically update to show you the information for those days. This page also includes the option to export the data into an Excel spreadsheet for later review. By archiving these spreadsheets, social media managers can have the information handy if they need to refer to it or if they want to take a longitudinal look at the accounts.

GOOGLE SHEET DIY

The final piece of our analytics tracking for our social media platforms includes a Google sheet our student director of media updates on a weekly basis. This student collects data from each platform and transfers it to a Google sheet. This is done in addition to the previously mentioned spreadsheets because it provides us a longitudinal view of all data in one place. Currently, we have available weekly data on all our major platforms going all the way back to 2013.

Another advantage of creating your own spreadsheet includes the ability to customize it to include the information you believe is relevant. This allows you to find the information you need more quickly and helps alleviate some of the confusion that can result from dealing with large spreadsheets.

For example, our DIY sheet includes page views, weekly page likes, total page likes, weekly reach, and post engagement for our Facebook profile. This is only a snapshot of information you can get from Facebook, but it's what we view as most relevant to our purposes. Our Twitter section of this sheet includes followers, tweets, mentions, impressions, link clicks, retweets, likes and replies. Finally, our Instagram section includes number of followers and total number of photos posted.

WHAT NOW?

Once you've figured out how to access and download analytics for your social media platforms, how do you use them? To begin, you can compile this data into a report at the end of the year. We use such a report to assess our reach to the campus community and to evaluate current procedures. It can show us what worked well and provide a guideline for future efforts in expanding our audience.

Additionally, the report allows for our student director to reflect on performance and celebrate successes throughout their tenure in the position. By compiling this data, the student has an opportunity to see how their efforts have impacted the organization in a quantifiable way. Moreover, the student director can use this report in training their successor to help them understand the position, and it can serve as a reference for the new director throughout their tenure.

Having a report on the previous year's performance also helps when developing a social media plan for the upcoming year. By having tangible data on progress, student leaders can set realistic goals and expectations for themselves they can work to meet throughout the year. This is especially useful when working with someone who is new to the position and who may not understand which expectations are realistic and which are not.

Ultimately, by tracking analytics, campus-programming boards can effectively evaluate their virtual promotional efforts. By knowing whom you are reaching, you can better serve your campus community and work towards expanding the network you serve.

ABOUT THE AUTHOR



Roman K. May is a graduate assistant for the Student Activities Board, working with the Office of Student Organizations and Activities at the **University of Kentucky**, where he is pursuing a master's degree in higher education. He holds a bachelor's degree in psychology from Freed-Hardeman University (TN). He served as an educational session presenter at NACA's 2016 National Convention.

FOMO Is Real!

So, Incorporate It into Your Marketing Strategy!

By

EMMA CLARK

Weber State University (UT)

AS I SIT IN A COFFEE SHOP WRITING THIS ARTICLE, I notice a few college students in conversation at the table next to me. As they scroll through their phones (while attempting to study, I'm sure), it seems they're drawn to a social media post a friend of theirs recently shared. They "just can't believe that Julie isn't going to Zach's party. It's going to be ridiculous and she's going to miss out."

It's at that moment I realize I am watching FOMO play out right in front of me. Wherever we are, we have the urge to stay "in the know" about something potentially great about to happen – and we don't want to miss it! The fear of missing out is easily becoming ingrained in all of us.

So, what is the fear of missing out, also known as FOMO? It's a sort of social anxiety driven by missing a social interaction, talk-worthy event or potentially memorable experience. This phenomenon has become more prevalent as smartphones and social media have begun to rule our daily lives. We live in an instantaneous society where everything is a touch or click away.

You may be wondering if you are subject to FOMO. Do you sleep with your phone within arm's reach? Do you check it before you close your eyes, and again first thing when you awake? If you answered yes to either or both of these questions, congratulations! You are like most of our college students and have FOMO tendencies! Don't worry; it's not a bad thing – it happens to everyone.

Over the years, I've watched more and more students actively refresh their social media accounts throughout the day, feeding their fear of missing out. Rather than try to fight it, I decided to foster FOMO and incorporate it throughout our event marketing. As a result, here are tips I'd like to share for instilling FOMO in students to bring more of them to your campus events.

CREATE EXCITEMENT AND ANTICIPATION

When promoting events, we tend to stick with familiar materials displaying event details (date, time, location), but it's important to also highlight the experience event attendees will share. If you can create a visual in students' minds of what they would be missing if they don't attend, it will be hard for them to resist. Show that your program is THE event to attend, and if they miss it, they will be hearing about the amazing experience from their friends the next day.

The key to this is to create anticipation in your marketing so your potential audience members feel FOMO. The easiest way I've found to create anticipation is to develop teasers, which can consist of posters, videos, pictures or social media posts that provide a tiny bit of information, but still leave the viewer wanting to know more. This works best when you can roll a few teasers out in phases.

To get more students at our annual Nearly Naked Mile charity fun run, we used simple teasers in two phases. The first phase simply consisted of a poster saying, "Get Nearly Naked," which was shared all over campus. This poster was up for a week, which caught students'

attention and got new students talking about what it might mean. The next week, one of our students walked around the Union wearing shorts with the same poster image draped across his front and back, which caused him to appear "nearly naked." Once again, it was eye catching and got students talking.

After a week and a half of these teasers, we finally released the actual event poster containing all the pertinent information. This strategy worked well, as students saw the initial teaser and did not want to miss the next announcement for fear of not being in the know about what was going on at Weber. Creating anticipation like this leaves students wanting to know more and then your event becomes stuck in their minds.

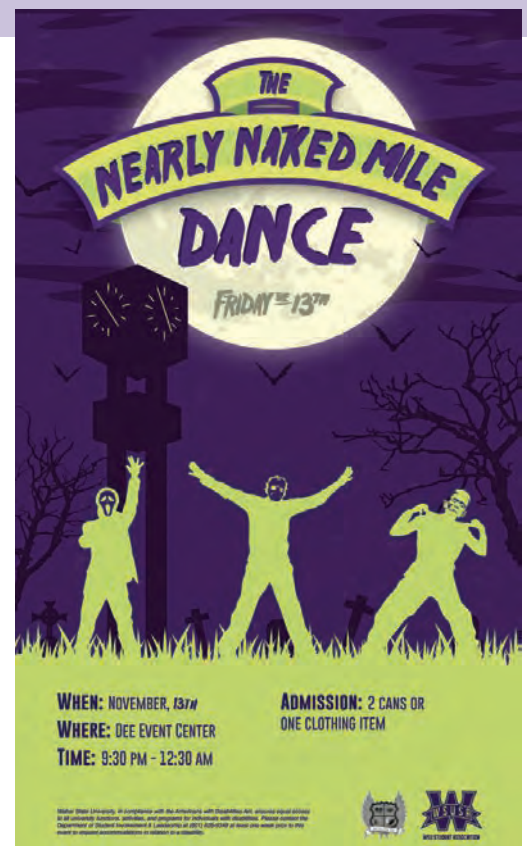
Other ways to create anticipation can include utilizing your social media accounts strategically to distribute teasers. Many students are now drawn to videos and pictures on social media, because it doesn't take as long as reading copy to get details. My students have begun to channel their creativity into making short, funny videos that show a story leading up to our dances. At the end, the videos highlight the deejays, type of music and



At Weber State University, large eggs filled with candy are hidden in hard-to-find areas of campus as part of the campus egg hunt. Clues to finding them are available for limited periods of time on Snapchat, which helps create urgency – and FOMO – for student participants.



As a teaser to create FOMO on the Weber State campus for the Nearly Naked Mile Dance, a simple poster saying, "Get Nearly Naked" was first released, followed soon by a poster with complete information about the event.



Having a student wear a dinosaur suit to promote event can lead to students taking photos with it, which, when posted on social media, make great event teasers to help create FOMO.



other event information to demonstrate what kind of experience to expect. People are more afraid than ever of missing out on something new and exciting, so we know if we draw them in with a funny video, they'll be hooked. This can also be done via Snapchat and Instagram with shorter videos or pictures of the event preparation leading up to the start of the event, which is the best time to spark students' interest.

PINK GORILLA TACTICS

When we get stuck in a rut with marketing strategies, I ask my students, "What is the pink gorilla tactic we can use this time?" They know I'm asking them to think out of the box with regard to physical marketing that will make everyone stop and stare.

A few years ago, we acquired a hot pink gorilla suit that students wore around the office to get a few laughs. We were gearing up for the annual Neon Dance, so I encouraged our students to use the pink gorilla suit to promote the event. A student wearing the suit hopped on the parking shuttle bus carrying glow sticks and fliers he handed out as he jammed to music. It was definitely an experience that made a lot of students stop and wonder, "What the heck? ...," but it was the talk of campus for the rest of the week.

We had created that WOW factor imperative to fostering FOMO and creating conversations. In our case, many students were telling their friends and talking about attending the dance after seeing the gorilla.

If you're considering incorporating a pink gorilla tactic, keep in mind the frequency with which you use it. Our pink gorilla suit was a huge hit, but it began to lose its wow factor as we continued to use it and, consequently, its impact diminished. If you incorporate such a tactic, be sure to be strategic as to when you use it, or switch it up after a while. After the gorilla lost its magic, we purchased an inflatable T-Rex costume because they were in videos all over the Internet and we knew it would be received well by students. When homecoming week rolled around, we threw an oversized homecoming T-shirt on our "dinosaur" and sent him into the middle of the student union to dance to music and interact with

passersby. Throughout the afternoon, images of the dinosaur (wearing the homecoming shirt) were posted all over social media by students, indirectly promoting homecoming week as we hoped.

SCARCITY AND URGENCY

Nothing fosters FOMO more than time sensitivity. Creating urgency has always been a tactic of many marketers. You get emails in your junk mail every day exclaiming, "50% off your order today ONLY!" I'm sure it's crossed your mind to make a purchase before the offer is gone. Use this same tactic in your event marketing for ticket sales at your next concert or movie. Scarcity also entices urgency; you can advertise that there are

**YOU MAY BE WONDERING
IF YOU ARE SUBJECT TO
FOMO. DO YOU SLEEP
WITH YOUR PHONE
WITHIN ARM'S REACH?
DO YOU CHECK IT BEFORE
YOU CLOSE YOUR EYES,
AND AGAIN FIRST THING
WHEN YOU AWAKE?**

only 50 seats left in the venue, which will automatically foster FOMO.

We have employed urgency in a different way for our campus egg hunt by simply using Snapchat. Small eggs are hidden around campus with candy, but each day three large eggs containing big prizes are hidden in difficult-to-find locations. We shared the only clues to finding the large eggs through Snapchat at specific times during the day. Students stared at their phones in anticipation of being the first to see the snap come in and know where to find the eggs. The whole campus loved this event, the method of delivery we used and the prizes we offered.

We also increased our social media followership just by incorporating it into the event. In the instantaneous society in which we live, creating scarcity and urgency can go far in the success of your event.

KNOW YOUR AUDIENCE

The most important aspect of your marketing strategy is understanding your audience and how its members best receive information. Many of the social media strategies I've shared will work for the majority of traditional college students, but we tend to lose non-traditional students when we focus only on social media marketing. Determine who your target audience really is and how your marketing will resonate with them. Be intentional with where you distribute marketing if you schedule speakers or events that will resonate more with students in a particular college or interest group.

Physical marketing can be your best go-to strategy, but get to know the traffic patterns on your campus and where the most visible bulletin boards are so you don't waste money on displaying posters that aren't seen. I also suggest creating a list of all forms of marketing you typically use (emails, social media, posters, sandwich boards, etc.) and consider assessing your current strategies. Maybe a change is needed to really connect with your students. FOMO can be incorporated into your marketing very simply, but understanding who your students are and what messages will resonate with them is ideal for fostering it.

So, try these tips, develop your own tactics and excel in instilling the Fear Of Missing Out in your campus events!

ABOUT THE AUTHOR



Emma Clark is coordinator of Student Programming at **Weber State University (UT)**. She served NACA® Mid America as its Special Events Coordinator and Awards Selection Chair in 2015. She holds a

bachelor's degree in organizational communication and a master's degree in college student personnel, both from Ohio University.

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ARE YOU HOSTING AN EVENT OR CREATING AN

By

DARRIUS BARROW

East Carolina University (NC)

TOO MANY TIMES IN CAMPUS ACTIVITIES, we find ourselves reaching a point where some of the things we do seem a little repetitive. That outdoor event seems to look and feel like every other outdoor event, the theatre shows all have the same look and feel, and those dessert socials are all the same. As a result, audiences and attendees leave programs having experienced nothing really new.

So, the question for the hosts of campus activities and events is, “How can we do more with this event?” Perhaps the better question is, “How can we turn these events into unforgettable experiences?” Actually, there are several things you can do to help turn your next event into a memorable experience.

One of the first is to make sure you have a good understanding of the audience you’re trying to attract to your event:

- Do you know the era in which they were born?
- Do you know the music they grew up listening to or the music they listen to now?
- What are they searching for on the Internet?

Knowing these details will also help you connect more with your audience, which is a key factor in properly branding and marketing events.

ALIGNING BRANDING AND MARKETING

Additionally, you must ensure your branding and marketing strategies are in alignment with the experience you want to create. For example, if you’re holding a program intended to be educational and informative (i.e. a chancellor luncheon or a campus safety program) you wouldn’t want to brand it as you would an entertainment event or theatre show because it won’t match attendee expectations.

Furthermore, you must make sure the media and methods you use to market coincide with the experience you’re creating. For example, if you are having an exciting, high-energy event (i.e., a concert or interactive event), you may want to use Guerilla marketing techniques (those that are unconventional in nature) or create marketing materials that are intentionally eye-catching with colors that stand out and/or display bold imagery. One key element that can enhance the experience is to use the same colors and imagery included in the marketing materials in the event, itself. Decorating and/or using lighting of the same colors as in your marketing will give the event a consistent look and feel throughout and enhance the visual experience for attendees.

APPEALING TO ALL THE SENSES

It’s not only important to appeal to the visual senses, you must also appeal to as many of the remaining five senses when applicable. For example, if you’re offering food at an event, you’re already planning to appeal to the sense of taste. But you

can take it a step further and position the food in an area where people can see or smell the food in order to further build interest. Also, when providing food, consider whether you’re selecting food options that reflect the event theme, and whether that theme is also reflected visually through your marketing and decorations.

In addition to catering to sight, smell and taste, playing close attention to what participants and audiences are hearing throughout a program is crucial to the event experience. For theatre shows, make sure there are quality sound and equipment checks to eliminate things such as feedback, interference, or sound crossover from other programs occurring in neighboring areas. Plus, if you are in an open environment, be mindful of things that could be occurring nearby (i.e. construction, traffic, other events) that could hinder the ability to hear what’s happening at your event.

To appeal to the sense of touch, you must consider whether there are some aspects of your event that could be more interactive and hands-on in nature. Look for areas of opportunity in which giveaway items can include “make your own” novelties. For example, if you are planning to give away spin-art Frisbees, enable participants to make or decorate the Frisbees themselves instead of having a volunteer or third-party vendor do it for them. Having participants engage in an activity physically gives them the feeling they are part of the event, which creates a

EXPERIENCE?

better overall experience than they'd get from merely spectating.

Overall, capturing as many of a person's senses throughout the course of a single event will make it more memorable, with a longer, more lasting impact.

MANAGING LOGISTICS

Probably one of the most critical, but often overlooked, aspects of the event experience is logistics. Things such as seating availability and line control can make or break the quality of an event. Often, we can't control how many people will show up for any given event, but we must carefully consider the venue we use when hosting different functions. As a programmer, you want to find the balance between having enough seating for everyone and having a venue that looks and feels as if the attendees are in a full house.

Furthermore, you need proper line-control mechanisms in place to get people in and out as smoothly as possible. You must map out entry and exit points and have appropriate staffing in place to facilitate entry and exit processes. You also want to be sure to have security and emergency plans in place so everyone can feel safe. While these aspects of producing an event usually go without saying and go unnoticed by many, they go a long way in ensuring everyone has a great experience.

BEING INTENTIONAL

Being intentional about branding and marketing, appealing to all of the



A space decorated as a casino for East Carolina University's Vegas Night appealed to all the senses.

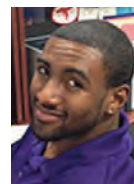
senses, and managing logistics can seem pretty daunting when discussing the planning and execution of an event, but if you're able to connect with your audience and see an event from its perspective, you have a better chance of having these aspects work in harmony. Start backwards by imagining what kind of experience you want participants to have had when they leave an event, regardless of the program's nature. Then examine program elements, including sensory aspects, you want them to recognize during the event. This will give you a better idea of how you want to set up and decorate.

Next, be intentional as to where, when, and how you want people to enter, and plan accordingly when selecting a venue. Additionally, depending on your decorations and/or setup, determine the best ways to market and brand your event. If you have a good understanding of your audience, you can determine the best

promotional strategies to use.

There is no perfect formula, but paying close attention to these elements and finding ways to bring them all together can help turn that same program or event you've been hosting into the next great experience your campus will be buzzing about for some time to come.

ABOUT THE AUTHOR



Darrius Barrow is assistant director of Student Activities at **East Carolina University** in Greenville, NC. He holds a master's degree in sport management from East Carolina University and a bachelor's degree in journalism from the University of North Carolina-Chapel Hill.



By

BRIANNE S. ROGERS

Western Michigan University

"You're leaving your position as *leadership* coordinator for a job in campus programming?" my colleague asked incredulously.

"Yes, I am," I replied.

"And you're not getting paid more?"

"Nope."

"And your hours are not going to get better and maybe even get worse?"

"Correct."

"And you had an offer as an *academic* advisor, but you're choosing *programming*?"

"Yes, yes I am."

"Huh."

As anyone who has done a job search will tell you, the decision to leave one job for another is a complex decision with numerous factors to consider. And although I wasn't necessarily surprised when the conversation above occurred, it still wasn't an easy one to process. I struggle every day with the fact that campus programming, specifically advising a programming board, is considered less important, needed, and valued when compared to other non-faculty positions in the field of higher education and student affairs.

No, you say? That's not true? All positions in student services and student affairs are equally valued by administrators, university officials, and higher education regulators for their educational value. Please wait a sec, while I get a firm

grip on your shoulders, so I can pull your head out of the sand.

If these individuals were to rank positions based on educational impact, persistence to graduation, retention of students, and impact on job obtainment, campus programming would be among those ranked last. However, is that *their* fault or *ours*?

If we want campus programming to be considered a field of *education*, an *essential* field, a field that a university needs, everyone who is reading this article – programming board advisors, associates, and NACA as an organization all have roles to fulfill.

IT STARTS WITH US

It starts with us, the advisors of programming boards, renewing our com-

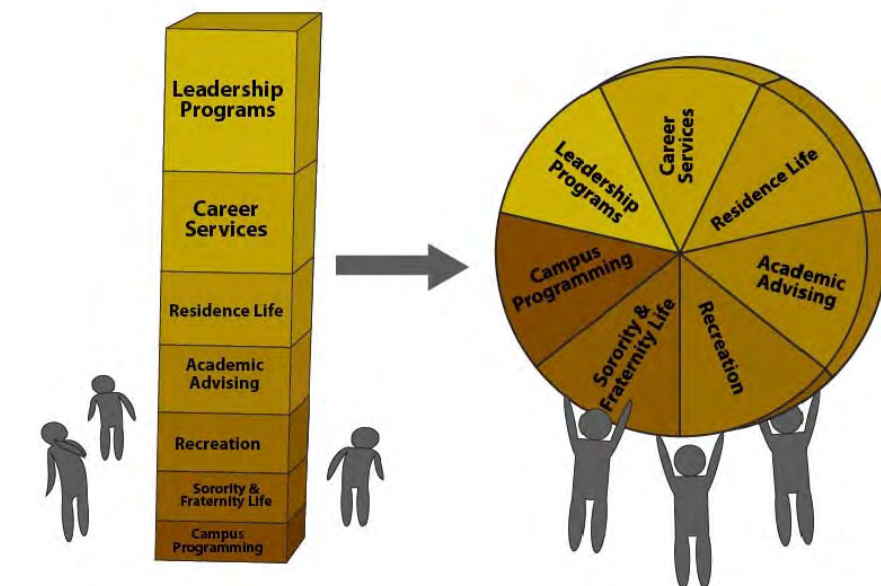
mitment to education and advocating for ourselves. It is easy amidst the chaos that comes in working these positions to forget we are educators. Between e-mails, reports, committees, meetings, contracts, and putting out fires, it's easy to be the doer instead of the teacher; to be the solution instead of the catalyst, to be the teller instead of the asker, and to be the creator instead of the builder. Plus, most of us aren't just programming board advisors, but also have several other responsibilities. I know that due to the reality of our jobs, we cannot choose to engage in the educational moment every time it might be available and that every task, program, or decision cannot be handled by students. However, we must not fall down a rabbit hole into the land where we are simply programmers. We must, as a group, help each other stay above ground in the world of education.

In addition to renewing our commitment to education, we must advocate for ourselves by telling our stories and writing new ones. I'll be honest: I've missed opportunities to tell our story of education. When my colleague questioned how relevant the 2016 Leadership Educators Institute would be for me in campus programming, I should have explained why it's relevant: how important leadership development is to the executive board, that assessment practices need to be part of the process, and how leadership theories are applicable to the students I advise. I didn't. But I hope we all will next time we have the opportunity.

We must be willing to be vulnerable with each other and share all our data – representing our successes and our losses – to create an industry of benchmarking, analysis and advancement. This story will be a challenging one to write, but will help us stay farther away from the rabbit hole.

A CALL TO OUR FUTURE SELVES

Another group we need to call upon to advocate for the education we provide consists of those among us who in the future might leave programming for other jobs. Advancement in higher education is difficult and I would never ask anyone to stay in a position just for the purpose of continuing good work or advocating for campus programming. However, it's important to never forget the educa-



Infographic by **HOLLY JAKUB**

tion and impact that occurred during the time you spent in programming. It's crucial to continue to tell the stories of the learning that occurs among student participants, the contribution to the retention and persistence of students that programming offers, and the transferable skills it teaches.

A ROLE FOR ASSOCIATES

Similarly, associates – the agents, middle agents, and the vendors – who work with us can also share our story of education and learning. Higher education is a known entity among the general public, but how many from the public really *know* what kind of education occurs in student affairs or, specifically, through campus programming? If our associates correct individuals who claim staff “just play with students” or “just plan events for students” and share what really happens – they will help move our story forward. As people *outside* of higher education, they have a unique opportunity to tell our story from a more impartial viewpoint.

AND FOR NACA, TOO

NACA, as an organization, has its own role to play. It's not the same organization it was when it was founded in 1960; it's not the same organization it was 10 years ago; and it won't be the same organization in another 10 years. NACA's vision

states the organization seeks to “promote student learning through engagement.” Its values of innovation and communication also suggest that NACA can take the lead in telling our stories to those outside of the Association who need to hear them and help us tell a new story of benchmarking.

As NACA approaches its 60th anniversary, maybe it's time for the organization's name to reflect the change in the narrative I suggest. We are educators, not programmers. Perhaps we might consider becoming the National Association for Campus Activities and Education (NACAE)?

ABOUT THE AUTHOR



Brianne S. Rogers is in her sixth year of post-graduate work and has spent the entire time in student activities and leadership programs. She is currently the assistant director of Campus Engagement at

Western Michigan University. She just started her doctoral program in educational leadership at WMU and also holds a master's degree from the University of Wisconsin-La Crosse and a bachelor's degree from Northern Michigan University. Before her journey in higher education, she worked in the business event management industry. This is her fourth contribution to Campus Activities Programming®.



FROM ADVISOR TO LIFELONG MENTOR

By
SRIDEVI RAO

Pennsylvania State University

IF YOU'RE AN ADVISOR, students are at the heart of everything you do. You have the ability to influence them significantly. Advisors are also in a unique position to wear multiple hats. You have assigned job descriptions and roles on campus through which you're in charge of specific clubs, organizations and duties. However, on top of these assigned roles, you often find yourselves mediating student conflicts, counseling students through crises, and helping them with study skills and time management.

Advisors are often the first line of contact for students regardless of what they need. They have impromptu conversations with them and can tell when students are in crisis. It frequently becomes the advisor's responsibility to guide students to the appropriate support they need. These continued conversations with students are often the start of long-term mentoring relationships and can be life changing for both students and mentors.

THE IMPORTANCE OF HAVING A MENTOR

College is a crucial growth period in a person's life. Most traditional-age students are between 18 and 25, a period defined as emerging adulthood. During this time, students are exploring their individual identities, figuring out who they are and aspire to become. "Emerging adulthood is a time of life when many different directions remain possible, when little about the future has been decided for certain, when the scope of independent exploration of life's possibilities is greater for most people than it will be at any other period of the life course" (Arnett, 2000). This capricious time in life,

consequently, makes having mentors for guidance and support even more crucial.

Many people attribute their success, at least in part, to having influential mentors. Oprah Winfrey frequently speaks about how Maya Angelou mentored her and shaped her life. She once said, "A mentor is someone who allows you to see the hope inside yourself" (Magnify, 2016). Mentors can ignite a flame in mentees and can encourage them to achieve their goals. Mentors can also open doors and remove obstacles for mentees, who are also known as protégés.

Some institutions provide formal mentoring programs for incoming students to be paired with staff and faculty or upper-class students. Mentoring relationships can be formal with a structured program and set meetings, or can be informal with irregular contact. One commonly used definition of mentoring comes from Greek mythology: "a relationship between a young adult and an older, more experienced adult that helps the younger individual learn to navigate in the adult world and the world of work. A mentor supports, guides, and counsels the young

adult as he or she accomplishes this important task” (Kram, 1985, p. 2).

KEYS TO BEING AN INFLUENTIAL MENTOR

Consider who might have mentored you throughout your life. Who offered you encouragement, wisdom and knowledge? Who was always there for you when you needed to talk? How have mentors shaped whom you’ve become and how do they continue to influence your life? Keep these thoughts in mind as you begin to develop a relationship with your mentee. Here are other suggestions to help you become the best mentor you can be:

- Always empower and encourage your mentee to reach their full potential, personally and professionally.
- Truly care about your mentee and selflessly offer help. Maya Angelou said, “In order to be a mentor, and an effective one, one must care. You must care. You don’t have to know how many square miles are in Idaho, you don’t need to know what is the chemical makeup of chemistry, or of blood or water. Know what you know and care about the person, care about what you know and care about the person you’re sharing with” (Muenke, 2016).
- Use words like “we” or “let’s” instead of “you” to let them know they’re not alone.
- Forgive: your mentee will probably make mistakes. Discuss the mistakes together and work through them, explaining better ways specific situations could be handled.
- Know your mentee’s goals, as well as their expectations of you.

KEYS TO BEING A GOOD MENTEE

Mentorship is a two-way street; each partner should gain value from the relationship:

- Discover what your mentor likes.
- Show them gratitude and appreciation.
- Have multiple mentors.
- Update your mentors on your progress in life.
- Always follow through on commitments.

- Your mentor’s time is valuable: come prepared for meetings.
- Know your mentor’s expectations of you.

Remember, too, that you are a reflection of your mentor. Always be mindful of your surroundings. Know who is listening and who is around you. How are you coming across to others? You’ll be surprised how interconnected the world is and how fast gossip or poor decisions can ruin your reputation.

BENEFITS OF BEING A MENTOR

By serving as a mentor, you will:

- Gain satisfaction from helping someone else.
- Share your life story, experiences and wisdom.
- Have the opportunity to learn from your mentee.
- Be able to pay it forward to others.
- Expand your network.

INFLUENTIAL MENTORING RELATIONSHIPS

A successful mentoring relationship can provide lasting benefits for both the mentor and the mentee. Mentors are crucial for students to thrive in college and beyond. Mentoring occurs in virtually every profession, from business to sports, medicine, education and more. Student affairs professionals are in a unique position to mentor students. They tend to see students in more informal settings and the advisor-student relationship can easily become a transformative mentoring relationship.

Mentoring relationships can play a significant role in human development (Eby, Rhodes & Allen, 2007). In a 1977 study, some of the most outstanding men and women in the nation were surveyed and the results showed that those who were deemed the most successful had a mentor beginning at a young age. A later study focusing on top executives found that two-thirds of the 4,000 executives surveyed had a mentor (Eby et al.). While positive mentoring relationships have

beneficial results, poor mentoring can be equated to poor parenting and can be detrimental (Eby et al.).

Good mentors open doors for mentees and provide additional opportunities and an extended network to connect to others. They have a wealth of knowledge and experience that most are happy to share. Seize the opportunity and develop multiple mentorship relationships.

As one of my mentors, Marybeth Gasman, says, “None of us are self-made, none of us do it all by ourselves.” We all got to where we are with help from our friends, family, supervisors and other positive role models in our lives. We may not have realized it at the time, but all of these relationships can be defined as mentoring relationships. I’m forever thankful to each of my mentors, who are always there to provide a listening ear and sound advice when I need it most.

Remember to always thank your mentors, and be a mentor for others. When we uplift and inspire one another, we all succeed.

ABOUT THE AUTHOR



Sridevi Rao is pursuing a Ph.D. in higher education at **Pennsylvania State University**. She is currently an NACA® Mid Atlantic Leadership Fellow. She has previously worked in various aspects of student affairs, including student activities, orientation, leadership development, residence life, and intercultural advancement and inclusion. She earned a master’s degree in higher education from the University of Pennsylvania and a bachelor’s degree in behavioral neuroscience from Lehigh University (PA).

Editor’s Note: Articles written for the NACA® Leadership Fellows Series are crafted by participants in the NACA® Leadership Fellows Program, which serves as an opportunity for NACA® members of diverse backgrounds to become familiar with Association programs and professional development opportunities. For more information on the NACA® Leadership Fellows Program, contact Kayla Brennan at kaylab@naca.org.

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Campus Warms Up to UNT's Homecoming Bonfire!

By
GRANT ALLEN GILBREATH
University of North Texas

2016 WINNER



SCHOOLS WITH OVER 5,000
FULL-TIME ENROLLMENT



THE UNIVERSITY OF NORTH TEXAS (UNT) is filled with outstanding “Mean Green” spirit and traditions. Arguably, the most well known of those traditions is Bonfire, the largest of its kind in the state of Texas. Bonfire is a time for the UNT community to come together to celebrate Homecoming Week. It invokes a special feeling unique to every student and alumnus, and anyone else who knows what it means to be an Eagle.

Bonfire is a Homecoming tradition dating back to 1935. In 1960, the responsibility of building the actual bonfire was entrusted to the Talons, UNT’s spirit organization. It takes one week for the Talons to build the bonfire in its entirety, starting with the gathering of wooden pallets from the Denton community. Over the course of the week, the Talons gather approximately 5,000 pallets and layer them, one by one, into four tiers (like a wedding cake). In the end, the bonfire stands 25 feet tall and is 40 feet wide by 40 feet long.

Opposite page, top: A homecoming victory sign is backlit by the UNT Bonfire.

Opposite page, bottom: Approximately 5,000 pallets are carefully stacked to create the UNT Bonfire event.

Building week is intense, yet exhilarating for Talons members. It’s a representation of hard work, perseverance, and dedication, as the organization puts blood, sweat and tears into it. Building begins each day at 9 a.m. and ends at 11 p.m. Each night, a different campus department (including Student Activities, Office of the President, and the UNT Police Department) brings dinner to the Talons as a gesture of gratitude for their hard work. At 11 p.m., “night watch” begins, during which some members of the Talons stay on site to ensure no one messes with their work or lights it early. At the end of the week, 23 Talons are selected to be torchbearers. They receive the high honor of being able to light the bonfire.

The Bonfire event, held the night before the Homecoming football game, is coordinated by Student Activities. It starts at 7 p.m. with a Spirit March of Talons and other students from Frater-

nity Row to the bonfire site, which is near the football stadium. Once on site, attendees are entertained by music and enjoy giveaways. The ceremony begins at 8 p.m. and includes a pep rally led by the UNT Pep Band, Scrappy (UNT’s mascot), the North Texas Dancers, and the North Texas Cheerleaders. The Student Government Association president and vice president serve as emcees, introducing the university president, head football coach, football players, and members of Homecoming Court. The ceremony concludes with the lighting of the Bonfire and a fireworks show. When the ceremony ends, attendees sit with their friends on a field near the bonfire to watch it as they talk and hang out.

To the Talons, the night the Bonfire is lit is an experience that’s difficult to explain. A veteran member of the Talons, Scarlett Bradley, describes building the Bonfire as an “overflow of many emotions. You become exhausted from all the work. However, it is totally worth it when you see thousands of people” come together in camaraderie. Their hard work is rewarded by a feeling of relief and pride, in the realization that it’s an honor for them to keep the tradition alive.

This year’s Bonfire Committee head, Leif Kimball, says, “I see each member of Talons as a ball of ore. We go through an entire week of hard work and are pressed into bars of gold. This is something that everyone who is a part of the University of North Texas can relate to.”

Bonfire is not just a giant pile of wood that catches fire; it is a symbol of love for UNT that impacts students and alumni alike.

ABOUT THE AUTHOR



Grant Allen Gilbreath is a senior at the **University of North Texas (UNT)**, majoring in English with a focus in language/arts and secondary education. He transferred to UNT in the Fall of 2015. He is Community Service Chair for the Talons, the largest organization devoted to spirit, service, and traditions at UNT. His dream job is to teach high school English. He plans to later pursue a master’s degree in counseling.

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THE NACA® SPOTLIGHT

MEMBER NEWS EVENTS SCHOLARSHIPS LEADERSHIP INSTITUTES VOLUNTEER OPPORTUNITIES

MEMBER NEWS

BRANDFON FAMILY WELCOMES SON

Josh Brandfon, director of Student Activities, Student Organizations and Student Center Complex Programs at the **University of Miami (FL)**, and his wife, Alyssa Krop-Brandfon, announce the birth of their son, Asher Micah, who arrived Saturday, Nov. 19.



BILL FRY, LONGTIME NACA® ASSOCIATE MEMBER, DIES

William "Bill" Fry, a longtime NACA® associate member, died Thursday, Nov. 10. He and his partner, Carol Studer, created the talent agency **Everything But the Mime (FL)**.



A comedian and juggler, he also wrote humorous and thoughtful articles for "Curtain Call" in NACA's Campus Activities Programming® magazine (issuu.com/naca), both when the column for associate member writers was first created and more recently. He submitted several speculative columns before his death, one of which appears on Page 28.

Before becoming an entertainer, he graduated from the US Coast Guard Academy and served in the Coast Guard for six years. After his recent retirement, he became involved in community theatre.

A complete obituary is available online (<http://naca.ws/2gWtlrT>).

DO YOU HAVE NEWS TO SHARE?

GOT A PROMOTION? WON AN AWARD? GOT MARRIED? HAD A CHILD? TELL US ALL ABOUT IT.

CONTACT **GLENN FARR** AT GLENNF@NACA.ORG WITH YOUR LATEST NEWS!

UPDATE YOUR NACA® PROFILE TODAY!

Do you have a new job title? Have you moved to a new institution? Do you have new professional responsibilities or interests? Then visit naca.org, click on the My Profile button in the upper right of the page and make any needed changes. Doing so not only keeps our records up to date, it also helps make sure you get the information, communications and connections that are so important to you as an NACA® member. Update today!

ADVERTISE IN THE NACA® SPOTLIGHT ELECTRONIC NEWSLETTER

Would you like the opportunity to reach your core customers through the NACA® Spotlight electronic newsletter? If you have questions or are interested in learning more about how to feature your company in this weekly electronic publication, produced in partnership with MultiView, contact **Geoffrey Forneret**, Director of MultiBrief Advertising, at gforneret@multiview.com or call 469-420-2629 and request a media kit.



SUBMIT YOUR CONTENT IDEAS FOR CAMPUS ACTIVITIES PROGRAMMING® TODAY!

Planning for the 2017-2018 production cycle of NACA's Campus Activities Programming® begins now! Do you have a theme or article idea you'd like to see in the magazine? Is there a particular topic you'd like to see explored in its pages?

Then share your ideas with us now. Contact Glenn Farr, editor, at glennf@naca.org today!



“CONNECT” THROUGH THESE NACA® MEMBER BENEFITS

Networking at regional and national events, professional development training and saving money through Block Booking have long been benefits of NACA® membership. Now, you have additional benefits that enhance the value of your membership and help you reach your professional development and volunteer goals.

NACA® CONNECT

Have a question about leadership, two-year institutions, student government or volunteering? Why not ask others who share your interests and responsibilities? Visit naca.org and click on the NACA® connect button in the upper right corner of the page to discover four communities available to you as NACA® members:

- Leadership Education
- NACA® Volunteer Central
- Student Government (Staff/Grad)
- Two-Year Institutions

Join one (or more) of these communities today to share knowledge and resources to make your work and volunteer activities more rewarding. It's your Association, your community: NACA® Connect today!

AMPLIFY YOUR EXPERIENCE!

You know the value of NACA® membership. Help spread the word to prospective school members and create a greater, stronger Association. More members mean more resources, more Block Booking opportunities, expanded professional development and more professional networking. Plus, when you participate in the Amplify referral program, you will have an opportunity to enjoy some great incentives. Visit naca.org/Amplify to learn more.



WHAT'S NEXT FOR YOUR STUDENTS?

NACA® NEXT
(Navigating
Employability and
eXperience Tool)



helps students prepare for their next step after graduation – their careers. It has been developed in response to a survey published annually by the National Association for Colleges and Employers (NACE), in which employers identify the skills they are seeking from recent college graduates.

This online tool allows students to evaluate themselves on the skills employers seek and provides them with suggestions for mastering these skills through their involvement in campus activities. As an added option, this tool allows them to have their advisors evaluate them on these same skills. For more information on this member benefit, visit naca.org/Members/Next and sign up your students today!

JOB OPPORTUNITIES FROM THE PLACEMENT EXCHANGE

NACA® partners with The Placement Exchange to promote job opportunities within the higher education field that are relevant to NACA® membership. Sign in at naca.org, then look under the Member Resources tab to find Higher Ed Jobs. To learn more about an opportunity listed there, click on the job title. If you are interested in applying for the position, visit The Placement Exchange at theplacementexchange.org.



OUTSTANDING PERFORMANCE?

ENCORE IS READY FOR YOU!

Submit your resources associated with your officer retreat curriculum, officer training materials, and assessment plans to ENCORE (<http://naca.ws/1TKFJcS>) – make your knowledge and experience available to other NACA® members all year long. While you're there, find our webinars ready to watch on demand! ENCORE is a members-only benefit, so log in at naca.org, click on the Resources tab and choose ENCORE from the drop-down menu. Then, watch a tutorial video (naca.ws/20E7kOd) or click the Launch ENCORE button to begin. Questions? Contact Kayla Brennan (kaylab@naca.org).



WELCOME NEW NACA® MEMBERS

NACA welcomes these new members, for the period Oct. 12 to Dec. 2, 2016.

SCHOOL MEMBERS

California State University-
Channel Islands
California State University-Long Beach
Mississippi State University
North Carolina State University
Skagit Valley College-
Mount Vernon (WA)
SUNY-Adirondack
SUNY-Purchase College
The College of St. Scholastica (MN)
Utah State University-
College of Eastern Utah

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Paquin Artists Agency (MB)
Sound Specialist Entertainment (IN)

National Self-Represented or Solo Artist

AV Super Sunshine (WI)
Conduit Theatre (ND)
Eskimo Wave (PA)
Freddie Justice Comedy Hypnotist (MN)
The Grand Central (NY)

Regional General

CeCe Productions (NJ)
G-Force Laser Tag, Corp DBA G-Force
Adventure (ME)
J. Werner Production LLC (NJ)
Matheatre (UT)
Perfectly Afflicted (NC)
Phase Margin (CA)
Rainforest Reptile Shows (MA)
Skill Entertainment Group (FL)
SnapSeat Photo Booths (CT)
TR Agency (WI)
Trimega (MN)

Regional Self-Represented or Solo Artist

Brother Brother (FL)
Countless Thousands (CA)
Hallstar Records, LLC (MN)
HypnoGirl (CA)
Pounding Pavement 101 (NJ)
Public Awareness Theatre, Inc. (LA)
The X Girlfriends (CO)
Wordstravel LLC (NJ)

BOOK WITH DELTA AND SAVE!

NACA continues its partnership with Delta Air Lines to offer discounted airfares (naca.ws/1PnhTnW) for the upcoming National Convention.



BOOK ONLINE

- Not a Delta Skymiles Member? Visit naca.ws/1PnhTnW to be directed to Book Your Flight online. Once on the Book a Flight page, enter your flight information along with meeting event code NMNNK to purchase tickets and so the negotiated discount may be applied.
- You are a Delta Skymiles Member? Log into your account, click on Advanced Search at the bottom of the Book a Trip tab, enter your flight information, along with meeting event code NMNNK, to purchase tickets and so your negotiated discount may be applied.

BOOK BY PHONE

Reservations and ticketing are also available by calling the Delta Meeting Network Reservations at 800-328-1111. Note that a Direct Ticketing Charge will apply for booking by phone.

ARE YOU A NEW NACA® VOLUNTEER?

If so, we're going to need a little information about you, including your contact information, headshot, a brief professional/volunteer bio, and any special accommodations you might require while participating in NACA® events. What's the best way to share this info with us? Just complete the Volunteer Information Request Form (<http://naca.ws/1WIsxYF>)!

It's easy, takes only a few minutes and we won't have to pester you later when we need your bio, headshot or other information.

Questions? Contact Laura Jeffcoat at lauraj@naca.org.



Does your school have a tradition that highlights school spirit, showcases a signature program, or highlights best practices in programming efforts that could prove helpful for other campuses? Enter this year's **Your Best Campus Tradition™** and engage other campuses in a friendly video competition!

PRIZES INCLUDE:

- Complimentary registration to the 2018 NACA® National Convention, where you will present an educational session about your winning campus tradition
- Opportunity to submit an article to *Campus Activities Programming®* magazine
- Monetary award of \$1,000 for use at your next campus tradition

Deadline to enter is Jan. 31, 2017.

NEW THIS YEAR! Voting will take place on site using NACA® ALL ACCESS on your device.

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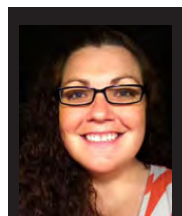


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If you believe assisting students in professional and leadership development is important, offer your support to future professionals and leaders through the NACA® Foundation. At your convenience, contribute directly (<http://naca.ws/1k4P9CB>) to the NACA® Foundation online, where you can find a complete list (<http://naca.ws/1k4P9CB>) of scholarship support opportunities.

