

CAMPUS ACTIVITIES

# Programming®

VOL. 50 ▶ NO. 8 ▶ APRIL 2018

## Closing the Loop on Assessment

Visualizing Your Data

Building a Dynamic Brand for Your Board

The Advertising, Marketing and Branding Puzzle

Self-Cultivation Practices for Professionals

Plus: #NACA18 Awards Coverage!





## OUTGOING. MOTIVATED. PLUGGED IN. CURIOUS.

Riddle & Bloom is an IDEAS AND ACCESS COMPANY that builds meaningful relationships with Millennial and Gen Z consumers – and the brands that matter to them most.

Riddle & Bloom brings opportunities for both students and programming boards to integrate top brands into campus life. We recognize how special the college experience is and look to build upon this with internship opportunities and unique events on campus.

Proud to be the exclusive marketing partner for the NACA.

[www.riddleandbloom.com](http://www.riddleandbloom.com)



RIDDLE & BLOOM

CAMPUS ACTIVITIES  
**Programming**<sup>®</sup>  
 VOL. 50 ▶ NO. 8 ▶ APRIL 2018



**Submit News or an Article Idea**

Send your ideas for Campus Activities Programming<sup>®</sup> or news for the “NACA<sup>®</sup> Spotlight” and “Associate Member News” to editor Glenn Farr at [glennf@naca.org](mailto:glennf@naca.org)

**Time to Renew Your NACA<sup>®</sup> Membership**

Yes, it’s time to renew your NACA<sup>®</sup> membership (<https://goo.gl/Zd2Fnn>) if you’d like to enjoy uninterrupted benefits – members-only discounts on events, professional development, webinars, the NACA<sup>®</sup> Connect online

community, the ENCORE digital library, research grants, leadership opportunities, timely communications and much, much more. NACA’s membership year runs May 1-April 30. Renewal notices are out as of March 1, so, don’t delay!

**NACA<sup>®</sup> 24/7 Is Here!**

NACA<sup>®</sup> 24/7 is designed to give you the freedom to book entertainers, events and services anytime, anywhere. It’s everything you love about Block Booking and much, much more. Plus, it’s right at your fingertips all year round. See Page C3.

**ADVERTISERS IN THIS ISSUE**

Page	Company
C2	Riddle & Bloom
18-19	Fantasy World
24-25	OnCampusText
C4	National Construction Rentals

**Give Us Your Best Shots!**

How would you like to see photos of your events and activities, or even your campus, in Campus Activities Programming<sup>®</sup> and other NACA<sup>®</sup> print and electronic publications? Gather your highest resolution photos and send them to Glenn Farr at [glenn@naca.org](mailto:glenn@naca.org). It’s a great way to give special recognition to your campus and the volunteers who make things happen for you, as well as to share your great programs with other schools! We’ll give you a photo credit, too. So, don’t wait — give us your best shots!

**NACA<sup>®</sup> 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.



@thenaca



@thenacasnaps

Chair, NACA® Board of Directors  
**Dr. Lucy Croft**

Executive Director  
**Toby Cummings, CAE**



# CAMPUS ACTIVITIES Programming®

VOL. 50 ▶ NO. 8 ▶ APRIL 2018

## MARKETING & COMMUNICATIONS STAFF

Director of Marketing & Communications  
**Penny Delaney Cothran, APR**

Editor  
**Glenn Farr**

Graphic Designer  
**Jason Jeffers**

Online Marketing Manager  
**Wes Wikel**

Advertising Sales  
**Bill Spilman**

*Campus Activities Programming®* (ISSN 07462328) is published eight times a year by NACA (January/February, March, April, May, Summer, September, October, November/December) exclusively for NACA® members. Copyright © 2018 by the National Association for Campus Activities. Editorial, publishing and advertising offices: 13 Harbison Way, Columbia, SC 29212-3401. NACA full membership is restricted to institutions of higher learning; up to four subscriptions of *Campus Activities Programming®* are allotted to member institutions based on full-time equivalent enrollment. Additional subscriptions are available for \$95 each. Associate membership is restricted to firms whose talent, products, programs or services are directly related to the field of collegiate extracurricular activities; up to \$144 of their membership fee is for up to three subscriptions to *Campus Activities Programming®*. Additional subscriptions are available to members for \$95. Library of Congress card number 74-646983; Library of Congress call number PN2016.N32A3. Statements of fact and opinion, or other claims made herein, are the responsibility of the authors, letter writers, providers of artist performance reports, and/or advertisers, and do not imply an opinion on the part of the *Campus Activities Programming®* staff, NACA® Office employees, or officers, staff and other members of the Association. All rights reserved, including the right to reproduce the contents of *Campus Activities Programming®*, either in whole or in part. Any reproduction includes, but is not limited to, computerized storage of information for later retrieval or audio, visual, print or Internet purposes. All protections offered under federal copyright law will be strictly pursued, and no reproduction of any portion of this publication may occur without specific written permission from NACA. No material can be copied, in any form, if the purpose is to sell the material. Periodicals postage paid at Columbia, SC. POSTMASTER: Send address changes to *Campus Activities Programming®*, 13 Harbison Way, Columbia, SC 29212-3401.

NACA, National Association for Campus Activities, *Campus Activities Programming®*, *Programming*, and all other designated trademarks, service marks, and trade names (collectively the "Marks") are trademarks or registered trademarks of and are proprietary to NACA, or other respective owners that have granted NACA the right and license to use such Marks.

NACA allows its members to promote their NACA® membership on Web sites and printed materials. However, this designation does not imply NACA sponsorship or approval of events or content. For questions about the use of the NACA® membership logo or to request permission to use it, please contact Penny Cothran at pennyc@naca.org.





## DEPARTMENTS

- 4 **From the Editor**  
Glenn Farr
- 5 **From the Chair**  
Dr. Lucy Croft
- 26 **NACA® Spotlight**  
News for and about you and the Association
- 35 **10 Questions With...**  
Lerren Tyler, Macalester College (MN)
- 36 **Curtain Call**  
Larry J. Tish

## FEATURES

### ASSESSMENT

- 6 **Closing That Loop:  
Effective Assessment in Student Activities**  
Zachary N. Clark
- 10 **Understanding Your Assessment Data  
through Visualizations and Infographics**  
Beth Hoag, Ph.D.

### MARKETING

- 14 **Building a Dynamic Brand for Your Board**  
Austin Arias and Richard Mahler
- 20 **The Puzzle of Advertising, Marketing and Branding**  
Ryan Green

### WELLNESS

#### LEADERSHIP FELLOWS

- 22 **Remaining Calm in the Storm: Self-Cultivation  
Practices for Student Activities Professionals**  
Juan-Carlos Piñeiro

## NACA® PROGRAMS & SERVICES

- 17 **Campus Activities Programming® Editorial Calendar**
- C3 **NACA® 24/7**
- 1 **NACA® Core Values**
- 13 **NACA® Near Me**
- 12 **NACA® Practitioner Academy**
- 9 **NACA® Summer Institutes**

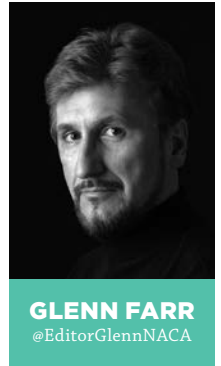


**PROMOTING YOUR EVENTS TO YOUR STUDENT BODY IS AS IMPORTANT AS THE PROGRAM ITSELF. IF YOUR PROGRAM IS NOT EFFECTIVELY PROMOTED, YOU RUN THE RISK OF A FAILED PROGRAM OR DAMAGING YOUR REPUTATION.**



PAGE 20

# Assessment as a Cure



**A FEW WEEKS AGO**, I represented a local theatre group on an arts panel and ran into a longtime friend who recently became a licensed realtor. During our conversation beforehand, I mentioned I had been in my home for 16 years and was feeling “the itch” to move. That was all I needed to say to motivate my friend to help me find my next home. In the next few days, he sent me a link to his agency’s app and began to “interview” me about what I might want my next home to be like.

That led me to thinking about what I did and didn’t like about my current house and what I hoped to find, should I definitely decide to move. And that, in turn, led me to review Zillow and Trulia, in addition to my friend’s app, reviewing available properties and assessing their merits and shortcomings. Yes, I was assessing – how one house’s features compared to those of another, or how both compared to my current house.

I was also assessing other factors, such as whether I wanted to enter into a mortgage. I don’t currently have one. And if I did enter into a new mortgage, how long did I want it to extend? It’s a reality check to realize I’ve reached an age where I might not outlive a 30-year mortgage.

In addition to those factors, I was assessing location. I’ve become accustomed to living very close to my office. Did I want to give that up? I also live in a very low-crime area. I already knew I didn’t want to change that.

After about 10 days of this private, ruminative assessment, I told my friend, “Now is not the time for me to contemplate a move.” The “data” I held in my head after pondering the variables showed me I was in a good place right now, all things considered, and I needed to realize the “itch” was likely boredom I needed to let pass.

Assessment is the topic of some of our articles this month. Please read and learn from what our authors have to share. No matter whether assessment is formal, utilizing charts, spreadsheets and pictographs; or informal, relying on deep thinking and a few comparisons, it tells us much about our needs and goals – and what we actually should or shouldn’t pursue.

It can even cure an itch.

# A Season of Accomplishment

“Five-hundred, twenty-five-thousand, six-hundred minutes. How do you measure? Measure a year?”  
(Larson, 1996)

“Seasons of Love” is one of my favorite songs from Jonathan Larson’s “Rent.” These lyrics represent the importance of time and remind us to make every moment count. As I reflect on the past year (May 1, 2017 – April 30, 2018), I truly believe the Association has made the most of every opportunity and has made this year count. What a great year it’s been!

Some of NACA’s accomplishments that have aligned with the strategic plan include:

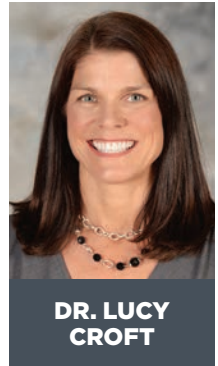
- Conducting hugely successful summer Institutes, regional conferences and the National Convention in Boston.
  - Showcasing NACA’s commitment to diversity and inclusion during the 2018 National Convention, led by National Convention Program Committee Chair Courtney James and the NCP.
  - Launching NACA 24/7 – Block Booking 24/7 now at your fingertips (<https://goo.gl/sdR2js>).
  - Establishing the Diversity Advisory Group (DAG), chaired by Stan Sweeney. Its purpose is to guide diversity and inclusion initiatives for the Association; to monitor the progress of volunteer groups, partners, and office staff involved in the delivery of diversity and inclusion initiatives; and to engage in special initiatives that promote advisor development.
  - Creating the Live Events Action Group (LEAG) facilitated by Berto Cerrillo. LEAG is tasked with providing guidance and direction in the planning and execution of all live events, including the National Convention and regional conferences. Its focus is to ensure that the structure and content of NACA’s events are aligned with the Association’s mission and are responsive to the membership’s diverse needs.
  - Deploying the new NACA® App, a technology-focused application that allows members to have easy access to all things NACA.
  - Initiating the Campus Legends Award. It was first presented to Joey Edmonds, posthumously, during the 2018 National Convention Volunteer Recognition Program in Boston. The award was created thanks to the vision of Immediate Past Chair Dan Ferguson with the support of Chair-Elect Demetria Anderson and the NACA® Board of Directors. It recognizes and honors individuals who have gone above and beyond in their impact on campus programming.
  - Realizing the completion of the inaugural Leadership and Effectiveness in Association Practices (LEAP) class. Co-coordinated by Dr. Beth Triplett and Dave DeAngelis, LEAP is a yearlong program to prepare potential Association leaders for significant volunteer roles within NACA.
- Revitalizing the Mid Atlantic Festival (MATFEST) under the leadership of Erica Schwartz and the MATFEST committee and hosted at Shippensburg University (PA). This two-day event was designed specifically for newly formed programming boards and those with limited budgets, and was the place for student training opportunities and/or if your group was unable to attend larger-scale events due to time or budget constraints. MATFEST delivered a big impact with outstanding showcases, exciting opportunities in the Campus Activities Marketplace and stellar professional development.
  - Selecting David Rosch of the University of Illinois at Urbana-Champaign as the first-ever editor in chief of the soon-to-be published Journal of Campus Activities Practice and Scholarship (JCAPS). The editor will assist the JCAPS Advisory Board in fulfilling its purpose of providing a forum for current discourse on issues pertinent to campus activities through empirical research, along with other forms of scholarship.
  - Launching the NACA® Practitioner Academies in July with the first academy, Becoming a Star Supervisor.

Personally, this year has held amazing memories too numerous for a bullet list, but among them are launching my first task force proposal, participating in the National Convention in Boston and, of course, having the opportunity to work side by side with so many amazing colleagues, fellow members, associates and the NACA® staff. The completion of my tenure is a finish line, but not entirely. I cross this finish line to begin another journey as Immediate Past Chair. I greatly look forward to serving as the liaison to the Associate Advisory Group and coordinating the Board election process.

What’s up next for NACA? Equipped with a clear strategic focus, NACA looks forward to its celebration of 60 years in 2020 as an association with a newly dedicated promise of innovation and relevance in the higher education field. And be on the outlook for NACA® Near Me – a convenient, affordable way to expand your network and knowledge. This will be your chance to be campus connectors engaging practitioners in networking, idea sharing and professional development. NACA will offer \$750 grants to up to seven applicants to host NACA® Near Me events on their campuses during 2018-2019.

A new season for NACA begins with my amazing successor, Chair Demetria Anderson, the first African-American female chair of the board. Beginning her tenure May 1, Demetria has already hit the ground running, leading the Association as the “Gold Standard,” the premier association for campus activities in higher education.

How do you measure a year? For me, it’s in service, in friendships, in learning, in accomplishments and, most importantly, in gratitude. Thank you all – it’s been an honor and a pleasure to serve NACA as chair of the board of directors.



DR. LUCY CROFT

## REFERENCES ►

Larson, J. (1996). “Seasons of Love,” from “Rent.” Lyrics on original cast recording, available at <https://goo.gl/ypxKqa>.

# Closing That Loop: Effective Assessment in Student Activities

By

**ZACHARY N. CLARK**

Indiana University of Pennsylvania

**ASSESSMENT JUST DOESN'T SEEM TO GO AWAY, DOES IT?** Student affairs educators discuss it at conferences, in publications, and during meetings and workshops. Yet, we continue to struggle incorporating assessment meaningfully into our daily work. We assume that “adding assessment” means “adding 20 hours to our already packed schedules.” However, by looking at assessment through a different lens, while also changing how we complete our work, we can close the assessment loop and effect positive change in programming and beyond.

## **A Crash Course in Assessment and Evaluation**

Assessment is “any effort to gather, analyze, and interpret evidence which describes institutional, departmental, or divisional effectiveness,” whereas evaluation is “any effort to use assessment evidence to improve that effectiveness” (Upcraft & Schuh, 1996, pp. 18-19). Assessment is either quantitative, assigning numbers to represent objects, events or observations; or qualitative, collecting descriptions of behaviors, accounts, attitudes or beliefs (Upcraft & Schuh, 1996). We use the results of assessment to evaluate the impact or effectiveness of our policies, programs, services and facilities, and to continuously improve them.

So why do we do it? We assess and evaluate to remain accountable for programs, resources and participants; continuously improve programs and processes; increase staff morale; increase efficiency; demonstrate credibility; communicate information more effectively; and ensure that students are developing and learning in beneficial ways (Upcraft & Schuh, 1996).

## **Types of Assessment in Student Affairs**

There are eight types of assessment that student affairs educators can use to compile data in support of evaluation (Schuh & Associates, 2009):

- **Utilization:** We track who uses our programs, services and facilities, both in terms of quantity of uses (overall raw numbers) and individual uses (repeated uses by one individual).
- **Needs:** We attempt to understand our students' desires or needs to help them succeed academically and developmentally.
- **Satisfaction:** We attempt to collect feedback regarding how positively or negatively students view our policies, programs, services and facilities.
- **Learning outcomes:** We want to ensure that our students are growing holistically, in and out of the classroom. Institutions develop learning outcomes based on mission and values, as well as the goals of individual divisions, departments or programs. Outcomes are specific and action-oriented, expressing what students will be able to know or do. They are measurable, identifiable and observable (Gahagan, Dingfelder, and Pei, 2010).

- **Cost effectiveness:** We must remain effective stewards of dollars entrusted to us by our students, institutions and governing bodies, so we examine our cost per user.

The remaining are atypical in terms of student affairs educators' day-to-day work, but are still essential pieces in assessment and evaluation on campus.

- **Analyzing environment, culture and climate** explores how our students feel in or about the campus community.
- **Benchmarking** compares our offerings and outcomes against other institutions, and identifies best, high-impact practices.
- **Professional standards** from NACA, CAS, AAC&U, ACPA, and NASPA help guide our work.

## **The Assessment and Evaluation Process**

How does the assessment and evaluation process actually work, though? Student affairs educators can easily become overwhelmed by the prospect of conducting assessment, and by possible outcomes or ramifications. Often, we do not know where to begin. However, Upcraft and Schuh (1996) provide a comprehensive framework for the assessment process, which has been adapted in the graphic on Page 7.

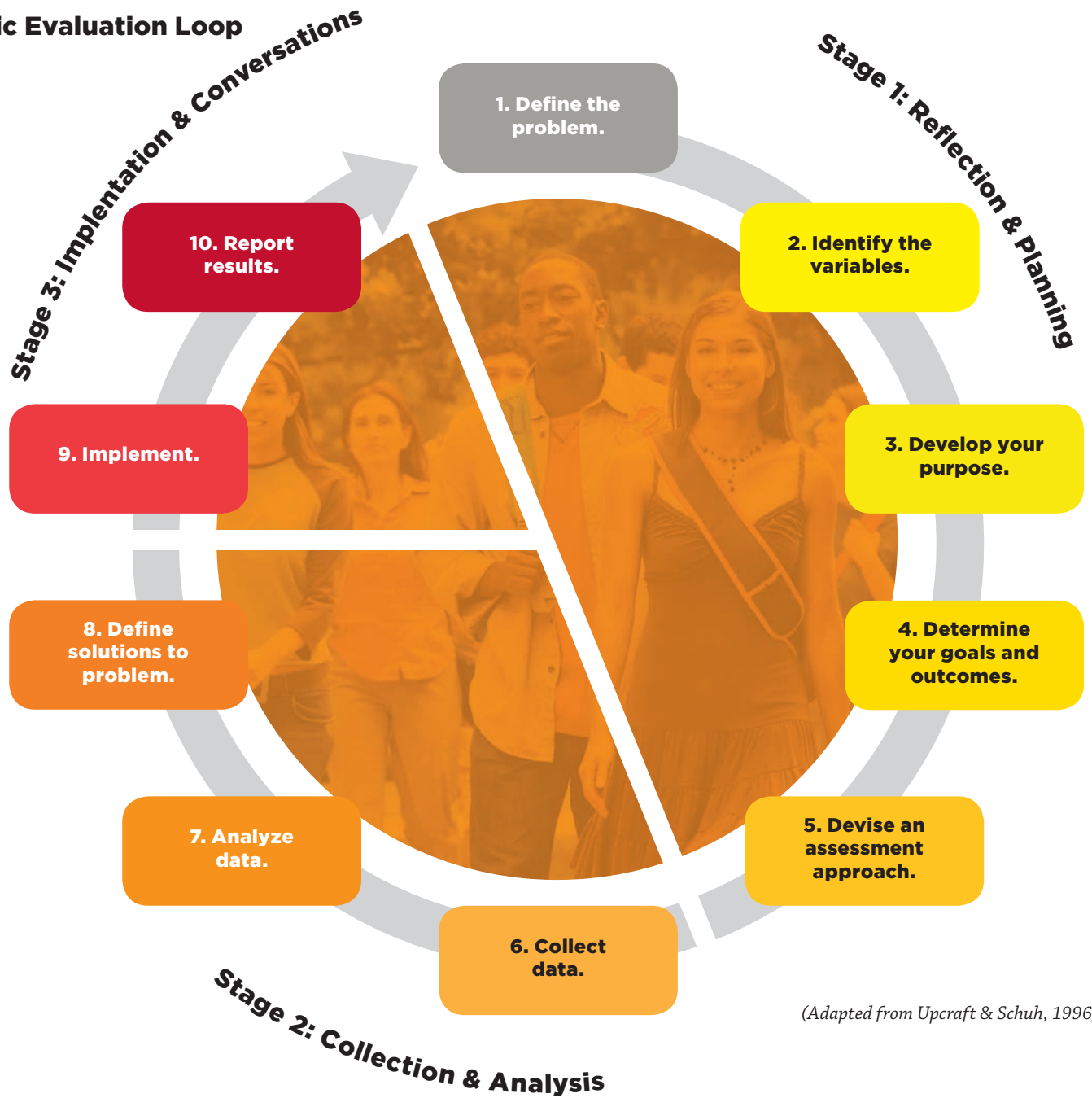
This process describes 10 steps broken into three stages. The first encourages student affairs educators to reflect on the (1) problem or question our department, division or institution hopes to resolve, while also (2) understanding its context through different variables. This, in turn, helps us (3) develop purpose and (4) determine goals or intended outcomes of the project, as well as (5) devising the most appropriate methodology.

The second stage puts the assessment plan to work by executing the quantitative, qualitative, or mixed design and (6) collecting data, which student affairs educators will then (7) analyze in order to (8) formulate actionable recommendations to introduce change.

Finally, the student affairs educator takes those recommendations and (9) implements them, such as changes to policy or process, adding or eliminating a program or service, or upgrading a facility, while also (10) tracking changes or impacts so as to report the results of the purported solutions.



## Basic Evaluation Loop



In this process, assessment is never-ending. Solutions will introduce change, which may introduce new or different problems or questions, thus causing the process to begin again.

### **STATIC Closes That Loop: Suggestions for Easy and Effective Assessment**

The Student Activity Committee (STATIC) is the campus programming board at Indiana University of Pennsylvania (IUP), which has developed a comprehensive assessment and evaluation plan to help guide its work. It consists of various activities that produce meaningful data, inform the board of campus trends and opinions, and encourage meaningful change, without overburdening its executive board and advisor.

**1. Event Analysis Form:** The student chair and the advisor reflect upon an event and provide feedback and data relating to general event information, attendance, ticket sales, cost, quantitative data

based on a five-point Likert scale, and qualitative feedback based on impressions and experiences of the board and participants.

**2. Campus Programming Survey:** This is a large campus survey, which is distributed annually to a proportional sample of undergraduate and graduate students. The survey asks students if they attended particular events. If the student responds with “no,” they are prompted to answer why, and then proceed to the next event. If the student responds with “yes,” they are asked to rate satisfaction with staffing, venue, artist and ticket price, and then indicate why they attended the event.

**3. Pre- or Post-Show Survey:** This is a very brief (four or five question) survey, given to participants while waiting to enter or exit an event. Each question collects immediate, in-the-moment feedback regarding artist selection, performance, venue comfort, security, ticket price and marketing. The survey takes no more than one minute.

## REFERENCES ►

- Gahagan, J., Dingfelder, J., & Pei, K. (2010). *A faculty and staff guide to creating learning outcomes*. The University of South Carolina: National Resource Center for The First-Year Experience & Students in Transition.
- Schuh, J.H. (Ed.). (2009). *Assessment methods for student affairs*. San Francisco, CA: Jossey-Bass.
- Upcraft, M.L., & Schuh, J.H. (1996). *Assessment in student affairs: A guide for practitioners*. San Francisco, CA: Jossey-Bass.
- Walvoord, B.E. (2010). *Assessment clear and simple: A practical guide for institutions, departments, and general education* (2nd ed.). San Francisco, CA: Jossey-Bass.

### 4. Student Learning Outcomes Satisfaction

**Survey:** This is a homegrown survey developed by the IUP Student Affairs Division. It asks students (leaders or participants) to rank, using a five-point Likert scale, 22 questions about their experiences with a program. Each question is mapped to specific learning outcomes.

**5. Staff Evaluation Forms:** This form is broken into three categories, based on skill areas: event management, professionalism, and leadership and teamwork. Each category lists various “I” statements, and staff rate themselves and their peers on a five-point Likert scale, as well as offer any clarifying comments. Each statement is mapped to learning outcomes, job descriptions or expectations. Staff members receive an evaluation from themselves, a peer, and the advisor. The data is aggregated and the advisor hosts a one-on-one meeting, discussing performance and growth.

**6. Group Effectiveness Scale:** This is a short survey asking staff to evaluate the effectiveness of the organization. It asks 10 questions, each related to how the board operates and how staff members interact with each other, and uses a five-point Likert scale.

**7. SWOT (Strengths, Weaknesses, Opportunities and Threats) Analysis:** Students are asked to reflect upon their experiences with and perspectives of the organization, and to identify different influencing factors for each. It’s used regularly in strategic planning, often as part of semester trainings.

**8. New Event Preference Survey:** This short survey can be administered either at promotional tables in the student union building or on the central quad, or electronically to a sample of undergraduate and graduate students. It asks four to five questions regarding possible events or artists, and encourages students to submit suggestions.

**9. Marketing Assessment:** This is a brief survey, asking one to four questions, including where the participant learned about the event, satisfaction with advertising on campus, and preferences regarding advertising. It should take no more than one minute to complete.

**10. Semester and Annual Reports:** These are compendia of all assessment data gathered during the semester, including organizational highlights, event overviews, campus initiative involvement, professional development opportunities, collaborations, budget usage and analyses, event analyses, and ticket sales analyses. The annual report includes meta-analyses of the semester reports and overviews of each assessment project. These reports, and the associated data, help STATIC tell its story, showcasing its positive impacts on campus.

In each of these assessment methods, STATIC has clearly stated goals for use, as well as questions or problems it attempts to answer or resolve. Each methodology is concretely implemented and vetted by institutional researchers for reliability and validity. Each produces actionable outcomes and supports improvement in programming and operations.

### What Does It All Mean?

For student affairs educators, what makes assessment effective? Upcraft and Schuh (1996) defined effective assessment as connecting to institutional values and mission; assisting in the development of learning outcomes; identifying goals and action steps at its conclusion; establishing a process, and following the process as outlined; informing future assessment activities; representing all students fairly; treating all students ethically; remaining usable by staff; promoting change; and sharing responsibility across the department, division or program.

Walvoord (2010) asserts that the “end” of assessment is always action. That action, through changes, revisions or additions of policies and programs, will subsequently require further study, by way of assessment. Our work in student affairs is ever evolving, and our students never remain the same. We must remain nimble and consistently examine the impact and effectiveness of our offerings.

---

## ABOUT THE AUTHOR



**Zachary N. Clark** is the director of Student Activities and Assessment at **Indiana University of Pennsylvania**, where he earned a master’s degree in student affairs in higher education. He previously earned a bachelor’s degree in history education from Saint Vincent College (PA). In addition to working in student affairs, he has also served as a mental health professional and has been honored for community service. Active in NACA, he is a member of the Research and Scholarship Group. He previously co-wrote an article on do-it-yourself programming for Campus Activities Programming®.

“OUR WORK IN STUDENT AFFAIRS IS EVER EVOLVING, AND OUR STUDENTS NEVER REMAIN THE SAME. WE MUST REMAIN NIMBLE AND CONSISTENTLY EXAMINE THE IMPACT AND EFFECTIVENESS OF OUR OFFERINGS.”



# NACA<sup>®</sup> Summer Institutes



## What will you accomplish this summer?

**HUGE LEADERSHIP WEEKEND**  
John Newcombe Tennis Ranch (TX)  
May 31-June 3

**PROGRAMMING BOARD**  
Xavier University (OH)  
May 31-June 3

**CONCERT MANAGEMENT**  
Vanderbilt University (TN)  
June 5-8

**SUMMER LEADERSHIP EVENT**  
Disney's Coronado  
Springs Resort (FL)  
June 10-13

**STUDENT GOVERNMENT**  
East: Xavier University (OH)  
July 12-15  
West: Fort Lewis College (CO)  
July 19-22

**NATIONAL LEADERSHIP SYMPOSIUM**  
University of Tampa (FL)  
July 16-19  
(in partnership with NCLP)

**STUDENT ORGANIZATIONS**  
(in partnership with ACUI)  
Furman University (SC)  
June 4-7

For more information visit [www.naca.org/institutes](http://www.naca.org/institutes)

# UNDERSTANDING YOUR ASSESSMENT DATA THROUGH VISUALIZATIONS AND INFOGRAPHICS



By  
**BETH HOAG, Ph.D.**  
 University of Illinois Urbana-Champaign

**A**SSessment has become a reality for campus activities professionals. Effective assessment allows us to demonstrate the impact of programs and provides a method for program improvement. Livingston and Zerulik described assessment as an “essential element in any successful student affairs division” (p. 15).

Effective assessment initiatives follow a cyclical process that starts with identifying outcomes and ends with sharing and implementing the findings (Schuh, Biddix, Dean, & Kinzie, 2016). If we spend our time conducting surveys, interviews or focus groups, but fail to share our findings or use the data to guide improvements, we are simply not conducting assessment. We campus activities professionals must be able to “tell the story” of our programs and services through the lens of data. One such method to accomplish this is through data visualization and infographics.

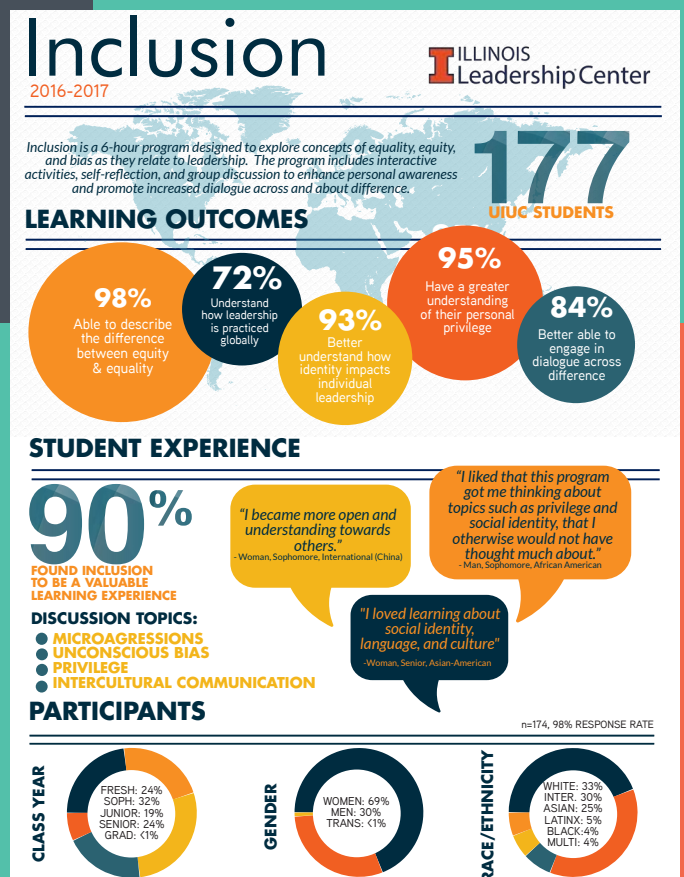


Figure 1

## What Are Data Visualizations and Infographics?

Pictures have been an effective way to communicate information for centuries: pre-historic cave drawings, Egyptians hieroglyphics, and modern-day street signs have all served the purpose of communicating information visually to a large audience (Krum, 2014). Although the terms data visualization and infographic are often used interchangeably, Krum (2014) makes a distinction between the two concepts. He describes data visualization as simply “the visual representation of numerical values” (p. 2), whereas an infographic is focused on telling a story by combining “data visualizations, illustrations, text, and images together” (p. 6).

## Why Visualize Data?

Visualizing assessment findings has many benefits. A strong visualization can convey a large amount of data in an easy-to-digest manner. Many people can be intimidated by numbers and find visualizations a more accessible method to understanding assessment results.

Through visualizations we are better able to see data trends or changes that were not visible when looking at raw numbers. Additionally, the process of creating a visualization or infographic allows us to prioritize and focus our data. For many of us, we can quickly become overwhelmed with a large degree of data. Even a short program evaluation survey can produce pages of data that can be intimidating. By creating visualizations and infographics, one is forced to prioritize the findings and minimize data overload (McCandless, 2010).

## Stages of Visualizing Data

Effective visualizations begin with purposeful assessment techniques. Before data collection, it’s important to identify what you want to learn and ensure the methods will answer those questions. Designing an assessment tool based on clear learning and programmatic outcomes will make it easier to identify what data is meaningful and what should be the focus for visualization.

Fry (2007) described the process of being able to translate data into a visualization through seven stages:

1. Acquire – Collect the data.
2. Parse – Categorize the data and begin to make meaning of what you have.

3. Filter – Remove unnecessary data and begin to prioritize what is important.
4. Mine – Analyze the data through statistical techniques or qualitative coding, looking for patterns or themes that emerge
5. Represent – Identify a way to visualize the data (e.g., bar chart, word cloud).
6. Refine – Find ways to make the representation clearer or more appealing (e.g., use of color, add a key).
7. Interact – Identify ways for users to interact or manipulate the data.

In addition to Fry’s process, I encourage campus activities professionals to think about three key questions before tackling a data visualization:

1. What story are you trying to convey?
2. Who is your audience?
3. What data is priority?

Student activities professionals are well equipped to answer these questions for data, as we often have to make similar assessments when choosing performers or marketing our events and services. A visualization with the goal of program improvement created for a student programming board may be vastly different than an infographic designed for university administration to demonstrate a program’s impact on student learning. It’s important to start with the end in mind by focusing on the intended audience and desired outcome.

## Choosing a Visual Display Method

There are many different ways data can be displayed such as bar charts, pie charts, bubble plots, tables, ranked lists, box plots, word clouds and geographical mapping. Often, it’s difficult to decide which method may work the best for your data and intended goal. Programs such as Microsoft Office and Tableau have features that will guide the user to visualization options based on the type of data you want to include. Table 1 provides recommendations for visualization based on the type of data or questions asked (Rodgers & Bloom, n.d.). Figure 1 shows an example of how to visualize data. For additional examples, visit the Illinois Leadership Center’s Outcomes Report online at <http://leadership.illinois.edu/research/assessment>. It contains a collection of infographics used to convey evaluation data to key campus stakeholders.

Table 1 – Line chart of average program attendance over last six years

Type of Data	Type of Visualization	Question
Data Over Time	Bar Chart Line Chart Area Charts	What is the average number of participants that attended each program across the last 6 years?
Comparison/Ranking	Ranked Number List Table Bar Chart	Race/ethnicity of students that attend programs to the campus population?
Part to Whole Comparison	Pie Chart Stacked Bar Chart TreeMap	How did students hear about the program?
Distribution	Box Plot Histogram	What was the distribution of scores on the new employee quiz?
Quotes and Open-Ended Responses	Word Clouds Ranked Themes Pop Out Boxes	What are students saying about the program?
Relationship/Correlation	Scatterplot Bubble Plot	Is there a correlation between the number of students at an outreach event and the number of students that register for a program?
Process	Flow Chart Decision Tree	Describe the process to obtain a leadership certificate.
Geographical Data	Map	What countries are represented by our program attendees?

## REFERENCES ►

Krum, R. (2014). *Cool infographics: Effective communication with data visualization and design*. Indianapolis, IN: Wiley.

Fry, B. (2007). *Visualizing Data*. Beijing, China: O'Reilly.

Livingston, C.H., & Zerulik, J.D. (2013). The role of the assessment coordinator in a division of student affairs. In J.H. Schuh (Ed.), *Selected contemporary assessment issues* (pp. 13-24). New Directions for Student Services no. 142. San Francisco, CA: Jossey-Bass.

McCandless, (2010). *The beauty of data visualization*. TEDGlobal. Retrieved from [http://www.ted.com/talks/david\\_mccandless\\_the\\_beauty\\_of\\_data\\_visualization#t-4210](http://www.ted.com/talks/david_mccandless_the_beauty_of_data_visualization#t-4210)

Schuh, J. H, Biddix, J.P, Dean, L.A., & Kinzie, J. (2016). *Assessment in Student Affairs*. San Francisco, CA: Jossey-Bass.

Rodgers, T. & Bloom, R. (n.d.). *Which chart or graph is right for you?* Seattle, WA: Tableau.

## Visualization Tools

Once you have collected your data and have a direction for your visualization, there are a variety of tools that can assist you. Microsoft Office has numerous capabilities and is easy to navigate and allows customization. It can be a great place to begin developing your skills in data analysis and visualization. Additionally, various data analysis software packages such as Statistical Package for the Social Sciences (SPSS) or NVivo (qualitative data analysis software), and Tableau contain options for charts, graphs and visualizations. These programs are more complex, have a steeper learning curve, and are often cost-prohibitive for smaller assessment projects.

One of my preferred tools is Piktochart ([www.piktochart.com](http://www.piktochart.com)), an online application that provides a variety of possibilities for infographic design and visualizations. Basic content is free for all users and an educator's discount allows a yearly membership at an affordable rate (under \$50). The visualization options are located under the tools section and include a variety of charts such as bar charts, pie charts, stacked venn,

icon matrix, status bar, and line charts. The tools feature also includes a mapping option for countries and regions. Piktochart provides examples and templates to get started quickly and allows you to upload your own images, use custom colors, and set custom dimensions. There is a large library of icons available and you are able to view your final product online or download in PNG, JPG, or PDF formats.

## An Important Communication Tool

Data visualization is an important tool for communicating assessment findings to various stakeholders. The process of creating a visualization can help student activities professionals become more familiar with their findings and prioritize the messages they send. Additionally, students can gain transferable skills in data analytics by leading efforts to visualize data collected from student activities, leadership programs and campus services. Ultimately, being able to visualize and tell the story of data is a necessary element in creating an effective assessment plan for your unit.

## ABOUT THE AUTHOR



**Beth Hoag, Ph.D.**, is the associate director of the Illinois Leadership Center at the **University of Illinois Urbana-Champaign**. Her primary responsibilities include designing co-curricular leadership programs, coordinating academic partnerships and overseeing office research and assessment efforts. Hoag obtained her bachelor's and master's degrees from Bradley University (IL), and her doctorate in higher education administration from Bowling Green State University (OH). She is currently co-chair of the National Leadership Symposium and has served as an NACA® Assessment Coach and a member of NACA's Education Advisory Group, in addition to a number of other volunteer positions.

**NACA®  
PRACTITIONER  
ACADEMY**

MANAGEMENT & SUPERVISION

ADVANCING CAMPUS ACTIVITIES  
THROUGH PROFESSIONAL DEVELOPMENT

July 10-12  
St. Louis, MO  
facilitated by leadership dots

becoming a  
*superstar*  
*superuisar*

Reserve your spot today! [www.naca.org/Academy](http://www.naca.org/Academy)



## Local. Affordable. Engaging. NACA® Near Me.

Introducing **NACA® Near Me**—a convenient, affordable way to expand your network and knowledge. We're looking for campus connectors who are interested in engaging practitioners in networking, idea sharing, and professional development. Up to seven applicants will be selected this year to receive a \$750 grant to host NACA® Near Me event on their campus.

Hosting an NACA® Near Me event is your chance to design a one-day experience for professionals from neighboring schools (within a three-hour driving radius) to help them navigate topics relevant to campus activities. For more information and to submit an application for a fall, spring or summer event, go to [naca.org](http://naca.org). **Application deadline is June 15, 2018.**

Questions? Contact Telesia Davis at NACA at 803-732-6222.



# Building a Dynamic Brand for Your Board

By

**AUSTIN ARIAS**

William Peace University (NC)

and

**RICHARD MAHLER**

Florida Atlantic University



**WHEN STUDENTS THINK ABOUT PROGRAMS AND EVENTS ON YOUR CAMPUS,** do they think of your board? What is your message? Who are you? Branding for an organization or programming board embodies all that a company is. The imagery used speaks to what the organization offers, where they have been, and where they are going. The brand remains the single most important feature of an organizational model, as it's the consumer's first impression of your product. If the target population doesn't immediately think of your product, it's probably time for branding revitalization.



## Steps to Brand Building

### 1. Evaluate your current brand recognition and organizational reputation.

The process to rebrand should not be one that happens swiftly. Take time to assess the value of your current brand and determine what kind of changes need to be made. You can achieve this through surveys, focus groups, and simply being honest with yourself concerning the brand. Regarding logos, here are some questions to consider:

- How old are your current logos?
- Do the logos highlight what your organization does?
- Are they adaptable to use on multiple formats (digital, print, embroidery, etc.)?
- Are there other organizations on your campus with similar logos?
- Can your logo be used on a diverse pallet of graphic design?

At the University of Tennessee at Chattanooga, the Campus Activities Board (CAB) recently went through a significant rebranding to provide a refreshed, current and more appealing look for today's college student. A simple change in the logo allowed students to see CAB in a more elevated place. The board serves as a governing body on campus as the chief student programming body. The look should be similar. At the same time, the institution as a whole went through rebranding, so it was necessary to change things up. The new logo not only more correctly uses the university's color guide, but also uses the university's preferred font, according to the style guide from the University Relations office. The university font was also then used for every promotional piece.

### 2. What are you doing now to get your message out?

Are you doing enough to highlight your brand? Be honest in answering that question, as it will shape how you approach the evaluation process.

- Which social media platforms does your intended target population use? Do not waste energy on a platform that's not used on your campus. Focus where your students are, not where you'd like them to be.
- Does your current organization staff support the brand? Their buy-in is crucial to its dissemination because they are your best promoters. If they halfheartedly promote the brand, their friends and other students will pick up on that lack of affection. If they don't love the brand, how can others?

### 3. What is your reputation on campus?

Is your board the place to party or considered a stick in the mud? Are you the free food people or the organization that "always wastes" students' tuition? There is not one organization in higher education that makes every single student happy. However, knowing your reputation on campus among a diverse set of students is extremely important. Depending on the damage to said standing on campus, your board may need a simple logo refresh or a complete retitling campaign. Again, being honest will go a long way in the development of an improved brand strategy.

### Working with University Policies and Limitations

Depending on institutional policies, branding may be limited to a certain color scheme, layout, etc. Be knowledgeable of these guidelines and meet with staff in the communications or marketing department to discuss what your board can do to be unique within that system. At the University of Tennessee at Chattanooga, for example, there is an amplified emphasis on the university's colors being present in all marketing materials. Blue and gold carry through the Campus Activities Board's logos, social media branding, and flyer templates. However, as shown on the upper right of this page, the board gets creative with photos and imagery to distinguish their look from other campus posters.

For those institutions that give student organizations a little more leeway with graphic design, their goal then becomes how to grab attention in a very crowded marketing pool. As a former residence life staffer, I (Arias) remember walls lined with posters to the point they would seem to become wallpaper to passersby. How do we grab the attention of any student who is staring at a phone, skating across campus, or talking with friends? The answer varies by campus, but here are a few ideas:

### 1. Bright Colors

In a study titled, "Impact of Color on Marketing," researchers found that up to 90% of snap judgments made about products can be based on color, alone, depending on the product. "Color is ubiquitous and is a source of information. People make up their minds within 90 seconds of their initial interactions with either people or products. About 62-90 percent of the assessment is based on colors alone. So, prudent use of colors can contribute not only to differentiating products from competitors, but also to influencing moods and feelings – positively or negatively – and therefore, to attitude towards certain products" (Singh, 2006).

Use color to your advantage, if possible. For example, the color red stimulates appetite because of its effect on our metabolism, making red a popular color choice among fast-food restaurants. Have an event highlighting food? Using a bright red will hold the dual purpose of grabbing attention and making potential attendees crave the offerings.

## 2. Pictures of Students in Your Designs

Imagine this: An individual is walking across campus and a poster catches their attention because they're featured on it. Nine times out of 10, this student will pull out their phone, photograph the poster, and either share it on social media or send it to friends. This immediately, intentionally or not, spreads your message and brand to a broader audience. Make consumers work for you and marketing events is much easier.

Remember, though, to use everyday students' images, not just those of student leaders.

## 3. Theme, Theme, Theme!

Whether for welcome week, homecoming, or a programming celebration, themes provide a framework for students to easily digest programming and buy in to it. Connecting to a brand that emotionally associates with their childhood, movies, music, decades, etc., creates audience fondness for your programming. If your intended audience members see themselves connected to the event without explanation by a staff member, your campaign was successful.

## 4. Institutional History

With the rebranding of Florida Atlantic University's spring concert from "Freakers Ball" to "Fly On Music Fest," the team delved deep into the university's history to create a brand uniquely and proudly FAU-centered. Drawing from the school's past as an air force base during World War II and the Owl mascot, the name celebrates the end of the year with Owls leaving the nest. Whether students are heading to an internship, graduation, or simply home for the summer, all Owls can come together to enjoy a spring concert before flying on.

To tie into the flight theme, the design (above) features a vintage airways-inspired font and paper airplane. The branding remains simple and clean while versatile enough to use on multiple promotional pieces. This retro, yet modern, design brings together the best of the past and present into one unique look for Florida Atlantic.



## Building Brand Consistency

How you look matters! From marketing to tablecloths and staff apparel to flyers, every aspect of your board and what it does is considered marketing. Consistency among all your visual pieces helps familiarize students with your brand. Without that uniformity, your target population will never know if campus activities, student government, or a random organization from off campus presented an event. Regardless of location, your imprint should be easily recognizable by patrons the moment they see it.

Maintaining brand consistency starts with the development of brand standards for all your communications. Brand standards provide a detailed description of the "acceptable" formats for logo use in all communications. Are your logo and accessibility statement in the same place on all flyers? Can students easily determine who is sponsoring an event?

Items to ensure brand consistency include:

- **Trade show kit:** Include tablecloth, signage, promo, etc.
- **Stage backdrop:** Have a 10'x10' for a photo backdrop or an artist backdrop and retractable banner stands.

- **Account handles and graphics/logos:** These should match across all social media platforms. Make it easy for people to find you.
- **Wall/floor graphics:** Be sure posters are everywhere on campus. Make something stand out by being different or in a unique place to grab attention.

You see an example of the branding bar the UTC Campus Activities Board worked to use consistently on every piece of print and online material. The branding bar allowed us to ensure our logo was predominant but not overpowering; social media handles were encouraged; required logos and disclaimers about where program funding came from and the university's required disability accommodations statement were on every single item that got into the hands or on screens of students.

## Integrating Technology into Branding

If your organization doesn't have a strong and robust social media presence, you are only hurting yourselves and your programs. Ensuring you're meeting students where they are with marketing is incredibly important. A dedicated social media chair will help ensure success. Using platforms like Hootsuite or Tweetdeck allows you to schedule posts for Facebook pages, Instagram and Twitter at no extra cost. Hootsuite also provides an auto-schedule feature that relies on your users and their analytics to determine when to post.

At your next retreat or meeting, brainstorm what you want your social media presence to be. What story do you want to tell? What do you want people to see? Create a social media strategy document so you understand how often you will post each day. For example: one day before an event, we post once every three hours on Twitter; and on the day of an event, we post the event poster on Instagram, add additional posts to Twitter and use Instagram Story throughout the day to build excitement.

Use common hashtags for all events. Event-specific hashtags can get lost or confusing. UT-Chattanooga's board used #UTCCAB consistently at events for contests and drawings, as well as throughout social media. Ensure your social media pages also mimic your brand identity.



Also, build a relationship with your institution's social media manager in your university relations or marketing and communications offices. They can not only be a vital resource for you, as they are the experts; they can also help weave your work into theirs and vice versa. Cross posting can make a huge difference. Plus, you want them to be excited, too. They likely have access to at least five to 10 times more followers than you do! Ask if you can do a Snapchat or Instagram story takeover at one of your events and see if they can get footage in real time. Most importantly, though, find ways to not oversaturate your audience.

## Time Well Spent

Building a dynamic brand for your programming board takes time, but it's time well spent. Think about the brands you admire – the ones you see most often. They all take time to lay a foundation and brainstorm constantly about how to do things better. Take risks to see what gets student response. Every campus is different. It's about finding what works for you. Ultimately, you want students to attend events, but the experience really begins beforehand with establishing your identity, building rapport through your branding and building excitement through your social networks.

## ABOUT THE AUTHORS



**Austin Arias** is director of Student Involvement at **William Peace University (NC)**. He previously served as assistant dean of students at The University of Tennessee at Chattanooga. Currently the NACA® South Student Projects Coordinator, he previously served the region as its Graduate Student Intern Coordinator, Student Projects Coordinator, Foundation Fundraising Coordinator, and as its Block Booking Coordinator. He has collaborated on other articles for Campus Activities Programming®, focusing on collaboration and cost-effective series programming. He holds a master's degree in college student personnel administration from Illinois State University and a bachelor's degree in mass communications from the University of South Florida-St. Petersburg. Connect with him on Twitter at @AustinArias.



**Richard Mahler** is assistant director of Student Activities and Involvement at **Florida Atlantic University**. He previously served as residence life coordinator at Central Washington University. Currently serving as the NACA® South Social Media Coordinator, he previously served the region as its Treasurer, Graphics Competition Coordinator and Foundation Fundraising Coordinator. He holds a bachelor's degree in communications from the University of South Carolina-Upstate and a master's degree in education from the University of Florida.

## REFERENCES ►

Satyendra Singh, (2006) "Impact of color on marketing," *Management Decision*, 44(6), 783-789. Retrieved from: <https://doi.org/10.1108/00251740610673332>

# Write for Campus Activities Programming®!

No matter whether you're a novice or a seasoned writer, Campus Activities Programming® has a place for you. Take a look at the suggested topics in our 2018-2019 editorial calendar and see where your experience or expertise will lead you in contributing an article during the coming year.

These topics are starting points for content and are not meant to be all-inclusive. Do you have additional ideas of your own? Contact Editor Glenn Farr at [glennf@naca.org](mailto:glennf@naca.org) and share them!

### July/August 2018

Conference Preparation  
Contracts and Negotiation  
**Article deadline: May 5, 2018**

### September/October 2018

Advising/Peer Advising  
Student Activism  
**Article deadline: June 20, 2018**

### November/December 2018

Professional Development  
Leadership Education  
**Article deadline: Aug. 20, 2018**

### January/February 2019

National Convention Preview  
Event Planning/Production  
**Article deadline: Oct. 19, 2018**

### March/April 2019

Marketing/Branding  
Low-Cost Programs/Budgeting  
**Article deadline: Dec. 20, 2018**

### May/June 2019

Recruitment and Retention  
Self-Care for Professionals  
and Students  
**Article deadline: Feb. 20, 2018**

In addition to these theme areas, each issue will include:

- An article focusing on some aspect of social justice,
- A Leadership Fellows article arranged by the Leadership Fellows Coordinator,
- Occasional leadership development book reviews, and
- Curtain Call columns from associate members.

If you'd like to write for any of these recurring categories, contact Glenn Farr at [glennf@naca.org](mailto:glennf@naca.org) for details.



A Grady Family Enterprise

# Fantasy World

26 YEARS  
Over 26,000 Events



**WWW.FWWORLD.COM**  
**1.800.757.6332**

# Entertainment

**SPRING IS HERE!  
LET'S GO OUTSIDE  
AND HAVE FUN!**



**WE DELIVER, SETUP & OPERATE  
AT YOUR LOCATION.**

*What's Your Fantasy*

# The Puzzle of Advertising, Marketing and Branding

By  
**RYAN GREEN**  
SUNY Upstate Medical University

**W**HETHER IT IS A THOUGHTFUL CAMPAIGN, word of mouth, or a flyer lost on an overcrowded bulletin board, campus programs live and die through their marketing efforts. As professionals, we encourage, even push, our students to promote their events enthusiastically, consistently and creatively. We know what it takes to market a successful event, and sometimes we help them learn by letting their program fail. Sometimes, though, failure is not an option.

Approaching the different marketing strategies for campus programs can be daunting. Every campus is unique, with different rules, traditions and populations of students with varying levels of marketing required to attract them to programs. A well-established marketing campaign can help ensure the best program possible. As educators, we hate to admit it, but a program success story can easily be based on program attendance. The advertising needed in your marketing plan is integral to getting the word out to your campus community. Your program board branding, which involves your reputation and tradition, also plays a major role in your marketing campaign.

## The Large Puzzle

When thinking about advertising, consider the flyers, social media posts, large posters, and any other tools you use to promote your events as puzzle pieces. There are many of them, and while they may look different and have different purposes, they all fit together. They are themed, share the same information, logo and images, and fit together like a large puzzle.

This large puzzle is your marketing. The compilation of all of your advertising strategies forms one cohesive picture to promote your event. When implementing your marketing strategy, like a puzzle, you begin with the easy parts. The border, the bright colors that group together – the ones that begin to show you the big picture. In marketing, these might be commonly used components, such as

**SPOTLIGHT**  
FALL 2017

**COLLIN HAUSER**  
THURSDAY, SEPTEMBER 21

Collin Hauser is a singer/songwriter who blends folk, blues, jazz and pop with skillful guitar textures and a truly unique voice. He has toured with artists like Cas Holey and was nominated for two Grammy Awards for his participation in the UNT One O'clock Lab Band in 2009. He resides in Denton, Texas, where he continues to perform weekly and grow his fan base through engaging live performances on both guitar and saxophone.

**HAELEY VAUGHN**  
TUESDAY, OCTOBER 17

At the age of 16, Haeley Vaughn toed her brand new red guitar to the American Idol auditions in Denver where she became an immediate judge favorite. Haeley became one of the Top 10 female performers on Season 9 and this gave her the confidence boost she needed to "hit the ground running" in terms of her career. After gaining recognition for her Idol stint, Haeley packed her bags and relocated to Nashville. Since her move, she has been writing with hit songwriters and performing non-stop including performances at CMA Music Festival and The Bluebird Cafe.

**SHANE & EMILY**  
THURSDAY, NOVEMBER 30

Shane & Emily is a male/female duo consisting of Shane Anderson (vocals, guitar, keyboard, and looper pedal) and Emily Grace (vocals, ukulele, and U-Bass) based out of Tampa, FL. Shane is originally from Oshawa, ON, and Emily is from Fredericktown, MO, bringing together two very different upbringings and influences to create a fresh, upbeat and soulful sound in their original music and cover songs, which they play live every night all over the Tampa Bay and beyond.

**7:00PM \* CAB WEST LOUNGE \* FREE ADMISSION**  
**COMPLIMENTARY COFFEE, TEA, AND SNACKS**

**CAGB** **UPSTATE** **MEDICAL UNIVERSITY** **@upstatecagb**

An easily recognizable logo should be included in all advertising marketing and branding efforts.

flyers on bulletin boards, Facebook posts, etc. As you begin to plan your marketing strategy, look for additional ways to promote your event.

Throughout all of the marketing and advertising choices you make, the one constant is your brand. As simple as the logo you put on all of your flyers, or as complex as an event series with rotating color schemes, your brand has the ability to represent quality programs. The hardest aspect of branding is working toward long-term program recognition for a short-term, transient population.

## Advertising

Consistency is crucial in your advertising strategy. Those Facebook posts, flyers on the second floor bulletin board of the student center, or Thursday morning class announcements might be the only sources some people have to get information about your events. Making sure to cover your bases and advertise in all the "normal" places is just the beginning of a successful marketing campaign.

Advertising consists of each of the individual ways you choose to promote your events. Some programs require only a simple flyer, while major events might need posters, quarter-sheet handouts, ads in the school newspaper, and posts on social media platforms. Where and how you market your event is important, and it's also important to show consistency throughout your different advertisements. This includes all materials having similar, consistent design, including your logo on each item, and incorporating similar themes and details.

## Marketing

You need to consider how marketing will look for each program you produce. What are the specific timelines? Are there peak times to promote a particular event? Is there a major holiday or campus break that would hinder your marketing? Similar to an interview where you dress for the position to which you aspire, your marketing should reflect the program you aspire to host.

Keep the implementation in mind, as well. Who is going to help promote the event and when? Are you doing anything special that will require more help or planning? It's important for all of your advertising to flow together. Nothing is more unsightly than a puzzle with some pieces missing.

## Branding

Your logo should be immediately recognized by students across campus. That recognition is an important aspect for any campus program board. The goal is to have your logo associated with high-quality programs, which means your reputation is on the line with every program. A brand is more than a logo, though. It's the measure of a quality event hosted by a reputable programming board. Your marketing campaign should reflect a high-quality program produced by an organization with a stellar reputation.

Promoting your brand, whether it's via your logo or a programming series, requires all your materials to include pertinent information along with your logo. Materials must be professional. An organization's brand is sometimes reflected by an annual program that automatically generates buzz; it's important to capitalize on these situations and promote such an event as if it's the being offered for the first time.

You need to answer some questions when working on promoting your brand. You need to know who you are and where you're going. Ask yourself:

- What are our goals?
- What is our purpose?
- Is there a meaning behind our logo or brand?

Having defined goals and purpose will help your program board know what kinds of programs they should be hosting on campus. Having meaning behind your logo is not required, but it can have a positive impact on your programming. Many professional brands have a deeper meaning behind their logo that represents their business. Taking this approach to a program board brand can aid in event promotion.

## Budgeting

How big is your event? Who is your audience? Are you programming against other campus or community events? Set aside your funds for marketing in the very beginning of your planning process. Often, 10 percent is the standard budget for marketing. However,

social media is a game changer. Free advertising to a large population can drastically reduce the amount needed for marketing and you can use those funds elsewhere. Do you need a program to market your event? What are some other free or cost effective ways to market the event?

## Facilities Management Is Your Friend

Every campus is different. What works on one may not on another. When marketing events, you can ask for forgiveness only so many times. Hopefully, you have built a solid relationship with your facilities management department. It can be a huge ally or a respected foe.

Asking permission to do creative marketing is important. Show facilities management personnel you can be trusted, and you will be able to get increasingly creative. They also think of things you might not – like to turn the sprinklers off before a movie on the lawn or that completely covering a window is a safety hazard!

Facilities management also needs to know your items will be cleaned up after the event and that your signs will be removed before the lawns are mowed.

## Creative Marketing Tips

- Find places that are not normally used for advertising, but are still major public locations.
- Market in phases. Start with just your logo and the event date. Build on that the next week with the logo, date and title. Then, finish your push with posters and the rest of your marketing tools.
- Develop creative advertisements and promotional items. Triangle flyers, themed items like a spray-painted rock that says "Rock the Vote," signs hung from tree limbs (see "Facilities Management Is Your Friend" section), and sidewalk chalk messages are just a few examples.
- Market passively when appropriate. Are you having a baseball-themed program? Hand out free hotdogs. Use your flyer (ink side down) to hold the buns. Hosting an end-of-the-year carnival program? Use some childhood carnival games to promote the event, like the fishing game. Just make sure to attach your flyer with the prize! Screening the movie "It?" Hand out red balloons with your flyer attached.
- Make a movie trailer for your event and post it on all your social media outlets.
- Survey your students and learn where and how they get their information.

## Finishing Your Puzzle

Building your marketing strategy takes time, effort and a budget. The most successfully marketed programs use multiple types of advertisements across multiple platforms. Promoting your events to your student body is as important as the program itself. If your program is not effectively promoted, you run the risk of a failed program or damaging your reputation. Taking the time to always promote consistently for all of your programs is a beneficial piece of your programming puzzle. Understanding your brand will help you reach your goals and maximize your potential as a programming board. Use the promotion of your event to ensure that success is measured by the quality of the event – not the size of the crowd.



## ABOUT THE AUTHOR

**Ryan Green** is assistant director of campus activities at **SUNY Upstate Medical University**. He previously worked in campus activities and residence life at Southern Oregon University and Dickinson College (PA), respectively. He is currently the NACA® Mid Atlantic Regional Conference Logistics Coordinator, having previously served as the region's Volunteer Center Coordinator and Graduate Assistant Coordinator. He holds a bachelor's degree in human communication from Southern Oregon University and a master's degree in student affairs administration in higher education from Ball State University (IN).

# REMAINING *Calm* IN THE STORM: Self-Cultivation Practices for Student Activities Professionals

By  
**JUAN-CARLOS PIÑEIRO**  
SUNY-Orange

## AS A STUDENT ACTIVITIES PROFESSIONAL,

I complete numerous and diverse tasks that tend to drain my mental and physical energy stores. My work is an authentic offering of service to students, colleagues, supervisors, the community our institution serves and the many who will benefit from the knowledge gained through our offices. Responding to hundreds of emails, mediating student disputes, serving as an informal counselor for students and colleagues, meandering the institution's political environment, and developing and maintaining interdepartmental relationships, all while researching, booking, planning and implementing supplemental educational opportunities for a diverse student body in an inclusive manner, takes a toll on my overall wellbeing.

Although this work is crucial and incredibly valuable to the many lives we touch, I've experienced days in which I can barely walk to my car due to the exhaustion brought on by the day's efforts. When I've experienced this depletion, I've sat in my car wondering, "Will I have what I need for my family when I get home? Will I be able to make it into work tomorrow? Is this work simply too much for me?" These questions used to nag me on the way home, leaving me stuck in a state of non-presence.





Then, one day something clicked for me. I thought, “Hold up! I’m a yoga teacher; I have a master’s in transpersonal psychology and have been teaching self-cultivation practices in and out of classrooms for more than a decade. I have the tools I need to ensure I’m of service to self and others in a sustainable manner. I travel the nation facilitating workshops on how to better connect with self and live a more holistically healthy life and I need to take my own teachings into consideration, given my work in higher ed. It’s time for me to reboot and walk my talk while truly *living* rather than simply *surviving* each day.” This epiphany was groundbreaking for me, as I’d clearly lost my way and forgotten that, for me to serve others, I must intentionally nurture myself.

The next time I felt overwhelmed, I sat in my car and, rather than letting my mind cycle through unfocused thoughts, I dived into a few cycles of mindful breathing, set the intention to develop a self-cultivation plan for myself and began creating a plan of action I called the “Keep Myself Sane Plan.” It’s worth mentioning that self-cultivation is different from self-care. Self-care can be loosely defined as the activities and practices in which an individual engages to ensure that overall health is in a positive state. Self-cultivation involves a series of practices used to plant the seeds for inner growth and holistic wellbeing while intentionally developing into the individual one intends to become.

As higher education professionals who are committed to developing and sharing opportunities for growth, we often forget the importance and value of both self-care and self-cultivation practices. With that in mind, I’m sharing three changes I’ve made in my life in the hope they can be of service to yours.

### **Clock In and Clock Out:**

The moment I arrive at work, I pause and mentally tell myself, “I am here. I will do my best while at work and, when I leave, I will leave work fully.” At the end of the day, as soon as I get into my car, I tell myself, “I have completed my work. I’ve done everything I can and I am *leaving* work fully.”

I find this affirmation helpful. It’s a sort of mental “clock in” and “clock out.” I’d discovered I was taking work home with me (mentally) way too often. Unfortunately, the mind doesn’t have as much energy stores as the body, and I was creating a state of burnout for myself.

Making this change has helped me solidify the time to work and the time to let go of it so I can be present for myself and my family and friends.

### **Exercise:**

Before arriving at work every morning, I make time for a 20-minute jog and 10 minutes of yoga. Since adopting this practice, I’ve found my days tend to run more smoothly. It helps me sort through thoughts, allow space for creative reflection, relieve any leftover stress and develop an early sense of accomplishment. Trust me when I write that I don’t always enjoy getting up early to exercise. However, I always feel a great sense of clarity and accomplishment afterward.

### **Meditation:**

Meditation has significantly improved my life for the better, and I do my absolute best to meditate for a few minutes in the morning, at some point in the middle of the day, and before going to bed. It doesn’t have to be for long (anywhere from one to 10 to 20 minutes is fine). It helps me gain a sense of mindful awareness, which is crucial for one who wears multiple hats, such as booking person, advisor, mentor, counselor, leader, supervisor, event planner, etc. And the Insight Time app is an awesome and free resource for meditation.

### **Find What Works for You**

Working as a student activities professional has been an absolute honor and joy, and has, at times, provided an invigorating series of challenges. However, within the first year of working in the field, I began experiencing various physical and mental health conflicts that were not easily explained away. Since making these changes and genuinely committing to self-cultivation practices, I’ve found my work has become more enjoyable, productive and rewarding.

I hope I’ve offered some insights into what you can do to reconnect with a sense of work-life balance. If none of these practices fit your own personality or lifestyle, I encourage you to find those that do. Be it prayer, walks, time in nature, etc., let yourself find the self-cultivation practices that nurture you so you may grow healthily, both in and out of your work days.

“**SELF-CULTIVATION IS DIFFERENT FROM SELF-CARE. SELF-CARE CAN BE LOOSELY DEFINED AS THE ACTIVITIES AND PRACTICES IN WHICH AN INDIVIDUAL ENGAGES TO ENSURE THAT OVERALL HEALTH IS IN A POSITIVE STATE. SELF-CULTIVATION INVOLVES A SERIES OF PRACTICES USED TO PLANT THE SEEDS FOR INNER GROWTH AND HOLISTIC WELLBEING WHILE INTENTIONALLY DEVELOPING INTO THE INDIVIDUAL ONE INTENDS TO BECOME.**”



### **ABOUT THE AUTHOR**

**Juan-Carlos Piñeiro** is coordinator of the Center for Student Involvement at **SUNY-Orange**, where he earned an associate’s degree in human social sciences. He also holds a bachelor’s degree in psychology from SUNY-New Paltz and a master’s degree in transpersonal psychology from Sofia University (CA).

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.

# Want to Increase Your Event Attendance by up to 20%?

By

**SHAWN RADLEY**

OnCampusText



You spend tons of time and money programming awesome events for your campus, and when attendance is lackluster, it can be disheartening.

If you ask your students the No. 1 reason they didn't come to an event, guess what the answer usually is?

## **THEY DIDN'T KNOW ABOUT YOUR EVENT!**

After everything you did to market the event, they still didn't even realize it was happening.

Students are bombarded with hundreds of messages every day. Between their social media feeds and consumer marketing, it can be tough for your program board to break through the clutter.

What if we could show you a better way to reach them using simple technology that every single one of them uses every day? Interested? Read on!

What is the one thing every student has with them 24/7?

## **Their cell phone!**

**The average student sends and receives about 3,200 texts per month and checks their phone over 150 times per day!**

It's how they communicate in 2018. **Their phone is the first thing they look at in the morning and the last thing they check before bed.** Heck, 90% of students sleep with it...

**OnCampusText** helps put your messages on the most intimate screen your students have – their texting screen. Imagine that your messages are showing up in the same place as text messages from the most important people in their lives—mom...dad...boyfriend...girlfriend.

Think they are going to see your messages now?

When students hear the ding of a text on their phone, their first instinct is to **read the new message.**

Communicating via text message can help you reach your students instantly and much more effectively about your events.



Here are a few ways it can help:

- You can send weekly event schedules to your students via text. With a **97% read rate** for text messages, you will eliminate “I didn’t know about it” from their vocabulary.
- You can send out polls via text and get instant direct feedback from students about tons of things, from who to have for Spring Concert to what kind of events they want to see more of on your campus. How much would **real-time feedback** from students and a **40-50% response rate** help with your programming?
- You can send **pictures, videos and fully clickable links** to your students. What do you think is more effective marketing:
  1. A flyer advertising a comedian, or
  2. The ability to send all your students a fully clickable link to watch a 60-second clip of the comedian on YouTube?
- You can run contests and giveaways to help drive students on to your lists. We even give away \$5,000 in scholarships every year to clients to help them get students opted in.

If you want to see how you can use text messages to increase your attendance up to 20% and join the hundreds of schools already using them to improve communication with their students, check out our free webinar at **[www.oncampustext.com/naca](http://www.oncampustext.com/naca)** or stop by our booth at a NACA® conference and say “Hi!”

**Text ONCAMPUSTEXT to 71441** to see an interactive five-text demo of the platform right on your phone!



*Reach 94% of students in less than 10 minutes*  
**(617) 359-8634 • [oncampustext.com](http://oncampustext.com)**

# THE NACA® SPOTLIGHT

MEMBER NEWS EVENTS SCHOLARSHIPS LEADERSHIP INSTITUTES VOLUNTEER OPPORTUNITIES

## MEMBER NEWS

### NACA Bids Farewell to Brinkerhoff

Burt Hall Brinkerhoff, 72, of Port Republic, MD, passed away March 2, 2018, at University of Maryland Medical Center. A long-time NACA® associate member, he was owner of Entertainment Avenue, LLC, which he created in 2006.

A Glen Ridge, NJ, native, he was a National Champion Roller Skater (placing fourth in the world) from age eight until he turned professional at age 20. He was a professional roller skating instructor for 20 years and managed and operated a number of roller skating rinks in New Jersey and Maryland. He is survived by his wife, Sandy, who he met at a roller skating exhibition, and other family members (<https://goo.gl/1D6WRM>).



### Purswani Announces Birth of Daughter

Elizabeth Purswani, currently an Educational Program Reviewer for NACA® Mid Atlantic and assistant director of programming at Towson University (MD), has announced the birth of her daughter, Cecilia, who was born March 6 at 12:42 a.m., weighing 6 lbs., 13 oz., and measuring 20.25 inches.



### 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](mailto:glennf@naca.org) with your latest news!

## Welcome New NACA® Members

NACA welcomes these new members for the period Feb. 16 to March 15, 2018.

### SCHOOL MEMBERS

East Central University (OK)  
University of Pikeville (KY)

### ASSOCIATE MEMBERS

NATIONAL SELF-REPRESENTED OR SOLO ARTIST  
Jeanne Ciampa (MA)

## We Want You to Stay!

It's time to renew your NACA® membership (<https://goo.gl/Zd2Fnn>) if you'd like to enjoy uninterrupted benefits – members-only discounts on events, professional development, webinars, the NACA® Connect online community, the ENCORE digital library, research grants, leadership opportunities, timely communications and much, much more. NACA's membership year runs May 1-April 30; renewal notices were sent out March 1, so, if you haven't renewed yet, don't delay!



@thenaca



@thenacasnaps

# NACA Recognizes Outstanding Volunteers and Programs during 2018 Convention



Just before and during the 2018 National Convention, NACA recognized outstanding volunteers and programs in a number of categories for their accomplishments and service during the past year. More coverage of the 2018 National Convention, which was held Feb. 17-21 in Boston, MA, will appear in the May 2018 issue of Campus Activities Programming®. On-site awards photography is by Robert Levy.



Matthew K. Vetter



Adam Gismondi



Inger Bergom



Kathy Guthrie



Vivechkanand  
Chunoo



Sally Watkins

## RESEARCH AND SCHOLARSHIP GRANT RECIPIENTS

NACA® research grants were introduced in 2008, and the funds for NACA® Research Grants and Advancing Research in Campus Activities Grants were formally established by the NACA® Educational Foundation in 2009. In 2015, these grants were combined under the umbrella of Advancing Research in Campus Activities Grants as a reflection of the ultimate goal for the awards, which is to advance the field of campus activities by encouraging development and dissemination of knowledge that has potential to improve the experiences of college students through their involvement in campus activities.

### GOLD AWARD

#### **Matthew K. Vetter** Denison University (OH)

Vetter was recognized for his research project, “Quantity and Quality of Co-Curricular Involvement in College.” He is director of the Alford Community Leadership and Involvement Center at Denison University, where he has initiated and promoted co-curricular involvement practices grounded in student learning and meaning-making. He is currently a doctoral candidate in the Azusa Pacific University Ph.D. in Higher Education program, where he has pursued research on student-faculty interaction and thriving students of color. His research on quality co-curricular involvement and student thriving will serve to fulfill the requirements for his doctoral dissertation.

### SILVER AWARDS

#### **Adam Gismondi and Inger Bergom** Tufts University (MA)

Principal investigator Gismondi and additional researcher Bergom earned a Silver Award for “Colleges & Universities as ‘Laboratories of Democracy?’: An Exploration of the Political and Civic Outcomes of Undergraduate Co-Curricular Involvement.”

Gismondi serves in various capacities at Tufts University’s Institute for Democracy & Higher Education, working with qualitative research, resource production and dissemination, and social media outreach. His research is largely centered in the civic media space, and his doctoral dissertation focused on how

college student social media use impacts student civic learning and engagement.

Bergom serves as a researcher at the Institute for Democracy & Higher Education. She examines predictors and outcomes of college student civic and political engagement, particularly among groups traditionally underrepresented in politics. Her interests include college student learning and development, teaching in higher education, faculty work, and institutional research.

#### **Kathy Guthrie, Vivechkanand Chunoo and Sally Watkins** Florida State University

Principal investigator Guthrie and additional researchers Chunoo and Watkins earned the Silver Award for “Student Success through Leadership and Involvement: Socially Responsible Leadership Values in Action.”

Guthrie, associate professor of higher education in the Department of Educational Leadership and Policy Studies at Florida State University, is director of the Leadership Learning Research Center and coordinates the Undergraduate Certificate in Leadership Studies. Her research focuses on the learning outcomes and environment of leadership and civic education, online teaching and learning, and professional development for student affairs professionals. She is also on the advisory board for NACA’s Journal of Campus Activities Practice and Scholarship (JCAPS).

Chunoo is a doctoral candidate in the student affairs track at Florida State

University. His work and research interests involve developing leader identity and capacity in first-generation college students, students of historically underrepresented racial and ethnic backgrounds, and students from lower socioeconomic communities. Currently, he is a research assistant for the Leadership Learning Research Center.

Watkins is a doctoral candidate in the higher education program at Florida State University, where her research interests include the history of leadership studies, socially responsible leadership and the experiences of college presidents. She is also interested in leadership education, student success interventions and college teaching. She is a graduate teaching assistant and advisor for the Undergraduate Leadership Studies Certificate in the Leadership Learning Research Center.



Laura Pasquini, Ph.D.



Paul W. Eaton, Ph.D.



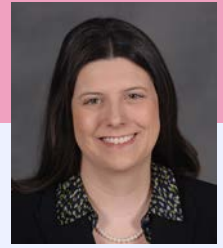
Josie Ahlquist, Ph.D.



Erika Cohen-Derr



Gary Myers III



Lindsey Myers

### BRONZE AWARDS

**Laura Pasquini, Ph.D.**  
University of North Texas

**Paul W. Eaton, Ph.D.**  
Sam Houston State University (TX)

**Josie Ahlquist, Ed.D.**  
Florida State University

Principal investigator Pasquini and additional researchers Eaton and Ahlquist earned the Bronze Award for “Online Networking and Digital Identity Development.”

Pasquini is a lecturer with the Department of Learning Technologies in the College of Information at the University of North Texas and is a researcher with The Digital Learning and Social Media Research Group at Royal Roads University in Victoria, BC. Pasquini’s teaching and research explore mentoring experiences, networked practices and communities, and collaborative learning environments for workplace learning and performance.

Eaton is assistant professor of educational leadership at Sam Houston State University (TX). His research interests include inquiries into digital technologies in education and human identity-subjectification-becoming; complexity theory’s application to educational research; postqualitative and posthumanist inquiry; and curriculum theorizing-philosophy in the realms of postsecondary education and student affairs. His research includes the “Networked Communities of Practice” study.

Ahlquist is a research associate and instructor at Florida State University, creating curriculum to build digital literacy and leadership skills for undergraduates up to doctorate level students. She backs up her content with her own grant-funded and award-winning research, along with an active research agenda with colleagues worldwide. Her research agenda focuses on teens and young adults digital experiences, senior executives’ online leadership practices and digital leadership pedagogy.

**Erika Cohen-Derr**  
Georgetown University (DC)

Cohen-Derr earned the Bronze Award for “Double (Privilege) Jeopardy: Does an Elite Institutional Context Undermine ‘Good’ Leadership Team Identity Development?”

Assistant dean in student affairs at Georgetown University (DC), Cohen-Derr oversees a variety of student engagement units. She is a doctoral student in the liberal studies program at Georgetown; her research interests focus on identity development in general and student leadership development in particular. She has presented on leadership development through campus engagement in far-flung places like Philadelphia; Las Vegas; Kakuma, Kenya; and Nanjing, China.

**Gary Myers III and Lindsey Myers**  
Kent State University (OH)

Principal investigator Gary Myers III and additional researcher Lindsey Myers earned the Bronze Award for “Harnessing High-Impact Practices through a Virtual Leadership Development Program.”

Gary Myers is a doctoral candidate in social psychology at Kent State University and a recipient of the Graduate Dean’s Award. As a graduate assistant, he teaches juvenile delinquency in the sociology department. For the past 10 years, he has sought to change the leadership training landscape by using virtual leadership development as a tool to facilitate group cohesiveness. His background in team dynamics, group processes, and digital systems training technology has enabled him to create the curriculum and structure for the nation’s first online virtual leadership training program.

Lindsey Myers is currently a doctoral student in communication at Kent State University. As part of her coursework, she has studied communication in virtual environments as a tool for relationship building and how that communication can build and maintain bonds of friendship across geographic distance. She also studies interracial communication and how the anonymity of virtual platforms can allow those of different races to build bonds prior to being aware of the communication partner’s race.



### NACA® FOUNDERS AWARD

**Dr. Adam Peck**  
Assistant Vice President and  
Dean of Student Affairs  
Stephen F. Austin State University (TX)

Peck was recognized as a distinguished scholar who has been “devoted to showing the impact student involvement has on the development of important career skills.” He was instrumental in the development of NACA® NEXT, a tool that allows students to evaluate themselves on the skills employers seek and provides them with suggestions for mastering these skills through campus involvement. He has also produced many publications on this topic.

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



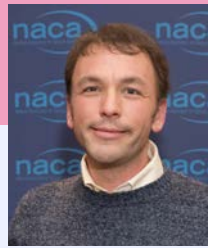
Megan Habermann



Andrea Junso



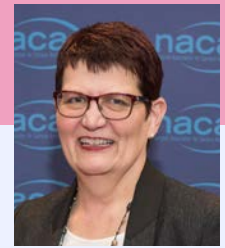
Melanie Bullock



Pete Erschen



Demetrius Watkins



beth triplett

**FRANK HARRIS OUTSTANDING STUDENT GOVERNMENT ADVISOR AWARD**

**Megan Habermann**  
Advisor, Associated Students of Western Oregon University (ASWOU)

“At the heart of Megan’s professional practice is her belief that students are capable of creating lasting change on their campus,” one of her nominators wrote. “She also recognizes that any gains ASWOU may make in an academic year are more powerful and lasting when the impetus for that change and struggle to accomplish it are student, rather than administrator, driven.”

The Frank Harris Outstanding Student Government Advisor Award honors the first Chair of the NACA® Board of Directors. Frank Harris, who served as chair from 1968-1969, advised student government associations throughout his professional tenure until his retirement in 1997. This annual award recognizes individuals who have the commitment to challenge and advise student government.

**PATSY MORLEY OUTSTANDING PROGRAMMER AWARD**

**Andrea Junso**  
Director of Campus Activities  
Gustavus Adolphus College (MN)

“Andrea is the type of advisor I think we all hope that our children have when they go off to college,” wrote a colleague in nominating Junso. “An advisor who will help our children develop those critical skills that are needed after college. An advisor who will counsel our children when they need a little extra support. An advisor who will help them grow as a leader. An advisor who will challenge them and give them that little kick when needed. And an advisor who will teach them to respect and care for others regardless of their position in this world. Andrea is that advisor.”

The Patsy Morley Outstanding Programmer Award was established to honor that individual who best exemplifies outstanding achievement in the field of campus activities advisement. This annual award honors the late Patsy Morley, a former chair of the NACA® Board of Directors, who died in 1981.

**LEGACY AWARD**

**Melanie Bullock**  
Director for the Center for Leadership  
Elon University (NC)

“Melanie has been a member of my student development team and the director of the Center for Leadership for less than six months,” wrote Elon Dean of Student Development Jodean Schmiederer. “In that short time, she has made an indelible and incredibly positive impact on our students and the community.”

Bullock has been involved with NACA since 2005 and has held a number of volunteer positions, including Leadership Fellows Program Coordinator. She most recently served as the 2017 National Convention Program Committee’s Education and Professional Development Coordinator.

**Pete Erschen**  
Assistant Director of Student Activities  
Pacific University (OR)

“I can always count on Pete to engage with students to create a vibrant and diverse menu of activities and events for Pacific students,” wrote Steve Klein, director of the University Center and Student Activities at Pacific University. “Pete pays close attention to details and understands university policy while maintaining a friendly open-door attitude for students to participate and be heard. ... Pete is a consummate student activity professional and puts a great deal of effort into any project or discussion he’s involved with.”

Klein also credited Erschen for his role in streamlining showcase selection with the use of technology.

The Legacy Award was created in honor of NACA’s 50th Anniversary. The award provides a year of NACA® professional development opportunities for NACA® leaders who have the potential to serve the Association at a significant level for a significant period of time. Recipients receive complimentary registration to either one NACA® regional conference or the NACA® National Convention and one NACA® Institute.

**C. SHAW SMITH NEW PROFESSIONAL AWARD**

**Demetrius Watkins**  
Advisor, Student Activities Unit  
Nassau Community College (NY)

One of the professionals who nominated Watkins praised his “educational, developmental approach to student learning via co-curricular experiences,” also noting his ability to assist students “in understanding the intersection of morality, ethics, politics, personality, vested interests, friendship and personal needs. ... At the same time, Demetrius knows how to have fun and inject fun into the co-curricular program.”

The C. Shaw Smith New Professional Award was established in 1994 to honor the memory of a beloved NACA® founder. C. Shaw Smith’s influence, affection and support of new professionals entering campus activities is reflected in this annual award to recognize an individual who demonstrates the potential and commitment for excellence in service to student leaders.

**NACA® LIFETIME MEMBERSHIP AWARD**

**beth triplett**  
Past Chair, NACA® Board of Directors

“I can say with no doubt in my mind, that my story is one of hundreds of stories that could be shared with you by those beth triplett has impacted through her career,” wrote Leslie Heusted of Washington University in St. Louis (MO) in nominating triplett for the Lifetime Membership Award. “These individuals have then contributed to NACA in many different ways in large part because of beth’s influence and lessons.

“She has taught us to be the best higher education professionals we can be, she has mentored us to see the value in mentorship and make it a priority in the work we do. She has demonstrated time and time again that the most important work we do is bring the voices of students to the table and making them stronger through the lessons we have the honor to teach every day we go to work.”

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



From left: Morgan Bell, Katlin Watts and Kadeeja Janneh of UNC-Charlotte

### OUTSTANDING DIVERSITY ACHIEVEMENT AWARD-CAMPUS PROGRAM

#### Holi Moli

**Campus Activities Board (CAB)  
University of North Carolina-Charlotte**

Holi Moli, a celebration of the Hindu tradition of Holi, uses paint and water to signify and celebrate the first day of spring and is celebrated all over the world. The March 18, 2017, observance at UNC-Charlotte was a great opportunity for participants to partake in a cultural tradition while also having fun. The CAB partnered with Triveni, a student organization that focuses on Indian culture, to produce the event.

The Outstanding Diversity Achievement Award-Program was established to recognize programs at NACA® member institutions that positively contribute to the development of a diverse culture on campus.

### OUTSTANDING DIVERSITY ACHIEVEMENT AWARD-INDIVIDUAL

#### Monique Gore

**Director of Multicultural Programming and Outreach  
Gettysburg College (PA)**

“Monique has been instrumental [in] working with our students of color, LGBTQA students, international students and otherwise marginalized student groups,” one of her colleagues wrote. “She has worked with faculty and administration to help challenge stereotypical perceptions of diverse populations and develop and implement a comprehensive strategic plan to help our students thrive in a predominately white community, not only on campus, but in the surrounding borough.”

The Outstanding Diversity Achievement Award-Individual was established to recognize individuals at NACA® member institutions that positively contribute to the development of programs and services promoting cultural diversity, understanding and/or awareness. These programs could be based at member institutions or within NACA.



### YOUR BEST CAMPUS TRADITION™ VIDEO WINNERS

**Lock Haven University (PA) and Westchester University of Pennsylvania**

emerged as winners in their respective categories in NACA’s Your Best Campus Tradition™ Video Competition. Winners were announced at the 2018 NACA® National Convention in Boston, MA.

Lock Haven University’s entry, “**Homecoming Golf Cart Parade,**” was named the winner in the schools under 5,000 FTE category.

Westchester University of Pennsylvania’s entry, “**Banana Day,**” was named the winner in the schools over 5,000 FTE category.

Up to three representatives from both winning campuses will receive a complimentary registration to the 2019 NACA® National Convention and will present an educational session about their winning campus tradition. Each winning team receives \$1,000 and the opportunity to publish an article about their tradition in Campus Activities Programming®.

Check out the winning videos at <https://goo.gl/d43nTd>.



### FOUNDATION HONORARY TRUSTEES

Each year, NACA honors individuals and companies that have made lifetime contributions to the NACA® Foundation totaling at least \$1,000 and \$5,000 by inducting them, respectively, into elite groups of donors, the Honorary and Corporate Trustees. Honorary Trustees receive caricatures from Fun Enterprises (MA).

Inducted as Honorary Trustees:

**Cecelia Brinker  
Eastern Illinois  
University**



**Monique Gore  
Gettysburg College (PA)**



**Natalie Keller Pariano  
Columbus, OH**

Also recognized were those who reached new donation levels in Foundation giving:

#### SUSTAINER

**Joshua Brandfon  
Dr. Lucy Croft  
Natalie Keller Pariano**

#### PATRON

**MaryJo Mertens  
Erin Morrell  
Dr. Regina Young Hyatt**

#### CHAIR’S CLUB

**Ken Brill  
Tim Lorenz**

#### CORPORATE VISIONARY

**Riddle & Bloom**

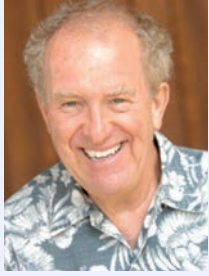




## CAMPUS LEGEND AWARD

### Joey Edmonds

JOEY EDMONDS Presents (CA)



Before becoming an agent, the late Edmonds was part of the Edmonds and Curley comedy duo, which, during a 14-year period, performed more than 2,500 campus shows and appeared on national TV programs such as “The Tonight Show with Johnny Carson” and shows hosted by David Frost, Dick Cavett, Joey Bishop and Mike Douglas.

More recently associated with JOEY EDMONDS Presents, Edmonds presented more than 20,000 comedy shows on college campuses. Involved with NACA for decades, he served in its leadership (on the Associate

Member Advisory Council and the Board of Directors) and earned NACA’s Lifetime Membership Award in 2005. His agency was a multiple-year winner in the Campus Entertainment Awards in the Agency category. After relocating to California later in his career, he served in leadership positions in NACA® West.

A new award, The Campus Legend Award was created honor those special individuals and living legends, like Edmonds, who have changed our students for the better – on campuses, from stages and in our lecture halls. They may not have stars on the Hollywood Walk of Fame, but they are Campus Legends nonetheless. Ken Abrahams of Fun Enterprises (MA), accepted the award on behalf of the Edmonds Family. He is pictured with Immediate Past Chair Dan Ferguson (left) and Assistant National Volunteer Development Coordinator Jessica Barraclough (right).



## HALL OF FAME AWARD

### Andy Grammer

Grammer made his first appearance on a NACA® stage in 2009 at the Northern Plains Regional Conference. Since then, he has made quite a name for himself as a singer, songwriter, and record producer. He released his self-titled debut album in 2011, which spawned the hit singles “Keep Your Head Up” and “Fine by Me.” But to date, his most successful single is “Honey, I’m Good,” from his second album, “Magazines or Novels,” which peaked at No. 9 on the Billboard Hot 100. His third full-length album, “The Good Parts,” was released in December 2017 and included his global smash hit single, “Fresh Eyes,” which became a streaming phenomenon with over 300 million total streams.

The NACA® Hall of Fame was established to honor and recognize individuals or groups who have appeared on national or regional showcases and have distinguished themselves in the arts. Nominations may be submitted by any member of the Association.



## 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 (<https://goo.gl/WJyXZg>)! 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](mailto:lauraj@naca.org).



## 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 log into [naca.org](http://naca.org), click on your name 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 **Grant Connell**, Director of MultiBrief Advertising, at [salesinquiries@multiview.com](mailto:salesinquiries@multiview.com) or call **469-420-2629** and request a media kit.

## Upcoming Foundation Scholarship Deadlines

Each year, the NACA® Foundation awards 32 scholarships and six research grants to assist undergraduate students, graduate students, professional staff and associate members in pursuing educational interests and career development. The deadline to apply for the following scholarships is June 30:

- **Barry Drake Professional Scholarship** (open to national associate members)
- **NACA® Graduate Scholarships** (NACA® South, Mid Atlantic, Central, Northeast, and Mid America)
- **NACA® Northern Plains Regional Student Leadership Scholarship** (NACA® Northern Plains)
- **Alan Davis Scholarship** (all regions)

Find more information online at [naca.org/FOUNDATION/Pages/Scholarships.aspx](http://naca.org/FOUNDATION/Pages/Scholarships.aspx).

Questions? Contact **Kayla Brennan** at [kaylab@naca.org](mailto:kaylab@naca.org).

## Got a Great Idea for an Article?

If you'd like to write for Campus Activities Programming® (<https://goo.gl/EGnc9r>) for the coming academic year, now is the time to speak up! Have you produced a successful program other schools could emulate? Are you willing to learn more about a campus activities-related topic and share it with others? Is there a timely issue impacting campuses you feel needs coverage? Let us know! Contact Editor Glenn Farr at [glennf@naca.org](mailto:glennf@naca.org) today! Also, see Page 17 for the 2018-2019 Editorial Calendar.



# Looking for Some NACA® Swag?

Maybe an NACA® mug for your early-morning/late-night caffeine boost, a sweatshirt to lounge around in, or even a new shirt for your furry friend? The New NACA® Foundation store has it all! Check it out at [www.cafepress.com/NACAFoundation](http://www.cafepress.com/NACAFoundation) for items bearing your favorite NACA® logos. The best part? You'll be providing funds for the Foundation's scholarships and research grants that help shape the future of campus activities!



## “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](http://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](http://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](http://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](http://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](http://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 (<https://www.naca.org/ENCORE/Pages/Default.aspx>) – 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](http://naca.org), click on the Resources tab and choose ENCORE from the drop-down menu. Then, watch a tutorial video by clicking the highlighted links or click the Launch ENCORE button to begin. Questions? Contact Kayla Brennan at [kaylab@naca.org](mailto:kaylab@naca.org).



# NACA's Regional Structure and Upcoming Events

## 2018 Regional Conferences

**NACA® Northern Plains**  
April 5-8  
St. Paul, MN

**NACA® South**  
Sept. 27-30  
Atlanta, GA

**NACA® Central**  
Oct. 4-7  
Arlington, TX

**NACA® Mid Atlantic**  
Oct. 11-14  
Buffalo, NY

**NACA® Mid America**  
Oct. 25-28  
Grand Rapids, MI

**NACA® Northeast**  
Nov. 1-4  
Hartford, CT

**NACA® West**  
Nov. 8-11  
Ontario, CA

## 2019 Regional Conferences

**NACA® Northern Plains**  
March 28-31  
St. Paul, MN

**NACA® South**  
Sept. 26-29  
Chattanooga, TN

**NACA® Central**  
Oct. 3-6  
Arlington, TX

**NACA® Mid Atlantic**  
Oct. 17-20  
Buffalo Niagara Convention Center  
Buffalo, NY

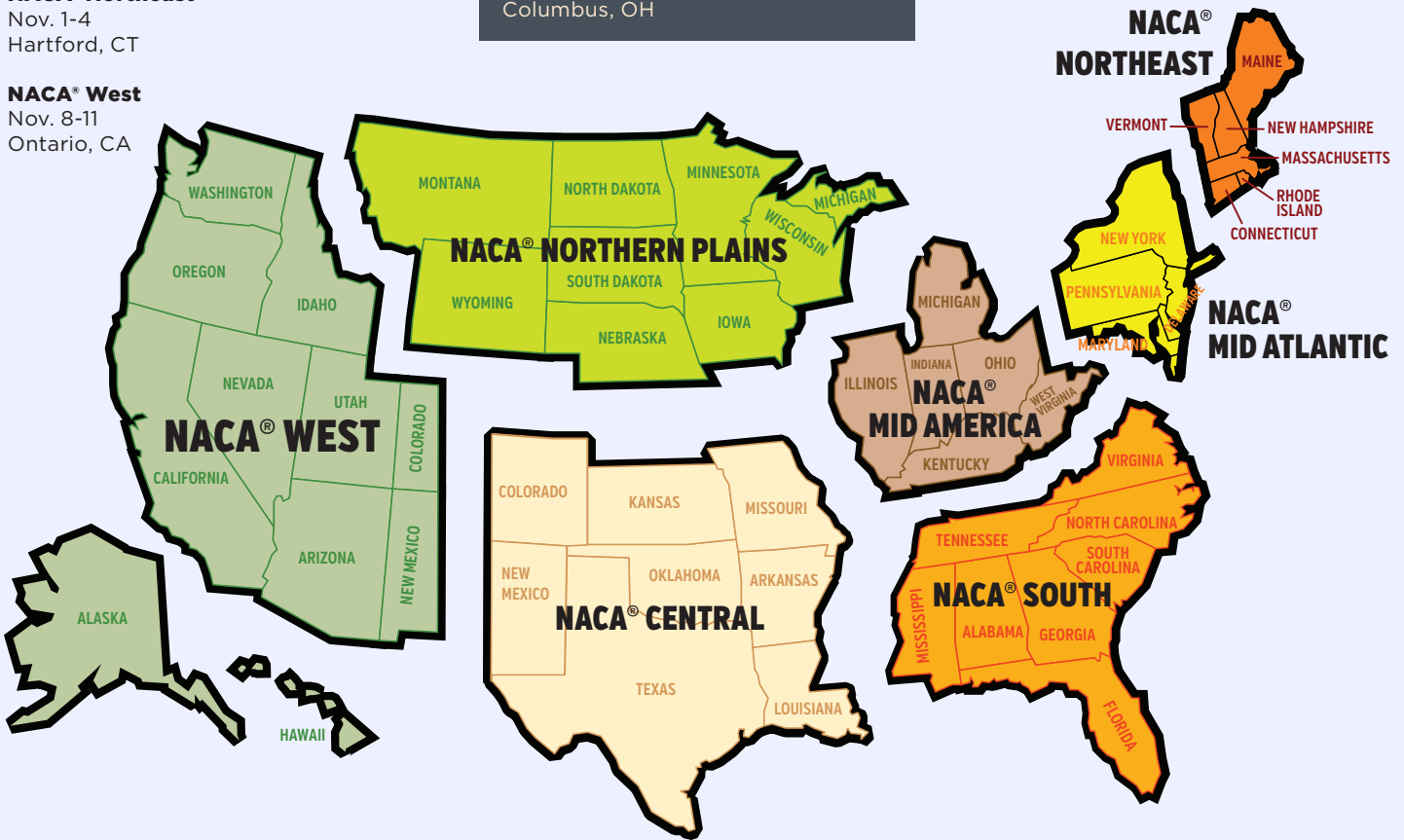
**NACA® Mid America**  
Oct. 24-27  
Northern Kentucky Convention Center  
Covington, KY

**NACA® Northeast**  
Nov. 7-11  
Connecticut Convention Center  
Hartford, CT

**NACA® West**  
Nov. 15-17  
Ontario, CA

**2020 NACA® Northern Plains**  
TBD

**2019 NACA® National Convention**  
Feb. 16-20  
Columbus, OH



**Associates—Got a Tale to Tell?**

Then write for **Curtain Call**. If you're a performing artist or agent who's experienced something on the road that's bizarre, amusing or touching, tell us about it. Send us your story (no more than 900 words and must not directly promote your act or agency) and we'll consider it for publication. Questions? Contact Glenn Farr at [glennf@naca.org](mailto:glennf@naca.org).



## 10 QUESTIONS WITH ...

# Lerren Tyler

Student Activities Coordinator  
Macalester College (MN)



### 1 Leadership/management book you are currently reading?

It's been on my shelf for the last year and a half, but I've finally started "Daring Greatly" by Brené Brown. This is the first of her books I've read, but I've heard nothing but great things about her.

### 2 What recent campus program most exceeded your expectations and why?

Every November, we host an event called Winter Ball at an off-campus venue. For the first time in a while, we held it in a public space that was not taken offline and had to navigate how to contain the event while having different activities in different spaces. I was extremely worried beforehand, but it went over extremely well. My student coordinators had everything together. Things flowed seamlessly and the students had a fantastic time.

### 3 Favorite campus program in your entire career and why?

At the University of West Florida, they have an annual event called CAB After Dark, which is by far my favorite of any event in which I've ever participated. My first year of grad school, I took lead on it, and we had completely changed what the event looked like due to newly acquired budget restrictions. It was one of the biggest challenges I'd faced at that point, both leading up to it and on the night of, but we pulled it off and folks had a great experience.

### 4 Three things on your desk right now you couldn't live without for work?

- Post-it® Notes – They are all over my desk.
- Desk toys – When I can't focus or need to fidget, they are wonderful.
- Water bottle – Hydrate or die.

### 5 Best teaching tool for your students?

As many have previously said, experience is key. My co-advisor and I try to give students as much autonomy and experience as we can to allow them to make their own decisions and create their own events. They learn through their triumphs and their mistakes to make themselves and their programs better.

### 6 Technology that most benefits you at work?

Google Suite. I love everything Google and it makes my life so much better. Google Calendar runs my life, Google Drive helps me stay organized, not just for myself, but also with others, and Google Keep is my digital Post-It® Note. It's so easy to sync to your phone or other computers to have whatever you need on the go.

### 7 Most challenging aspect of your job?

When different responsibilities overlap. I work with a pre-orientation program and it leads right up to orientation and Welcome Week, so it's a super busy beginning of the year for me. Additionally, I work on Senior Week and our program board also has an

extended retreat that very same week. I am a huge introvert, so those times are hard on me, but my team is super supportive and help me get through it.

### 8 Tip you can share for balancing work with a personal life?

Some of the best advice I've received was to turn work email notifications off on my phone. I always felt I had to answer them right then and there, but now I wait until I'm back in the office to read and respond. I could probably be more productive in my personal time, but I use it to do what I need to do for me in that moment.

### 9 Best programming advice you've ever received?

To not say no unless there is a valid reason. Sometimes event ideas from students are so outside the box, my response is, "Uhhmmm, what?" But they often turn out to be some of the most unique and memorable programs. If they don't turn out well, it's a great learning experience at a low cost.

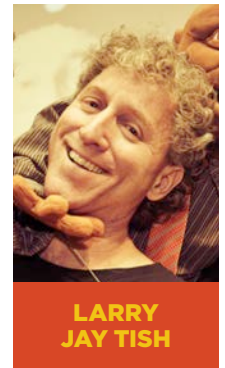
### 10 Something unique about your programming board?

I don't anticipate ever working with another group of students like the ones I work with here at Macalester. They challenge me in so many ways and I am learning and growing with them just as much as I hope they are with me.

"10 Questions with ..." recognizes individual campus activities professionals for their outstanding work, letting readers know more about them. If you'd like to recommend a professional staff member to answer "10 Questions," contact Glenn Farr at [glennf@naca.org](mailto:glennf@naca.org).

## CURTAIN CALL

# How “Black Panther” Opened My Eyes



I WAS SPEAKING RECENTLY with a student at Texas Christian University (TCU) about our visit the following week. We were discussing the temperature on campus in terms of welcoming and embracing diversity and fighting racism of any kind. In light of the current political situation, on most campuses we visit, the mercury is rising. She said that, in terms of diversity, the ongoing dialogue on campus is about the film “Black Panther.” She asked if I had seen it. “Not yet,” I said, assuring her I would see it before we got to her campus the following week.

So, on the next Sunday afternoon, I saw “Black Panther” in a sold-out Apple Cinema near my home in Cambridge, Massachusetts. I was not prepared for how I would feel when the lights went up. (I stayed to the very end. Half the audience thought it was over when the initial credits began; however, there was still some movie left with a very important message.) I walked out of the theater in a trance – part of me in Cambridge, part in Wakanda. I remembered seeing “Schindler’s List” and being caught off guard in a similar way. After seeing Spielberg’s epic film, I was waiting for the Green Line train. As it moved up the tracks toward me, I was overtaken by the haunting image of Jews, waiting on platforms, as trains arrived to take them to death camps. I will never forget that feeling.

The Apple Cinema is part of the Fresh Pond Mall, which is located in the shadows of a Cambridge affordable housing project known as Rindge Towers. The Towers’ tenants are mostly people of color. The mall includes Whole Foods, as well as other shops and stores that make up many a mall across America, including McDonald’s, Panera Bread, Staples and TJ Maxx.

I walked over to Whole Foods to pick up something for dinner. As I was shopping, I crossed paths with a black man and a boy who were also shopping (his son, perhaps). I really hadn’t noticed anyone else as I walked over. When I saw them, I stopped. I felt something out of the ordinary. These two were “Kings!” I normally would just notice them as I would any man and his son pushing a cart there. (Granted, most people of color I see at Whole Foods are not shopping, but rather stocking shelves or working the registers.) Now, to me, they were not black – they were Wakandan! My 138 minutes of immersion into a different narrative about black people had changed my perception, in a way I never could have imagined.

Does this mean that before seeing “Black Panther” and having this experience, I had racist attitudes towards people of color? I’m afraid it does. That’s a hard pill to swallow for someone who travels the country singing the praises of diversity, inclusion and tolerance. Rather than taking the time to beat myself up, I had a better idea of how to use this moment – reflection. I thought, “This is what exposure does to us!” I never considered myself racist; however, being “exposed” to black people in a way I rarely get to witness them represented in media – as kings, generals, warriors, tech genius, peace loving, diverse – helped change my perceptions. As I’ve heard several times before at race conferences around America, “To some extent, we are all racists.” My immersion into the world of “Black Panther” reminded me that my preconceptions of people are tainted by the world around me, whether I am aware of it or not, and whether I like it or not.

I always knew being exposed to other people and cultures is important, but the narrative of who the Wakandan people are put a big fat dent in the narrative I see and hear everyday (mostly in the media) about who African Americans are. Sure, some of those narratives are positive. However, they will probably never rise to Ryan Coogler’s imagination and his presentation of Marvel’s superhero Black Panther and the Wakandan people.

If you live in a bubble, you will become a reflection of that bubble. Doesn’t matter if you live in Brooklyn, New York, or on a farm 40 miles west of Cedar Rapids, Iowa. If you do not earnestly expose yourself to other narratives about people you do not know or understand, you will be enslaved to the narrative you are given about them. Period.

The bottom line is, every human being deserves respect and dignity (unless they have compromised that by bad behavior), no matter the color of their skin, who they pray to, or their gender. “Black Panther” reminded me to question even more the narrative that has been fed to me about others, in most cases by others, which I have come to believe at some level. Everyone deserves the benefit of the doubt that they are amazing, and just may have vibranium in their pocket.

**LARRY J. TISH** is managing director with NACA® associate member Dialogues On Diversity (MA) ([www.dialoguesondiversity.com](http://www.dialoguesondiversity.com)).

“Curtain Call” is a regular feature of *Campus Activities Programming*® (<https://issuu.com/naca>) in which performers or agents who are members of NACA share anecdotes that help illuminate their perspectives and experiences in the college market. Entertainers and agencies wishing to submit a prospective column should contact Editor Glenn Farr at [glennf@naca.org](mailto:glennf@naca.org).



# THINK OUTSIDE THE



## Doing Business. Your way.

NACA is thrilled to announce the launch of NACA® 24/7, a platform that gives you the freedom to book entertainers, events and services anytime, anywhere.

Need to fill in the gaps after Block Booking at convention? Had a last-minute schedule change? Searching for the perfect promotional item? NACA® 24/7 has got you covered.

This one-stop shop matches you with the vendors and talent you're seeking, and puts NACA's resources right at your fingertips including:

- Calls for acts/services
- Ability to search for acts performing near you
- Artist reviews
- Video and audio files

And much more!

NACA® 24/7 makes doing business easier and faster than ever before.

To learn more about NACA® 24/7 visit [NACA.org/NACA247](http://NACA.org/NACA247).

Think outside the box. Go beyond the blocks.





**NATIONAL ASSOCIATION FOR CAMPUS ACTIVITIES**

13 Harbison Way  
Columbia, SC 29212  
naca.org

A graphic advertisement for Rent-A-Fence. The background is a chain-link fence with green ivy leaves climbing over it. The sky is blue with white clouds. In the center, a white rectangular sign with a water droplet texture contains the following text:

**NATIONAL**  
**RENT-A-FENCE®**  
**800-352-5675**  
[rentnational.com](http://rentnational.com)

Two monarch butterflies are perched on the fence: one on the right side of the sign and one on the bottom left corner.