

CAMPUS ACTIVITIES

PROGRAMMING

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LEADING CHANGE

**Student Organizations as
Conduits of Change**

Embracing Change to Update Traditions

**Developing the Knowledge,
Skills to Plan Inclusive Events**

**Enhancing Representational Diversity
in Student Leadership at PWIs**

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"To counter negative reactions to change initiatives, leaders should be able to describe an opportunity for change that will appeal to both the head and the heart and create a large, urgent army of volunteers."

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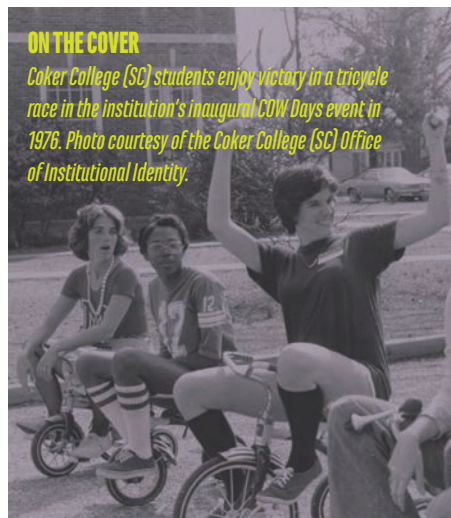
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Coker College (SC) students enjoy victory in a tri-cycle race in the institution's inaugural COW Days event in 1976. Photo courtesy of the Coker College (SC) Office of Institutional Identity.



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No Running from Change



WHEN I WAS IN COLLEGE, a fairly uninformed older relative told me, “Things ain’t supposed to change.” His defiant statement left me speechless due to the energy and certainty with which he expressed it and my intuitive knowledge he was wrong.

Change is the order of the universe.

Nevertheless, earlier in my life, I would have agreed with him.

In the year before I started first grade – there was no kindergarten when I was five – the adults in my life repeatedly asked me if I was excited to be starting school the next year. Each time, I resolutely answered, “I’m not going to school.” Soon, my mother began to intercede, shaking her head as she said sotto voce to my questioners, “He says he’s not going to school.”

She and my father soon realized I actually meant it. During the first three weeks of first grade, I ran away from school every day, with my teacher often calling my home to get one of my parents to come help find me. The way I saw it, I had a good gig and I wasn’t giving it up – breakfast was served to me every morning, and after that, I could watch cartoons on TV or play with my brother. Who, in his right five-year-old mind would surrender that lifestyle?

Not soon enough for my parents and teacher, I’m sure, I did settle in, became a star student and loved school all the way through college.

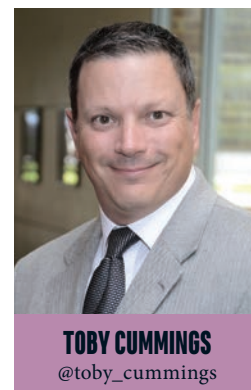
By the time my relative told me “things ain’t supposed to change,” my attitude about change had completed a full 180-degree turn. During this time, I was fond of telling people I often threw the pieces of my life up in the air just to see where they’d land. I needed change to the point I often craved it. And to be honest, as a young adult with years of life and work ahead of me, the consequences of ill-considered, self-imposed change seemed fairly minor.

However, in recent years, the pieces of my life have been tossed in the air with no effort on my part. This kind of change, over which I’ve had no control, has frequently re-awakened my inner five-year-old. There’ve been a number of days when I simply “didn’t want to go to school.” But, having lived now to at least 12 times five, I know when unexpected or undesired change happens, we simply must find a way to move through it.

So, I’m moving through it, which has reminded me of the rewards that come from experiencing, surviving, mastering, and even enjoying change. Yes, I said, “enjoying.” It’s nice to be at that place again.

Our writers this month offer several perspectives on leading and embracing change. Take advantage of the knowledge and experience they share and perhaps you’ll enjoy “staying in school.”

Choosing to Lead Change



AS I STARTED MY DAY JAN. 20, the first task on my calendar was to write this column. That was an interesting morning in America, as the inauguration of our 45th President was about to take place in Washington, DC. Needless to say, I struggled to finish this column that day and have revisited it repeatedly since.

As we have witnessed in the days following Jan. 20, change is happening and it's often coming at a blistering pace. One thing we all hold as truth is that we cannot stop change. It's how we choose to handle it that is paramount. Sometimes, we resist change with every ounce of energy we can muster. At others, we embrace it with courage and conviction. And that applies to how it's met on our college campuses, too.

Those of us involved in campus activities, whether we are professionals or students, are generally leaders. As leaders and educated individuals, we come to accept that change will indeed happen. Why, then, would we not choose to **lead change** as opposed to being a victim of it? J.P. Kotter has dedicated much work to leading change that is familiar to many of you. (See p. 4 for an article by Vincent Bowhay and NACA® Board of Directors member Edie McCracken on applying Kotter's eight-step change model.)

In light of the change we've witnessed in our nation's governance in recent weeks, some of the most pressing emerging challenges have involved inclusion and diversity. The college campus is perhaps the best microcosm through which to understand and proactively address these issues in a civil and intentional manner. Understanding differences in opinion and life experience is something we, as college programmers and leaders, often do well. And it's something we must continue to strive to achieve. Many of the diverse students we encounter daily need to experience those differences and to understand the stories of others, and will gain much from the experience.

Recently, I was fortunate to be asked to serve on NACA's diversity and inclusion task force, which supports living our core values as an organization. Here, I get to leave my comfort zone and spend time with individuals whose stories are much different from mine – professionals who daily see and experience the world in a much different way than I do. Nevertheless, they still want to understand how all that happens in society impacts me. The task force's intentionality in asking me to be a part of this group is what makes it possible. Given a choice, most of us (including me) are likely to defer to those opportunities that are familiar and comfortable. However, as Association leaders, we all must provide intentional opportunities for those we serve to experience inclusion and diversity.

I believe we have this choice: we can be leaders or we can be victims. We can arm ourselves with the resources and methods to lead our campuses and organizations civilly through change, or we can sit back and let change happen to us. Much has transpired since Jan. 20. Let's be the intentional and compassionate leaders our campuses need as we all move forward.

NACA® CORE VALUES: STEWARDSHIP INNOVATION COMMUNICATION RESPECT LEARNING INCLUSIVITY

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

Leading Change

Helping Transformational Efforts Succeed



By
VINCENT BOWHAY and
EDIE McCracken, Fort Hays State University (KS)

WHILE THE RATE IN WHICH OUR WORLD IS CHANGING CONTINUES TO INCREASE, our ability to keep up with those changes has not. Dr. John Kotter's book "Leading Change" reminds us every organization needs to lead change efforts responsibly. Whether tearing down silos, furthering resources, or competing for attention in a saturated market, there are any number of reasons why universities and programming boards may want to change. Kotter's Eight-Step Process, outlined in "Leading Change," gives leaders the tools to change their organization under any condition.

Step One: Create a Sense of Urgency

According to Kotter, establishing a sense of urgency is crucial in beginning any change initiative. Kotter noted when individuals do not believe a change is necessary, they will find ingenious ways to withhold cooperation or derail the attempts of others. Students and colleagues may sabotage change initiatives on our campuses intentionally and unintentionally. This is why creating a sense of urgency around the desired change is important.

To counter negative reactions to change initiatives, leaders should be able to describe an opportunity for change that will appeal to both the head and the heart and create a large, urgent army of volunteers. "Creating a strong sense of urgency usually demands bold or even risky actions that we normally associate with good leadership" (p. 45). The sooner we can create buy-in among our constituents, the better. Some organizations may choose to raise the urgency level by focusing on financial losses, identifying unpopular programs, increasing or decreasing membership, holding employees and volunteers accountable for their actions, restructuring their programming board, or by bombarding people with aspirational visions for the future.

Step Two: Create the Guiding Coalition

According to Kotter, collaboration is about stepping outside our traditional university silos and focusing on results. Building a strong guiding coalition of leaders will be important with any effort to restructure, reengineer, or retool any organization. By assembling a group with enough power to lead the change effort, organizations will quickly see these leaders mean business. When creating a guiding coalition, Kotter suggests

identifying influential individuals in prominent groups, who have expertise or credibility in order to create legitimacy.

For example, programming boards may want to reach out to an influential student government senator or faculty member. The most common reason people fail to develop an appropriate coalition to guide change is "down deep they really don't think a transformation is necessary or they don't think a strong team is needed to direct change" (p. 67). Without this powerful guiding coalition, most change efforts will stall or altogether fail.

Step Three: Develop a Vision and Strategy

"Leading Change" provides some great insight into how guiding coalitions can successfully transform organizations by creating a picture of the future that's easy to communicate to others. Kotter noted, "If you cannot describe your vision to someone in five minutes and get a reaction that signifies both understanding and interest, you are not done" (p. 81). Student leaders will need to shape a vision that can help steer the change effort. This may involve developing strategic initiatives that assist in achieving this shared vision.

When developing a vision, simplicity is essential. Communicating even a simple vision repeatedly to a large number of people can be a daunting challenge to any student leader. Articulating the vision for an organization requires both the head and the heart. Leaders must reflect deeply on their values and the values of the organization to determine who they are and what they care about. This can be an emotionally charged exercise, so it is important for advisors to help leaders recognize the importance of authentic, respectful and honest input from the guiding coalition.

Step Four: Enlist a Volunteer Army

Kotter noted that large-scale change can occur only when a large number of individuals with a common cause move in the same direction. It's important for student leaders to create and tap a volunteer network that may include individuals inside and outside their organizations. Programming boards in particular have a vast army of individuals who attend events and provide feedback on how the organization is operating. Invite and encourage those individuals to help the organization implement proposed changes. Student leaders should find ways in which the changes are occurring successfully and attempt to repeat those methods. Keep volunteers engaged by praising them for their work and recognizing the difference they are making within the organization.

Step Five: Empower Employees for Broad-Based Action

When organizations are able to remove barriers, such as ineffective processes or outdated hierarchies, leaders enable peers to work across boundaries and create a real impact. Kotter noted, "sometimes we become so accustomed to one basic organizational design, perhaps because it has been used for decades, that we are blind to the alternatives" (p. 110). Other barriers that may need to be confronted include informational or job silos, pressure to achieve unsustainable results, complacency, rules or regulations, or a limited number of experienced leaders. Find ways to knock down barriers to make the vision a reality.

Step Six: Generate Short-Term Wins

Kotter encouraged leaders to consistently produce, track, evaluate and celebrate the small and large accomplishments throughout the change process. Three characteristics of a good short-term win Kotter identified include:

- Visibility to a large number of individuals,
- Results are unambiguous and obvious to others, and
- Success is clearly related to the change effort.

Celebrating short-term wins will provide evidence that all the hard work was worth it, undermine critics of the process, and build momentum toward further change efforts. For example, if a programming board hits its membership goal, it will hold an ice cream social for its membership. This will introduce new members to the culture, recognize the hard work of the volunteers (aka, the volunteer army), and create enthusiasm for future goals.

Step Seven: Consolidate Gains and Produce More Change

Major changes take a long time to enact, especially in big organizations. External forces can stall change initiatives, including student leader turnover, burnout and bad luck. "Whenever you let up before the job is done, critical momentum can be lost and regression may follow" (p. 139). Kotter encourages leaders to use their credibility to continue to change organization structures, procedures and policies that do not align with the new vision. It's also important to hire, promote and develop a new generation of leaders who can continue to implement the new vision for the organization.

Step Eight: Institute Change

While change is a process, one way to recognize the end of the eight steps is when the change becomes a part of the organization's culture. This will help leaders ensure the new behaviors are repeated over the long-term. "Culture changes only after you have successfully altered people's actions, after the new behavior produces some group benefit for a period of time, and after people see the connection between new actions and the performance improvement" (p. 165).

WHEN DEVELOPING A VISION, SIMPLICITY IS ESSENTIAL. COMMUNICATING EVEN A SIMPLE VISION REPEATEDLY TO A LARGE NUMBER OF PEOPLE CAN BE A DAUNTING CHALLENGE TO ANY STUDENT LEADER.

Thought and Reflection

John Kotter's "Leading Change" offers a practical approach to an organized means of creating long-term change. The eight-step process can help leaders and advisors transform dysfunctional and stagnant organizations into more effective, responsive, team-oriented ones. Student leaders may not know how to change their organizations and waste resources on unsuccessful attempts. This book's instructional tone and easy-to-follow stories will help any leader change their organization for the better.

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Student Organizations as Conduits of Change

By

EDNA JONES MILLER, Ph.D.

FROM ITS INCEPTION, the student organization experience — a substantial means of social integration and student involvement — has largely contributed to the levels of vibrancy and student engagement that establish the culture of campus life. From multicultural groups and sports clubs to honor societies and fraternities and sororities, student organizations give voice to not only the student experience on campus, but also to issues impacting local, national and even global communities. With this in mind, student organizations should be empowered and equipped to promote positive social change through an approach that supports the mission of their organizations.



Whether it's a student organization that promotes social justice, a group that meets to discuss the history and varying tastes of chocolate, or an organization that uses stepping to teach mathematical formulas (all of which have existed), each of these groups can be mobilized to promote change in their communities that will positively contribute to the lives of others.

In "Leadership for a Better World: Understanding the Social Change Model of Leadership Development," Komives and Wagner discuss a cogent model that places college students at the helm of positive social change. They explain how students can work from a societal/community, group or individual perspective to make a difference within their realm of influence by implementing the 7 C's (citizenship, collaboration, common purpose, controversy with civility, consciousness of self, congruence, and commitment).

Their model also affirms that leadership can be non-hierarchical and change can take place from any place within the organization – top, middle, or even the bottom. Accordingly, investment in any student at any level within an organization can produce positive results. Student organizations are a large part of student leadership on campus and recognition of the ability to promote positive change through this means can transform a campus and/or community.

More Than Social Circles

Student organizations help students to feel more connected to the institution. Students often develop a degree of affinity they otherwise would not had they not joined a student organization. Finding or creating an organization where one can sustain and/or develop a new area of interest, knowledge base or skill set, or simply to connect with others with similar interests, is certainly a valuable contributor to the college experience.

Being socially integrated often helps students establish a sense of belonging to better navigate college life. For example, many student affairs professionals may have heard sentiments like: "My organization is my family. It helps keep me going in school when times are too difficult." Such statements help validate student organizations' role and it's incumbent upon higher education professionals to recognize the impact of student groups that largely influence the degree to which students feel connected on campus. Student organizations help drive campus life and steer the campus community toward a focus on creating positive change.

A staple within effective student organizations is an active advisor who is visible and supportive. Advisors are typically faculty and staff members who offer guidance and provide a standard of consistency, as most organizations are prone to constant membership turnover. Student organization members often develop close-knit relationships with advisors, who further reinforce their sense of belonging. Advisors work directly with student organizations to guide their progress and are critical to organization development and insight.

Advisors are often experienced in their designated student organization's area of interest and are able to use their expertise to enhance the organization's experience and impact. Imagine what a knowledgeable advisor and a passionate student organization focused on its mission can do to contribute to positive social change!

High-Impact Learning Opportunities

Learning happens in a variety of ways as part of involvement in student organizations. Effective communication, critical thinking and leadership development skills have all been linked to student involvement. Therefore, it's clear there are a number of benefits to the social aspect of student organizations. However, student organizations are not only platforms to help students find a "social circle." They are also avenues by which many may connect to and engage in what Kuh (2008) refers to as high-impact educational practices.

For example, collaborative assignments and projects, service and community-based efforts, and diversity and global learning initiatives are all opportunities often occurring through participation in student organizations. Consider initiatives students have implemented in the past:

- **Collaborative Assignments and Projects:** Working with over 100 peers in a year-long planning process to host a philanthropic event to raise funds for a children's hospital.
- **Service and Community-Based Efforts:** Collaborating with and providing support to a non-profit organization that holds specialized camps for children with chronic and life-threatening illnesses.
- **Diversity and Global Learning Initiatives:** Traveling to a third world country to build rainwater catchment systems to provide reliable access to water for local communities.

The lessons learned and skills gained from such experiences are much more than groups often viewed as "just a group of friends who want to have fun" are likely to attain. By its very composition and definition, an "organization" is a group of individuals organized to work collaboratively toward a common purpose. When an organization's mission and goals toward positive change are aligned, it can be more effective for the common good.

Powerful Enterprises

We often discuss whether some student organizations are assets or liabilities, mission-driven or lacking purpose, and so on. However, at the core of the development of student organizations is the potential to learn, grow and make an indelible impact that can change a culture, an environment or an institution. Yet, as we consider the past and present influence many student organizations have had on campus policy and broader social movements, we can better understand how students can be empowered as a collection of voices around a specific social issue to promote change. Student organization members can be powerful and persuasive as leaders who influence the actions of their peers. When properly challenged and supported, student organizations take involvement to the next level by actively engaging in meaningful initiatives that can literally change the world!

Ideas to Maximize the Student Organization Experience

How can we maximize the student organization experience to build community, support student development, bolster student engagement, and contribute to positive social change? Consider these ideas:

1. **Advising and Training:** Staff and advisors should work closely with student leaders to strengthen student organi-

zation membership and leadership. Organizations with strong memberships tend to be more sustainable despite the turnover these groups often experience. Adequate training and support can further empower student organization leaders to live out their missions in ways that will inspire positive change.

2. **Programming:** Typically, student organizations express themselves through programmatic efforts, such as socials, awareness campaigns, philanthropic efforts, etc. We should assist organizations in developing more intentional, mission-driven programming that provides high-impact learning experiences and will contribute to positive change for others.
3. **Collaboration:** A fist has a much stronger force than five fingers spread apart. Likewise, organizations that collaborate with other groups can have a much larger influence. When competition becomes collaboration, student organizations can have a greater impact on the cause at hand.

Significant Conduits for Positive Social Change

Student organizations in higher education have a long-standing record of using their voices and resources to spark movements creating positive change. We've begun to see increased momentum around efforts that contribute to positive social change on college campuses and their surrounding communities. As student organizations continue to use their influence to positively change lives, our role is to train, guide, support and encourage them as they fulfill their missions.

Student organizations should be empowered to not only contribute to a robust campus life, but also to develop their members for greater work that makes a real difference for others. Student organizations are much more than social platforms. They are significant conduits for positive social change that can truly change the world.

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Edna Jones Miller, Ph.D. has worked in higher education with student leaders and student organizations for more than a decade. She has supported students as a student activities advisor at Hillsborough Community College (FL), as coordinator for Student Organizations at the University of South Florida, and is currently assistant director for Student Development at Valencia College (FL). With a doctorate in curriculum and instruction: higher education administration, she is passionate about the development and implementation of a holistic student experience that integrates both curricular and co-curricular opportunities to optimally engage students on campus.

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HomeCOWming: Embracing Change to Update Traditions

By
CAROLINE CARTER
Coker College (SC)



Students compete in the tricycle race at the very first COW Days event in 1976.

IS YOUR CAMPUS STRUGGLING TO ADAPT TO INSTITUTIONAL CHANGES, revamp old traditions, or even create new ones? It's a refrain common in student activities as campuses attempt to uphold their beautiful and quirky histories while also keeping events up to date and in touch with institutional priorities. It's a tricky path to navigate, but at Coker College (SC), we managed to craft one of our most successful events under such circumstances. Here's how HomeCOWming came to be; we hope you may be able to adapt our experience to your campus.

How We Got Here

Coker College is steeped in tradition, but two of its most lively are Homecoming and COW Days.

Homecoming began in 1986, becoming a staple of the fall schedule amid soccer season.

COW Days, or "Coker Olympics of Winter," began earlier, though, in 1976, to fill a programming gap in early February. Drawing from both the Olympics and a game show called "Anything Goes," students came up with wild and crazy games that our sister classes played for bragging rights. For 40 years, our Green Machines (odd graduation years) and Violet Power (even graduation years) battled it out in everything from an indoor lip sync and famous couple competitions to outdoor tricycle races and cow patty stacks. While the event has nothing to do with cows, the acronym led to an explosion of cow-related decorations and promotions over the years.

The Campus Activities Board has led student programming for each of the traditions, with Homecoming in the fall and COW Days in the spring, and students (and alumni) have looked forward to the traditions marking each respective season.

In 2014, Coker opened the DeLoach Center, a magnificent addition to our athletic facilities and new home to our volleyball and basketball teams. To showcase the facility and accommodate more attendees, the decision was made to move that year's Homecoming celebrations to late February of 2015 to accompany basketball season, rather than soccer. As it goes with most change, many were resistant to the idea. Alumni were dissatisfied with both the change away from soccer and the adjustment to a winter event. Students were not as resistant to the new date, but struggled to adjust their typical Homecoming schedule of events to suit unpredictable South Carolina winter weather.

That year, COW Days occurred during the first week of February, and after only a two-week gap, Homecoming followed. COW Days enjoyed its usual moderate success, but Homecoming suffered in terms of student participation, event quality and programming fatigue. It wasn't pretty, and something had to change. However, no one foresaw just how much change awaited us.



Coker students participate in the first ever HomeCOWming parade in downtown Hartsville, SC.

The Big Merger

In spring 2015, the college administration announced the date for Homecoming 2016 would be Feb. 6. Students and campus life staff panicked, immediately recognizing the conflict it would have with COW Days. What would happen? COW Days is the older tradition, the one to which students are more attached – it couldn't be moved! If it were to be moved a reasonable calendar distance from Homecoming, it wouldn't be winter anymore! How were we supposed to use all our winter cow decorations for "COF(fall) Days" or "COS(spring) Days"?

Slowly, staff and students realized the only reasonable way to preserve COW Days and also improve upon the Homecoming experience was to combine the two traditions into one massive weeklong event. It was no easy task, and it became quickly obvious we needed a village to pull it off. We learned some key lessons in making the impossible possible, and hope you can benefit from our strategies.

Stakeholders and Goals

For Coker, our list of stakeholders was lengthy. Students topped our list, as we needed buy in from student planners, participants and attendees. In addition, we needed more spirit support from our faculty and staff, something that had been trailing off in recent years. Our goal was to attract more student participation in COW Days competitions, as well as an overall campus investment of spirit to help this newly merged tradition be sustainable in coming years.

Our alumni office had a lot to prove, needing alumni to invest in this new winter Homecoming tradition, and then to

also fit an ever-growing list of alumni board/reunion classes/giving societies events into an already tight schedule. Their goal was overall engagement, especially with the young alumni audience they struggled to reach.

Our athletics department needed support for all their games that week, as softball and baseball had double headers on the same Saturday as our men's and women's basketball games. In addition, about 40% of our total student body members were student athletes, and they needed to be able to balance academics and athletics schedules, while also participating in activities.

Lastly, our community was a giant stakeholder, as Coker and Hartsville, SC, are engaged in a long-term goal to transform the city into a college town. This event was a perfect avenue for community engagement.

Importance of Collaboration

On a small campus, resources are at a premium. Collaboration was essential to make sure our facilities and staff were able to accommodate all the many events and moving pieces of our newly merged event. In addition, our marketing and communication team were invaluable collaborators. They worked with our vision to craft a name, combining the two previous event names to create HomeCOWming, along with a visual identity, posters, press releases, and promotional items to create one seamless campaign.

Our athletics partners extended halftimes to accommodate both Hall of Fame inductions and the Homecoming crowning, while also opening their minds to campus life shenanigans, like sumo suit wrestling at our men's wrestling match that week.

In one of our most fruitful partnerships, an alumnus who worked for the City of Hartsville proposed we do a first-ever parade through downtown. New to the parade game, Coker was hesitant, but the alumnus offered her help to handle external applications and the lineup on parade day. While that extraordinary donation of time and effort won't necessarily constitute our standard partnership, it did provide us with a year to watch and learn from the City before taking on the parade ourselves.

So How'd It Go?

HomeCOWming was a smashing success! The activities board saw a huge uptick in student participation, as well as an overall higher investment in campus life for the rest of the year. Applications to serve on the CAB Executive Board increased, with most newcomers citing HomeCOWming as their inspiration to get involved. We were able to feature more talent for the combined event, both student and contracted, as a direct result of being able to combine budgets and resources into one huge weeklong event rather than two smaller ones.

Our alumni are slowly coming around to the winter event, thanks in part to the success of HomeCOWming. Younger alumni who participated in COW Days loved seeing how the event has evolved, and a few even came back to guest coach our students through the contests. Faculty and staff decorated offices in hopes of winning bragging rights for the year; we had everything from cow chandeliers to business staff tailgating inside their offices! We even had a few brave faculty and staff team up for a guest performance at the Lip Sync Contest, in full costume, as the Jackson Five.

The parade turned out better than anyone could have hoped. Even on a cold February morning, families filled the streets to watch in front of downtown businesses that had painted and decorated their windows in their blue and gold finest. It was #CokerPride on overload.

Change Never Stops

Change, panic, adjust, collaborate, and then enjoy success! Although the cycle seems like it should be over, we're just getting started. Yes, HomeCOWming was a success, but the forced change taught us the biggest lesson of all: change is a good thing.

As I write this in the fall of 2016, we expect to improve on HomeCOWming for 2017 with even more change. Alumni and athletics have been working together to expand the basketball audience to our other teams competing that day, in addition to creating a tailgate atmosphere outside the DeLoach Center.

CAB has been working with our marketing and communication team to better educate to our Hartsville community about what cows have to do with a college whose mascot is a cobra, as well as better schedule a hectic Saturday for our student programmers.

As you read this, we will have completed HomeCOWming 2017, so please catch up with us at Coker to see how it went. For now, we move forward with our lessons learned, prepared for and welcoming any changes coming our way.



From left: 2016 HomeCOWming King Deion Craig, HomeCOWming Queen Cierra Davis and Coker SGA President Dillon Karnes.



Students and staff participate in COW Days activities in 1987.

Photos courtesy of Coker College (SC) Office of Institutional Identity.

ABOUT THE AUTHOR



Caroline Carter is director of Student Activities and Leadership at **Coker College (SC)**. She earned a bachelor's degree in English and a master's degree in higher education and student affairs from the University of South Carolina and also served as a graduate assistant for Student Activities and Student Union Programming at Columbia College (SC). At Coker, she serves on the Diversity, Interfaith and Inclusion Committee, as well as on the "Go Figure" Quality Enhancement Plan implementation team. For NACA, she served as an educational session reviewer and educational session presenter for NACA® South in 2015 and 2016. She recently became the Block Booking Coordinator for the region.

Keeping Traditions Relevant for Today's Students

By **MEGAN JORDAN**
Wellesley College (MA)

TRADITION. It's the common thread connecting generations of students who pass through a college or university's doors, sharing customs and beliefs from one generation of students to the next to weave a common understanding of the institution. Many institutions have upheld traditions that began with the first year students matriculated into classes. So, how do we keep today's students interested in traditions that may be as old as the 1600s and make them relevant for today's technologically advanced students?

Help Students Understand Traditions and Their Roots

Students need to understand and be educated about the reasons a tradition began, why it's been valued by previous generations of students and why it's still important to the institution. To share this information, rely on your campus archives department to paint a picture of your institution's past. The archives should be able to provide the tradition's history, pictures from the event's past and any other details that may actually be important. Showing students pictures and stories of the early days of a tradition can help tie them to it. Also, if any famous alumni participated in a tradition, share that with students to help pique their interest. Your archives may also be able to inform you if there've been any significant changes to your tradition over time and why those changes were made. Many times, changes occur to make a tradition more relevant. Sharing the history of a tradition's changes with students can also draw them into it, as they can see and understand its evolution from its origins to the present.

Take the Tradition to Where Students Can Engage with It

Create a well-planned campaign to get your tradition on social media platforms to attract student participation. Promote it through Facebook, Twitter, Yik Yak and any other social media platform your students use. Engage students in making a Snapchat video to excite other students about participating in the upcoming event. Have student leaders share via social media why they're participating in the event and why they hope other students will, too.

Seek "Celebrity" Involvement

Ask high-profile people in the community to be involved with your tradition. Will the college or university president attend? Is there a beloved faculty member who could kick off the festivities? Could your student government president play an important role by participating? Consider who are the people on your campus you can "leverage" to increase student interest and participation in your tradition. Be sure to ask these people for their participation well in advance of the event to ensure their availability.

Appeal Directly to Student Groups

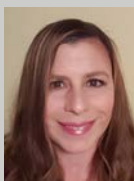
Are there specific student groups to whom you should reach out to encourage their participation? Will it be beneficial to reach out to cultural organizations, Greek life, athletics teams, residence halls, etc. and invite them to participate? Each institution is different, so consider where your large concentrations of student groups are and how you should reach out to them. Perhaps you can initiate a friendly participation competition, such as awarding a pizza party to the residence hall with the most participants.

Communicate, Innovate and Commit

Keeping an institution's time-honored traditions alive requires communication, innovation and commitment. Communicate the history of the tradition, share details about the event and invite and actively encourage participation. Innovate to keep the tradition relevant for present-day students, which is essential to ensure the tradition remains an important part of the student experience at your institution. Finally, commit to the tradition and its relevance in the history of your institution and its culture.



ABOUT THE AUTHOR



Megan Jordan is associate director of Student Involvement at **Wellesley College (MA)**, where she previously served as assistant director of Student Activities. She has regularly participated in NACA® regional conferences and the National Convention since 2005. She has also presented at NASPA's regional conference and ACPA's national conference. She holds a bachelor's degree from Seton Hill University (PA), a master's degree from West Virginia University and a doctorate from Northeastern University (MA).

Helping Student Leaders Develop the Knowledge and Skills to Plan Inclusive Campus-wide Programming

JILLIAN VAN AUKEN

University of Dayton (OH)

OUR CAMPUS PROGRAM BOARDS are charged with planning and implementing campus-wide programming that meets the needs of increasingly diverse campus communities. To effectively plan events for these communities, we must examine our programming practices and ascertain which voices are included in the process. Therefore, we must help students understand how their identities impact how they navigate the world, recognize the various student populations on campus, recruit a diverse organization membership and provide ongoing professional development for students.

Through self-reflection, intentional planning and a commitment to ongoing education, program board members can deepen their understanding of the needs of the campus community and provide programming inclusive to all, regardless of background. Inclusive programming is intended to help all students feel welcome and able to participate and engage.

Promoting Self-Awareness

Before we can understand the lived experience of others, we must reflect on our own journey and the perspectives we hold that might create barriers as we interact with the world. Students come to college with biases and perspectives developed as a result of their environment, how they were brought up, and the identities they hold. College may offer the first time many individuals are asked to reflect on who they are and how their identities impact their worldview. Consequently, I find it's necessary to start conversations about inclusive programming with self-reflective exercises that help students understand the privileges and inequities they hold as a result of their identities.

At the University of Dayton, the Office of Multicultural Affairs (OMA) developed a framework to help guide development of intercultural student experiences on campus. It contains a rubric of learning outcomes aimed at shaping knowledge, skills and socially just actions of students at introductory, expanded and advanced levels. This past year, I worked with the OMA staff to identify four outcomes to serve as the focus of the professional development provided to the Campus Activities Board (CAB) during its fall semester retreat. After reflecting on the current knowledge, skills and actions of the current membership, we identified the board to be at an introductory level in these areas:

- Being comfortable with identifying possible cultural differences with others,
- Having the ability to describe their own culture,
- Being able to describe the experiences of others, not through their own cultural worldview, and
- Having a minimal level of understanding of cultural differences in verbal and nonverbal communication; unable to negotiate a shared understanding.

Based on these learning outcomes, we developed a workshop facilitated by the assistant director of Multicultural Affairs to help students deepen their knowledge, skills and socially just actions in the identified areas. These activities included completing a social identity wheel and participating in a reflection activity about cultural differences called the Barnaga Game. Students completed the identity wheel so they could reflect on their identities and the privileges and inequities they face as a result of those identities. We asked students to write down how they identified according to: race, gender, national origin, age, social economic class, ability, sexual orientation, ethnicity and religious/spiritual affiliation.

The goal of the Barnaga Game was to raise awareness of cultural differences, especially as individuals navigate moving from one culture to another. We divided students into teams of five and instructed them to play a round of euchre with a twist on the game's traditional rules (each group had a different twist on the rules).

After each group completed a round, the student with the least amount of points was asked to join a different group. Each new member was not informed that the rules followed by their new group were different. Consequently, each new member had to determine how to play according to the rules practiced by the group they just joined.

We asked students to reflect on how the game related to times in their lives when they moved to a new home or joined a new organization in which the rules followed in their new settings were similar to those they already knew, only with a few important differences they were required to figure out.

We also discussed how they could be welcoming and supportive to new members of the university or an organiza-



tion to which they belong as they form an understanding of the new space.

Finally, we asked students to reflect on their values and where they originated so they could understand that our values serve as the foundation for the decisions we make, the relationships we build and how we choose to interact with the world. This helped them understand the connection between their identities and the biases and perspectives they hold. Self-awareness is key to understanding the needs of others, building relationships and effectively communicating with others from different backgrounds.

Examining Campus Culture and Identifying Untapped Student Populations

Often events planned and implemented by a program board reflect the individuals who comprise that board. Accordingly, the events tend to reach only a small component of the campus community, missing the opportunity to engage a considerable portion of the campus population. To plan and implement inclusive campus-wide programming that engages diverse student populations, it's essential that events reach and engage the entire campus community.

One way the Campus Activities Board (CAB) at the University of Dayton accomplishes this is by partnering with our Multicultural Programming Council (MPC), an umbrella organization of representatives from each of the campus multicultural organizations. Therefore, CAB gains a better understanding of how to reach and plan events that appeal to students from diverse backgrounds and interests.

Partnering with the MPC also challenges perspectives students hold about the cultures represented by the MPC and leads them to step outside their comfort zones when planning events. The CAB also collects attendance data to understand who's attending events and the demographics of those students, allowing it to identify the populations not currently attending. This data informs the types of events CAB plans, as well as how it markets them.

Recruiting a Diverse Team

It's equally important that a program board's membership reflects the diverse identities on campus. When its membership represents only a small subset of the student population, it's challenging to plan events that serve diverse student interests. Often, we see the same group of students attending all the organization's events.

When a program board is intentional about recruiting students from diverse populations for leadership positions, it gives voice to student populations that might otherwise be left out. This process starts with reflecting on how the program board markets organization membership and chooses leaders. If the board is electing leadership from the same subsection of the campus community each year, it will be challenging to recruit diverse individuals.

Conversely, if the program board intentionally reaches out to multicultural organizations on campus and examines the makeup of the organization to identify the voices missing from the table, it's more likely to recruit a membership reflecting the campus community. At the University of Dayton, we intentionally market membership applications through the Office of Multicultural Affairs and Center for International Programs, selecting students who provide a voice for our diverse student populations. When program board membership truly reflects

the campus community, it becomes easier to produce events that will meet the entire campus community's needs.

Pursuing Ongoing Professional Development

Ongoing professional development is essential to providing consistent inclusive campus-wide programming. Planning and implementing inclusive programming should become a part of the fabric of the organization, not just something checked off a list of goals. It's a shift in mindset, an ongoing conversation, a commitment to meeting the diverse needs of the campus community. When planning inclusive programming becomes the conversation, not simply one aspect of that conversation, students learn the benefits of living in a diverse community and appreciate the ability to learn from individuals different from themselves.

By engaging in consistent, regular dialogue about our identities and the needs of the campus community, we can ensure our practice and our programming are inclusive. This means integrating concepts of diversity, social justice and self-reflection into full organization retreats, one-on-one conversations, meetings and the organization's decision-making practices. Students then can grow as leaders and increase their multicultural competence, ultimately strengthening the organization by making it more diverse and inclusive.

Being Intentional, Welcoming and Accessible

Providing students opportunities to reflect on how their identities impact their worldview and the role their identities play in campus-wide programming development is crucial to ensuring campus-wide programming is inclusive and accessible to all. When a program board is intentional in recruiting diverse members, the voices of the community become the foundation for planning and implementing events. Implementing inclusive campus-wide programming communicates that all students are valued and engages students on a deeper level by meeting them where they are. In turn, students become more self-aware and familiar with the perspectives and desires of their peers.

Inclusive programming is intentional, welcoming and accessible.

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ABOUT THE AUTHOR



Jillian Van Auken is assistant director for Student Life at the **University of Dayton (OH)**. She previously was coordinator for Student Activities at Indiana University Purdue University Indianapolis, where she was named Advisor of the Year for 2010-2011 and 2013-2014. Also, while a graduate assistant at Miami University (OH), she was named Outstanding Graduate Advisor. She served as a 2015 Graduate Intern Mentor, the 2016 Assistant Special Events Coordinator, and is the 2017 Special Events Coordinator for NACA® Mid America and also presented educational sessions for the region's conferences. She holds a bachelor's degree from Otterbein University (OH) and a master's degree from Miami University (OH).

Enhancing Representational Diversity in Student Leadership at Predominantly White Institutions

By **STEVEN MORAN** and **TIMOTHY M. JOHNSON**
Guilford College (NC)

Increasing and maintaining representational diversity is critical for colleges and universities to effectively prepare students for the 21st century global marketplace. According to a 2012 statement by the American Council on Education, this diversity “enriches the educational experience,” “promotes personal-growth and a healthy society,” and “strengthens communities and the workplace.” At predominately white institutions, demographics and a lack of full commitment can be dangerous roadblocks to achieving this imperative educational goal.

With this in mind, it’s important to be intentional in utilizing various strategies to encourage students from diverse races, ethnicities, sexual orientations, gender identities and abilities. Offices whose mission involves engaging students in co-curricular activities should pay special attention to creating not only a community of diverse student representation, but also fostering similar inclusivity in its professional staff. Therefore, recruiting leadership with differing identities should be a primary focus of any leadership office; failure to do so will lead to homogenized ideas and underserved populations.

In the Office of Student Leadership & Engagement at Guilford College (NC), we feel it’s important to share strategies we’ve used to successfully increase the representational diversity of our organizations. We understand there are certain unique dynamics specific to working at a small liberal arts institution (approximately 1,700 students) in the South, and that it may not be possible to universally implement our suggestions. However, we hope what we share will inspire dialogues within your own offices and lead to even more creative ideas on how to increase representational diversity.

Start with the End in Mind

To be successful in increasing representational diversity, it’s important to first assess what areas most need improvement. For example, our office realized there was a shortage of males in leadership roles. More specifically, there was a shortage of black men engaged as orientation leaders, resident advisors, club leaders and as student government officials.

Once we prioritized this area for improvement, we looked for potential outreach opportunities. Quickly, we realized that at our institution, a high percentage of black men are involved in athletics. If we worked to engage more student athletes, we could increase representational diversity of that demographic, as well as other intersectional identities. Our challenge was that we found ourselves constantly competing with practice schedules, coach expectations, games, workouts and academic commitments.

With such a large percentage of our population being student athletes, we also found it difficult at times to attract those students to our programs and events. Over 35 percent of our population identify as student athletes, and this has also caused more significant internal problems and division within our student body. We believe having a lack of student athletes in leadership positions exacerbates this perceived rift in the student body. Having individuals who understand the needs of student athletes in leadership roles would lead to greater involvement in co-curricular programs by the entire population.

To address this issue, we plan to work with coaches in the next few years to better coordinate schedules. We’ll streamline our trainings and other requirements for involvement. We also plan to create more committee structures within our programming board and student government to allow for more low-time, high-impact engagement opportunities. Additionally, we’ll work with our student organizations to create more spirit and involvement with athletic events, so the sense of community feels reciprocated. We’re excited to take on this new challenge, because with every challenge comes an opportunity for growth.



Co-author Timothy M. Johnson recently participated in a Multicultural Educational Department retreat with members of Guilford College's Black Student Union.



Guildford College Student Government executives represent diverse elements of the student population.

Understand that Office Leadership Matters

It's difficult to get students to volunteer or work for an office they feel isn't representative of their identities. Our office recently focused on racial diversity. All professional staff in Guilford's Office of Student Leadership & Engagement identified as white from 2008-2014. The current professional staff consists of one white male, one black male, and one black female. This increase in diverse representation at the professional level has had a direct correlation to our improved diverse representation at the student leadership level.

At a small institution such as ours, it's sometimes difficult to bring in representational diversity on a professional level due to the limited number of individuals on staff. We suggest reaching out to those with differing identities and lived experiences who work in other college departments. Encouraging these existing connections to advise a student organization or assist with a campus program can be extremely helpful. Furthermore, this simple practice allows your colleagues to make connections with students outside their functional areas and explain their roles in the campus community on a larger scale.

In addition to networking in your own campus community, there are many opportunities to network with other higher education institutions. Having interns work with your office is one way to incorporate diverse perspectives and fresh ideas into your programming. You might also reach out to local higher education institutions with M.Ed. programs. Similarly, professional organizations such as NACA or NODA can help craft structured professional internship opportunities for graduate students across the country. As an office with only 2.5 professional staff, we intend to expand our internship capacity to bring in diverse individuals and fresh ideas to our office.

Expand Your Comfort Zone

Whether it's getting coffee in the multicultural education office, volunteering at the career resource center, or advising a student organization that serves a historically marginalized

population, there are dozens of ways to expand your reach as an office. Student engagement offices often have packed schedules, so carving out time and being intentional is critical to achieving success.

Some of the specific outreach efforts that have worked for our office have included volunteering to advise the adult student government and leading the college black male mentorship program. Similarly, we volunteer at multicultural education events and make an intentional effort to attend campus-wide programs that focus on diversity and dismantling systems of oppression. This has helped us connect our office with more athletes, students of color, non-traditional students, and currently uninvolved students in spaces they currently occupy on a daily basis.

In 2017, we plan to push this concept even further with "mobile office hours." Members of our staff will spend time working in different locations on campus for a couple hours each week. We plan to start in the multicultural education suite, residential lounges, the library, and the commuter lounge. By meeting different student populations where they are, we'll work to expand our connections and, subsequently, our applicant pool for various jobs and student leadership positions.

Limit Barriers

Higher education costs continue to rise. According to the report published as part of The College Board's "Trends in College Pricing 2016," tuition and fees have risen by an average of 3.6% at four-year public and private institutions over the past year. These increases have outpaced inflation at both public and private institutions during the last several decades. This has left the average student with a greater need to seek supplemental income than recent generations of students. Coupled with family commitments, rigorous coursework, athletics and other co-curricular opportunities, there is greater competition for students' time.

One solution is to simplify the process of getting involved in

student activities. Our office has had success simplifying applications using Google Forms. Instead of requiring applicants to submit long paper forms and cumbersome letters of recommendation, we've shifted to online applications and request reference contact information, only. Similarly, a shorter interview processes with more concise and effective questions has left our office with more time and has increased the number of students in our applicant pools.

Moving forward, we're exploring opportunities to add course credit to leadership positions to encourage involvement. During the 2017-18 academic year, our orientation leaders will also mentor in a one-credit introduction to college course. They'll receive a credit hour for serving as mentors for student success. We hope to expand this to other leadership roles, such as those on our programming board and in student government.

Celebrate Success

Enhancing representational diversity should be a consistent process. It's important to continually assess which identities are lacking representation in our offices. New strategies will emerge as research and technology change. Utilizing this information in goal setting and benchmarking is important to be able to define success.

When that success occurs, it's important to celebrate changes that effectively increase diversity in our offices and on our campuses. This celebration should extend to our students, as well. When student organizations make intentional efforts to create more inclusive spaces, we must recognize that effort with positive reinforcement. Doing so will keep both students and staff energized. With respect to representational diversity, like any aspect of social justice, the work is never completely done and we must always strive to do better. Our students deserve that from both our offices and the world of higher education.

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ABOUT THE AUTHORS



Steven Moran is director of Student Leadership and Engagement at **Guilford College (NC)**. Active in NACA, he has served as the NACA® South Awards Selection Coordinator and the region's Assistant Block Booking Coordinator. He has written articles for both NACA's Campus Activities Programming® and for NASPA. He holds a master's degree in higher education from The University of Maine.



Timothy M. Johnson is assistant director of Student Leadership at **Guilford College**. As a graduate student pursuing a master's degree in education, he served as a graduate assistant for the Office of Student Leadership & Engagement at the University of North Carolina-Wilmington. He has presented for NASPA, which gave him an award for a presentation called, "DaQuan's Experience: Why Did LeaderShape Work for Black Men?"

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Why Pokémon Go?

Planning Inclusive Events in the Digital Age

By

ROBERT HENRY STONIK
Michigan State University

When I became an event director at Michigan State's University Activities Board (UAB), I wanted the events I planned to be an extension of myself, focusing on activities guaranteed to have an inviting, weird aura that would attract like-minded people. As it turned out, I wasn't allowed to program events like "Detective Dog Night," a murder mystery activity in which puppies in detective hats lead you to various clues around campus. (I know, though, there are others who'd like an evening to indulge in their strong affinity for dogs in hats.)

Nevertheless, going into the current academic year, I was determined to find a niche campus audience I could target with an innovative first event.

The Perfect Culprit: Pokémon Go

For the unfamiliar, Pokémon is a popular Nintendo franchise in which users (called Pokémon Trainers) catch, train and battle virtual creatures. Pokémon Go is the mobile app extension that debuted in July 2016 allowing users to interact with virtual creatures in the real world based on GPS location. Pokémon Go was a huge addition to the franchise for Pokémon fans like me. Suddenly, our fandom emerged as part of pop culture, and it became justifiable to unite new and experienced Pokémon Trainers at an event to celebrate something we had in common.

I proposed the idea of a Pokémon Go event to my advisor, and we started planning the project that ultimately became the UAB Poké Pizza Party. Here are some of the big lessons I learned from incorporating a mobile app and focusing on inclusivity in this, the first event I ever planned.

Lesson 1: Don't Ignore Rock 'n' Roll

To understand the nature of this event's timing, mentally travel back to the summer of 2016. Everyone was using their smartphones to catch Pokémon. In augmented reality gaming, Pokémon Go surpassed all expectations. It blended the digital and real worlds by getting people outside to explore their surroundings and meet new people in their communities. For long-time Pokémon fans, it was the closest thing to being a real-

life Pokémon Trainer in a generation that values experiences over objects. For new Pokémon fans, the technology was so innovative the game just caught on.

Pokémon Go made headlines. When something in pop culture gets that big, I don't believe it can be ignored in event planning. We didn't ignore rock 'n' roll in the '50s, '60s or '70s, we didn't ignore hip-hop in the early aughts, and in the summer of 2016, we couldn't ignore Pokémon Go.

Lesson 2: Intentionality Leads to Inclusivity

Coming into the year, the UAB set a goal to plan events intentionally to be more inclusive, reaching more campus niche groups. I've labeled these types of discussions "big-level talk." Although I'm sure there's a more appropriate term, big-level talk seems like an appropriate title for discussions about inclusivity because it's such a large, complex concept, especially for a new activities planner like me. I didn't really understand its significance until I planned this event.

Being intentional in programming is crucial. We must consider the campus climate and different types of students in every decision we make. What will bring them out to our event? What will encourage them to stay at our event? We must consider everyone, regardless of ability, diet, age or other attributes and preferences. Consider older students who come with

friends for the free food and younger students who come alone hoping to meet new people. Go meet new people yourself so you can better understand different students. I discovered that one of the best aspects about being in the UAB is that much of this work was already being done for me. Our over 200 members are a representative sample of our students and are a significant asset for intentional big-level talk.

While planning UAB Poké Pizza Party, we had big-level talk about Pokémon Go technology being used as the focus of the event. Imagine being in the minority of students who don't have a smartphone or Pokémon Go app at such an event. Clearly, the event wouldn't be inclusive if it relied solely on technology not available to everyone. Mobile apps can also decrease physical social interaction at an event.

On the other hand, apps and technology can be a strong attraction. New technology can intrigue and unify those who value it as something they have in common or as a communication tool.

These were all factors we considered when planning our event. How were we going to make it so everyone who showed up to UAB Poké Pizza Party didn't sit in silence on their phones?

My advisor challenged me to program the Pokémon Go event as a more inclusive one so people without the app would have something to do and people with the app wouldn't be glued to their phones. This proved manageable because Pokémon Go was an extension of a franchise with enthusiastic fans.

For Pokémon Go players, we took advantage of pre-existing in-game functions to offer a fun, interactive physical environment for gameplay. After that, we slowly added more Pokémon

activities until our Pokémon Go event was really more of a Pokémon event. We featured Nintendo 64 video games from the '90s that drew long-time Pokémon fans and capitalized on the same nostalgia built into Pokémon Go. For fans of Pokémon who didn't like video games, we added Pokémon-themed crafts, coloring pages, button giveaways, and a photo station provided by a vendor. We also played the first Pokémon movie in the background.

And for people who weren't fans of Pokémon, we served pizza, inspiring the name UAB Poké Pizza Party. In the end, it was an entirely different kind of event from what I first drafted, but it was better. We tied so many activities to the Pokémon theme that there was something for everyone.

Lesson 3: The Event Is in the Details

On a recent evaluation, it was suggested I should stress less over the little details of events and give greater attention to the bigger picture. I've opted to interpret that as I should continue to stress over the little details because they make events great. I'm not advocating that anyone experience more stress, but I think it's worthwhile to focus on the little things.

Accordingly, this lesson applies to what I call "small-level talk" – logistics. Find what works for you and get organized. I keep Word documents containing to-do lists, activity descriptions, supply lists, volunteer jobs, and the day-of-event schedule. If you keep such documents, be thoroughly familiar with them. It will be amazingly helpful when you're at the venue and don't want to forget anything.

Pokémon-themed crafts helped the UAB Poké Pizza Party have broader appeal.



Pay attention to the buzz your event is generating. Rely on input from your member base and online social media to gauge prospective attendance and what they'll be doing while there so you can order the correct amount of everything.

Be intentional with all marketing. Uniform wording and design will make people notice your event. We gave away Pokéball buttons with event handbills and made sure posters and other marketing materials resembled the handbills. The Pokéball signs we made matched our branding, decorated the venue, and made it easier for people to find activities.

Lesson 4: Identity Isn't Ethnicity. You Are Part of a Community.

UAB Poké Pizza Party was a huge success with an attendance of 366 enthusiastic Pokémon fans. We reached an audience with one defining characteristic: they loved Pokémon! We also reached one of our most diverse audiences in terms of member identities.

With that in mind, I feel it's worth considering fandoms as an identity. When we talk about traditional identity, we usually focus on ethnicity, gender and sexuality. But, as a student programmer, I believe there are other identities that are powerful indicators for event planners to consider, such as fandoms.

Fandoms are a powerful influence because people are extremely passionate about their favorite shows, games and hobbies. Social media has only amplified the power of fandoms because fans can share opinions and connect with one another immediately and continuously. Nostalgia, which may be a component of fandom, is also a powerful influence with current students in this generation.

If you're tempted to consider your identity as one-dimensional, remember what appeals to and drives you. You're part of a number of communities, which makes your identity unique.

Lesson 5: Timing Is Everything

I don't think the UAB should program this or a similar event again unless the timing is there. When I proposed this event, Pokémon Go was arguably the number one app in the world. But its time seems to have passed. That doesn't mean the timing won't be right for another fandom, technology, or pop culture phenomenon, though.

The decisions we made for and the lessons learned from UAB Poké Pizza Party are translatable and our experience shows that use of technology and related apps in a welcoming and inclusive event can be very successful.

ABOUT THE AUTHOR



Robert Henry Stonik is an event director with the University Activities Board at **Michigan State University**. He is studying advertising with plans to graduate in 2018.



Above: With plenty of pizza available, students who weren't Pokémon Go fans could still enjoy the UAB Poké Pizza Party.

Below: Button giveaways added to the Pokémon fun.



In the end, it was an entirely different kind of event from what I first drafted, but it was better. We tied so many activities to the Pokémon theme that there was something for everyone.

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What's Your Fantasy

“YOU NEED TO INVEST IN SOME JEANS WITHOUT HOLES”

Supervising Graduate Assistants as They Transition to Professionals

By

Erin M. Bunton and Meghan Harr
Old Dominion University (VA)



ONE OF THE MANY PRIVILEGES WE HAVE AS EDUCATORS comes from supervising graduate assistants, many of whom have recently emerged from an undergraduate program looking forward to learning about the profession and practicing for their future. If you're fortunate enough to supervise some of these bright-eyed, eager students, we'd like to offer some helpful tips we've learned along the way in our more than five years of working together. During this time, we have each supervised four of the same graduate assistants, and one student employee, in various roles.

Position Descriptions

Position descriptions vary widely, depending on your institution and office, but they should always establish a foundation for what an employee can expect to be doing when working. Consequently, they make a great starting point for conversations about expectations with new hires. Depending on your institution, your ability to adjust content will vary, although position descriptions are often more flexible for graduate assistants than for full-time staff, which can create great opportunities for the supervisor and the graduate assistant.

Welcome Package/First Days

Once an offer's been accepted, you may want to share information about your dress code, especially if it might require specific clothing (as in jeans without holes). Specific, gender-inclusive examples are helpful since dress codes can

be interpreted broadly. You may want to consider spelling out the rules about sandals and other footwear, shorts, sleeveless shirts, cropped shirts, pajamas, athletic gear, tattoos, piercings and hats.

As your new hire's first day gets closer, share a tentative training schedule and lunch plans for at least the first day. This is a time to welcome your graduate assistant to your office and the greater community and affirm their choice to work with you. A decorated door or workspace with supplies or campus-specific gear is a nice touch. When introducing them to colleagues, be sure to share some reasons you hired them and how you hope they might work together. It's also helpful to provide a welcome package of information, such as how to use the phones or copying machine, restroom locations, contact lists, important policies, and where to get the best coffee.



One-on-One Meetings

With new graduate assistants, supervisors often hold one-on-one meetings, as well as train them to hold their own one-on-one meetings with students. When it comes to training graduate assistants to hold these meetings, we've found very helpful tools from both higher education and the business world that help graduate assistants learn about purpose, what to say and what not to say, and to help them document meetings:

- “ACPA Advisor Manual” (<http://naca.ws/2ioThwJ>)
- The Basics of Effective One on Ones (<http://naca.ws/2ilBSStV>)
- Common Advising Questions/Prompts list (used with permission from Clemson University's (SC) “Community Council Advisor Training Workbook,” which is not available online)
- One on One Meeting Tracker (<http://naca.ws/2jgykYW>)

Individual meetings between supervisors and graduate assistants serve to support the students' academic side, give them a place to provide feedback on your supervision, review feedback you give them, and more. As time passes, it's important to ensure they're prepared for life as professionals and know how to represent themselves well. Do they come to meetings prepared? Do they have agenda items ready to discuss? If this doesn't naturally evolve, be sure you're providing feedback on this, too, and creating a space where students can develop these skills.

Skill Building

One of the greatest things you can do to set up your graduate assistant for long-term success is to help them evaluate their skills and abilities. If your office has not established competencies, many graduate programs, national organizations, and professional groups have available lists. Understanding your graduate students' strengths can help you create an experience that capitalizes on those strengths and helps your graduate students develop a sense of ownership in projects.

As a supervisor, you can also help develop areas of growth by connecting the graduate assistant with local, regional or national development opportunities. This isn't restricted to conferences – you can build learning into the graduate experience by introducing them to others on campus or encouraging participation in free webinars.

In the hiring process, consider your own strengths and areas of growth, choosing someone who compliments you so you can learn from each other.

Supervisory Choices

When deciding what to share with your graduate assistant, remember that you are training them for the rest of their career. Sharing the “why” of decision-making and meeting cancellations communicates respect for their learning process. Sharing the administration's perspective and differing viewpoints prepares them to deal with similar situations in their next position. Consider openly sharing disagreements or political situations the graduate assistant may need to recognize. Debrief meetings together and engage them in conversations about problem solving.

Feedback

Providing feedback is a critical part of when and how we, as educators, ensure learning happens. We must provide, as well as accept, feedback so that we, our students, and our programs can develop in important ways. As a graduate assistant student, Meghan had a supervisor with very high expectations who was clear that her standards were high because she didn't want to be affiliated with anyone who couldn't meet them. This is a lesson Meghan has always carried with her – to supervise and provide feedback intentionally because of a keen awareness these professionals will forever be connected with their supervisor. She wants them to be proud of her, as she is proud of them.

IF YOU DREAD HAVING A DIFFICULT CONVERSATION, YOU'RE NOT ALONE. CONSIDER APPROACHING THE CONVERSATION WITH AUTHENTICITY, ACKNOWLEDGING AWKWARDNESS OR YOUR OWN LACK OF COMFORT WITH A DISCUSSION THAT NEEDS TO HAPPEN. BRING IT UP AS SOON AS YOU CAN AND DO IT PRIVATELY.

That said, feedback is not all about critique. The power of encouragement cannot be overstated. It's important to offer several more complimentary comments than criticisms, and those compliments need to be reiterated outside your individual meetings.

Difficult Conversations

If you dread having a difficult conversation, you're not alone. Consider approaching the conversation with authenticity, acknowledging awkwardness or your own lack of comfort with a discussion that needs to happen. Bring it up as soon as you can and do it privately. It's important to keep discussions performance related and to allow time for response.

For example, specific behaviors (e.g. taking a call on the office line during a lunch break) that do not impact professionalism could be brought up another time if needed. But in an instance when professionalism is impacted, you might privately tell the graduate assistant, “I noticed you missed the deadline for reviewing student worker applications. You expressed to me that hiring and supervision were important to your next job, but meeting deadlines is also key to professional success. What's holding you up in getting those to me?”

Now, it's your turn to pay attention, paraphrase the response you get, and ask thoughtful questions to coach toward finding solutions. This is a great time to remind the graduate assistant we're all works in progress and offer to discuss it later if they have follow-up questions.

Exit Interviews

When looking forward toward continuous improvement, the exit interview is very useful. There's so much that can be learned from implementing them. We've found useful examples from the business and corporate worlds online that we've modified to fit our needs, such as exit interview and stay interview forms and articles through forbes.com, The Muse, glassdoor.com, Harvard Business Review, and other online business sites. Exit interviews have helped to identify whether challenges we encountered were unique or something we could change. Based on feedback we've received, we've been able to modify position descriptions and enhance experiences for future staff. We've also incorporated stay interviews, which are another common business practice done while staff are still employed regarding why they choose to stay. This helps us realize what motivates employees most so we can boost morale.

Final Thoughts

Supervising graduate assistants is an opportunity to expand our own skills while introducing others to higher education and professional skill building. Whether this is your first time supervising or your 20th, we hope we've given you new ideas or brought up fond memories of your own experiences.

ABOUT THE AUTHORS



Erin M. Bunton is associate director of Student Conduct and Integrity at **Old Dominion University (VA)**. She previously served as a student conduct specialist and academic integrity liaison at the University of Texas-Austin and as a student conflict resolution coordinator at the University of Michigan. She is a member of the Association for Student Conduct Administration (ACSA). She holds a bachelor's degree in sociology from Bradley University (IL) and master's and educational specialist degrees in higher education from Old Dominion University.



Meghan Harr is coordinator for Involvement at **Old Dominion University**. She currently serves as a member of NACA's Education Advisory Group and also most recently served on the Institute staff and planning committee for the 2015 S.P.I.R.I.T. Institute. She previously held a number of other NACA® volunteer positions, has presented on the national level and has written several articles for *Campus Activities Programming*®. She holds a bachelor's degree in English from Drake University (IA) and a master's degree in higher education administration from the University of Kansas.

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"Innovation Is Everybody's Business: How to Make Yourself Indispensable in Today's Hypercompetitive World"

By Robert B. Tucker

Reviewed by **LOREAL E. ROBERTSON**, Texas A&M University-Kingsville

"Innovation Is Everybody's Business" offers a practical manual on how to become indispensable and valuable to your company. It's an excellent resource for recent graduates, varying levels of professionals in many fields and business gurus. Tucker challenges readers to tap into their innovation skills (I-Skills), which can be both personally and professionally rewarding if you take the time to develop them. A total of 43 people were interviewed for the book and their individual and unique innovation stories are shared throughout.

Although great for varying levels of professionals, the book may be most helpful to newer and mid-level professionals seeking to advance and become future leaders in their fields. A takeaway for senior-level professionals are ways to offer more support to those employees they manage and supervise and become more aware of some of the struggles employees may face on the job. When employees are treated well, they tend to stay with the company longer.

Primarily, the book focuses on individuals who are employed by corporate America. However, the author encourages readers, regardless of profession and where they are in the hierarchy, that there are always opportunities to be innovative and "ordinary people 'innovate' every day" (p. 14).

Find Inspiration

From his own expertise and research, Tucker has identified how to be successful in the new-age business world. Not only does he explain what it means to be cutting-edge at your company, but he also provides tools on how to see a need for change, steps on how to implement action and, ultimately, to influence change. He gives his readers the choice to either continue working as they always have or become change agents so senior-level professionals are soon enough offering them "a seat at the table" (p. 5). As companies are experiencing constant change, employees are expected to be adaptable and flexible and to contribute within their role to the overall mission.

Become Indispensable

Part one of the book introduces readers on how to unleash "the indispensable you." From the 43 interviewees, Tucker found that approaching your work in unconventional ways and developing your reputation and level of competence comprised the formula to being not only an asset to your company, but also a necessity. To help you achieve your professional goals, Tucker provides four components to creating a personal innovation strategy. Once these goals are listed, deadlines established and a plan of action set, the next step is then mastering the I-Skills.

Develop I-Skills

Part two outlines seven fundamental I-Skills and how to navigate through your career by expanding upon them. Throughout the next several chapters, Tucker goes into great detail about how each of the I-Skills can differentiate you from others and how shifting your perspective from "obligation to opportunity" can open your eyes to other options you never realized existed. He includes a variety of interviews within the chapters that are relevant to each skill, and at the end of every chapter is a summary of how each particular I-Skill can be mastered.

Take Notes

The book is list heavy and there are many questions posed that force readers to dig deeply and consider where they are in their careers, what level they are working to reach and how they will and can get to that next level. It's an easy read but can become overwhelming at times, with many points made and ideas proposed. If you are serious about the many strategies Tucker suggests, taking notes is recommended. However, it's important to remember he's merely offering suggestions that have worked for either himself or someone else.

Keep an Open Mind

For readers employed outside of corporate America, consider being open-minded to Tucker's viewpoints, as you may have to take a different approach to innovation. Whether you agree with all or none of the recommendations he provides, you will likely be more energized and motivated and have a piqued interest in making different choices in your career journey.

ABOUT THE REVIEWER



Loreal E. Robertson is coordinator of Campus Activities at Texas A&M University-Kingsville. She served as the 2015 NACA® Central Region's Communications Coordinator and also presented an educational session at the 2015 NACA® Central Regional Conference. She holds a bachelor's degree in journalism from the University of Arkansas and a master's degree in educational administration from the University of Nebraska-Lincoln.

"Innovation is Everybody's Business: How to Make Yourself Indispensable in Today's Hypercompetitive World." Robert B. Tucker. ISBN: 978-0-470-89174-2. New Jersey: Wiley, 2010. 208 pp.
Read more about this book online at: <http://naca.ws/2kIT8tg>.

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Get Ready for NACA® Northern Plains!

The National Convention is behind us and it's almost time for the 2017 NACA® Northern Plains Regional Conference (<http://naca.ws/1Ws3oz5>)! While the early registration deadline for the conference, set for March 30-April 2 in St. Paul, MN, has passed, you still have time to discover "There's No Place Like NACA." Regular member school delegate registration is now \$235. The non-member school rate is \$340.

If you haven't booked accommodations, be advised the Holiday Inn St. Paul Downtown is currently sold out, so you'd better contact the Intercontinental Hotel St. Paul Riverfront (<http://naca.ws/2krv0YY>) right away! (NACA does not rely on third parties to book hotel accommodations. If you are contacted by anyone acting as an agent to book accommodations for NACA® events, know that this is a scam.)

Showcasing artists are listed on the NACA® website (<http://naca.ws/2lw6new>), so start researching now which acts and other attractions you might want to bring to your campus later this year. And visit the website regularly for other updates as March 30 draws closer.

Book with Delta and Save!

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- Not a Delta Skymiles Member? Go to <http://naca.ws/1PnhTnW> to be directed to Book Your Flight online. Once on the Book a Flight page, enter your flight information along with meeting event code **NMNNK** to purchase tickets and so the negotiated discount may be applied.
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Book by phone

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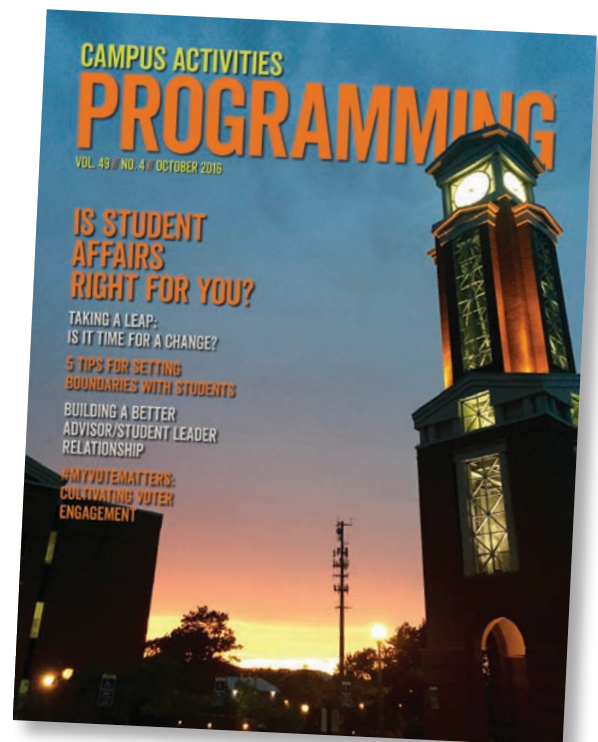
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Planning for the 2017-2018 production cycle of NACA's Campus Activities Programming® is under way! Do you have a theme or article idea you'd like to see in the magazine? Is there a particular topic you'd like to see explored in its pages?

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



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

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

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



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JOB OPPORTUNITIES FROM THE PLACEMENT EXCHANGE

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



Koeppel Honored for Professional Excellence

Karl Koeppel was recently honored with a Professional Excellence Award by the Long Island Council of Student Personnel Administrators. Koeppel is the associate director of Student Leadership and Engagement at **Hofstra University (NY)**.

A member of the NACA® Mid Atlantic Regional Conference Program Committee, he previously served as its Student Projects Coordinator and Logistics Coordinator. For the 2017 conference, he is the Educational and Professional Development Coordinator. Koeppel is also active in NASPA Region II.



DO YOU HAVE NEWS TO SHARE?

Got a promotion? Won an award? Got married? Had a child? Tell us all about it.

Contact **Glenn Farr** at glennf@naca.org with your latest news!

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The NACA® Foundation offers numerous scholarships that are available to undergraduate and graduate students, student leaders, professional staff and associate members on an annual basis. Find more information about Foundation scholarships online at <http://naca.ws/1LtD4ge> and apply by the deadlines listed below:

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(<http://naca.ws/2lz0uUj>): Deadline – March 31

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(<http://naca.ws/2lxZ6rw>): Deadline – March 31



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Dates and locations have been confirmed for NACA's future National Conventions and regional conferences. Mark your calendars now!

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NACA® Northern Plains March 30-April 2 St. Paul, MN	NACA® South Oct. 5-8 Chattanooga Convention Center Chattanooga, TN	NACA® Central Oct. 12-15 Cox Convention Center Oklahoma City, OK	NACA® Mid Atlantic Oct. 19-22 Buffalo Niagara Convention Center Buffalo, NY	NACA® Mid America Oct. 26-29 Northern Kentucky Convention Center Covington, KY	NACA® Northeast Nov. 2-5 Connecticut Convention Center Hartford, CT	NACA® West Nov. 9-12 Reno-Sparks Convention Center Reno, NV
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NACA® Northern Plains April 5-8 Saint Paul RiverCentre, St. Paul, MN	National Convention Feb. 17-21, 2018 Boston, MA					



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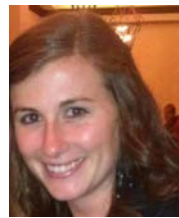
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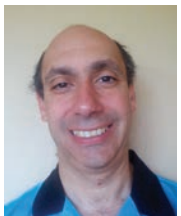
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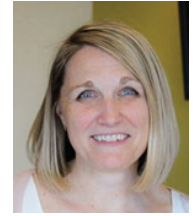
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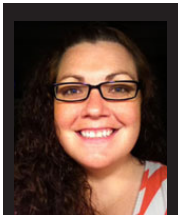


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“NOT ONLY WILL THIS SCHOLARSHIP HELP PAY FOR MY EDUCATION, BUT IT ALSO GIVES ME MOTIVATION BECAUSE MY HARD WORK HAS BEEN ACKNOWLEDGED.”

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10 QUESTIONS WITH ...

Lamar Walker

Assistant Director
Student Engagement and Campus Life
Virginia Tech



1 LEADERSHIP/MANAGEMENT BOOK YOU ARE CURRENTLY READING?

I'm reading "Daring Greatly" by Brené Brown to explore more about having the courage to be vulnerable and take advantage of opportunities. Much of it's hitting home because I'm a fairly new professional and it's sometimes easier to let my more experienced co-workers take on larger projects. I'd recommend it to anyone looking to challenge themselves to be a little (maybe very) vulnerable, both at work and home.

2 WHAT RECENT CAMPUS PROGRAM MOST EXCEEDED YOUR EXPECTATIONS AND WHY?

Virginia Tech's Black Student Alliance offers a Kwanzaa celebration at the end of each fall semester that celebrates graduating seniors as it educates about the holiday. A performance group presented a variety of traditional African dances and really engages the audience. At the most recent celebration, a cool mix of faculty, staff and students attended the event and interacted in a unique way.

3 FAVORITE CAMPUS PROGRAM IN YOUR ENTIRE CAREER AND WHY?

Fright Knight from my time at the University of Central Florida. My students turned the campus walking trails into an interactive haunted trail walk that brought out hundreds of students each time we did it. They outfitted the trail with life-sized props, thematic lighting, and actors jumping out at every turn. Everything was professional quality, down to the makeup student actors wore.

4 THREE THINGS ON YOUR DESK RIGHT NOW YOU COULDN'T LIVE WITHOUT FOR WORK?

- Post-it® Notes for messages and ideas,
- A Phone charger for those long event days, and
- My moleskin notebook, where I keep notes and to-do lists.

5 BEST TEACHING TOOL FOR YOUR STUDENTS?

Taking them to NACA® conferences. It's easy for them to get caught in the university bubble, doing things as they've always been done. However, every time I take students to a conference or event, they leave with new ideas about what they can do on campus. It sparks new energy that really gets their creativity going.

6 TECHNOLOGY THAT MOST BENEFITS YOU AT WORK?

Virginia Tech uses Google as an email client, which comes with other Google products (Drive, Docs, etc.). These make it easy for my students and me to work on projects, keeping each other updated in real time without being in the same space.

7 MOST CHALLENGING ASPECT OF YOUR JOB?

The fact I can't be in multiple places simultaneously is often difficult, especially because I advise multiple program boards. There are times I need to be in a department meeting or at another event that keeps me from meeting with students and vice-versa.

8 TIP YOU CAN SHARE FOR BALANCING WORK WITH A PERSONAL LIFE?

Don't do work at home. I'm a big proponent of leaving work at work. I don't check email after work unless there's an emergency requiring it. Consequently, I find I'm much more productive at work and relaxed at home.

9 BEST PROGRAMMING ADVICE YOU'VE EVER RECEIVED?

Sweat the small stuff. Many problems can be easily avoided by paying attention to the little details in planning. If we put in a bit more effort in the planning stages, the execution is much more smooth. Also, the audience doesn't know how the program is supposed to run (for the most part). So, if something isn't going exactly as planned, it's OK. Adapt. Work with what you have.

10 SOMETHING UNIQUE ABOUT YOUR PROGRAMMING BOARD?

Though they're not all information technology majors, 75% of our officers can write code and build websites from scratch. I don't know if this is common, but this blew my mind.

"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.



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What Does YOUR Band Look Like?



JASON LEVASSEUR

ONCE UPON A TIME, FOUR FRIENDS FORMED A BAND. They became a band because they looked similar, all played the guitar, all sang, and all dressed in the same style of clothing. When they began playing together, they played the same notes, and when they sang, they sang the same words. They spent all their energy trying to be like each other, trying to sing like each other, trying to look like each other, and even trying to think like each other. The music they created wasn't very interesting. It was bland. Boring. Emotionally, it moved no one.

Down the street, another group of friends formed a band. These four friends wanted to create something new and exciting. They came from different backgrounds and looked different from each other. They each played different instruments and wore different clothes, and when they sang, they sang different notes. They learned how their notes and sounds were able to complement each other. They discovered interesting melodies and harmonies and were able to perform the most amazing and beautiful new music. It was exciting and inspiring. And, emotionally, it was powerful and moved everyone.

What about you? What does your "band" look like? Who's in your circle of friends? Who's in your group, your club or your organization? Your band can be you and your room-mates, your athletic team, your church group or your student activities committee. You are, most likely, in more than one band. Are your bands more like the first band in the story above or more like the second?

When you think of your different groups as bands, you can think of the individuals in each as your "band mates." It also allows you to celebrate their unique contribution to the group. I call this the "instrument." Bands are composed of different members, each playing their own instrument.

You also play a role in your bands; you bring a contributing instrument to each of them. Your instruments are your talents, skills and even your unique personality traits. You are an important member of all of your bands because of the instruments you play in each of them.

When you begin to accept your friends and colleagues as band mates, you'll be able to see them in a new light, not just because they share your interests, but also for what they bring to the band

– their unique talents and quirky personalities, and even their own ideas and beliefs. When you celebrate them for who they are and what they contribute to the band, you're making your band better – better with different instruments in the mix!

It's in the coming together of the different instruments, and allowing individual members to share their individual and unique contributions, that you'll be able to create more interesting and exciting music! You'll be able to accomplish more as a group when everyone contributes their individual strengths.

What about you? Are you a good band mate? Are you encouraging and helping your band mates play their instruments? Are you able to celebrate your friends for who they are and what they contribute? Are you encouraging your friends and colleagues to be great at their respective instruments and talents? Do you celebrate their sometimes-quirky personalities, their strengths and their unique gifts?

Or ... do you just want them to be more like you?

In your different bands, you must celebrate your fellow band members. It's possible you have a crazy combination of instrumentalists – with the loudest of "drummers" and the softest of "violins," a "trumpet" and a "flute," a "singer," a "tuba player" and a "poet." All these players make the band better, the tall and the short, the extrovert and the introvert, the social media guru and the gregarious promoter, the first-year student and the seasoned leader. They all have their own unique way to contribute to your group. Every member of your band is important.

To be a great band member, your goal should be to show up ready to rock with your band, ready to play your instrument, to be a positive force. Additionally, your role is also to encourage and elevate those in your group to be at their best, to show up ready to rock their own unique instruments. The more you encourage, the better.

What do you want your bands to look like? More like the first band in the opening story or the second one? Are you celebrating the diversity in your group and encouraging unique skills and talents? Are you helping your band? Are you making your band better?

Once upon a time there were four friends who formed a band ... What does yours look like?

Jason LeVasseur lives in Nashville, TN, and is one of the most awarded music performers in campus entertainment. He is also a keynote speaker, workshop facilitator, summer camp counselor, husband, father, and the creator of "The Rock Star Project." Visit jasonlevasseur.com. He is represented in NACA by Bass-Schuler Entertainment in Chicago, IL.

"Curtain Call" is a regular feature of Campus Activities Programming® 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.

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Artist: [Redacted]
 Venue: [Redacted]
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Contact: [Redacted]

Date(s): 11/03/2014 (Mon)
 Interest: CR
 Time: Night

[Return to Block List](#)

Map Letter	Interest	Date Range	School / Venue	Dist From Pretend University	Distance from Prev
C	CR	11/05/2014 (Wed) Night	Test University Columbia, SC	73	84
D	CR	11/06/2014 (Thu) Day	Pretend Junior College Charleston, SC	192	118
E	CB	11/07/2014 (Fri) Day	Pretend Community College Mt Pleasant, SC	190	9
F	CB	11/08/2014 (Sat) Day	Pretend Tech School Georgetown, SC	181	58

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