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CAMPUS ACTIVITIES  
**Programming**<sup>®</sup>  
THE OFFICIAL MAGAZINE OF THE NATIONAL ASSOCIATION FOR CAMPUS ACTIVITIES

Make Your  
Social Media  
**COME  
ALIVE!**

**#TrendingTopics**

Establishing Your  
Virtual Presence in a  
Professional World

Meeting Across  
the Miles

Fostering Invested  
Programming Board  
Members

**naca**  
National Association for Campus Activities



# CAMPUS ACTIVITIES **Programming**

THE OFFICIAL MAGAZINE OF THE NATIONAL ASSOCIATION FOR CAMPUS ACTIVITIES

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# The Things You Teach Me

By Glenn Farr

@EditorGlennNACA



IN THE SONG “GETTING TO KNOW YOU” from *The King and I*, there are a few lines that often come back to me as I assist developing writers for this magazine and direct fledgling actors in local stage productions:

It's a very ancient saying  
But a true and honest thought  
That if you become a teacher  
By your pupils you'll be taught (Rodgers & Hart)

While I don't consider myself a teacher in the formal sense, I realize that we all are teachers to someone in some way, and in my work with all of you who write for *Campus Activities Programming*® (see Page 64), I help many of you learn to organize your thoughts and communicate more clearly. I complete a similar function when I direct stage actors as I help them understand the subtext of a script and find a way to convey an idea or emotion that will appeal to an audience.

Nevertheless, I would argue that all of you teach me much more than I offer you. During my time as editor of this publication, I've learned the inner workings of a field – campus activities – I did not even know existed until I applied for my position. Since then, I've learned about everything from how participating in campus activities can impart leadership and other skill development to contract negotiations, working with different performance spaces and publicity and promotion.

For example, one of the theatre groups with which I am involved rents two different facilities – one small, one large – for its productions. Contract negotiations are very different for each, as are the specifics of what we can or cannot stage within those spaces. My “background” knowledge obtained from you has given me patience and understanding as I work

with each of these facilities, no matter that I am only peripherally involved in negotiations.

I also handle publicity and promotion tasks for that same theatre company. Where did I learn what to do a month out, three weeks out, two weeks out, and day of show? From those of you who've written articles on how to effectively market your events.

While editing this issue, I learned much about social media, its various platforms and how to interconnect them to generate interest and engagement in events. I'm sure that knowledge will come in handy for me before this issue even reaches you, and I'm very grateful for now knowing how many times a day I should tweet, in addition to how useful Instagram and Periscope might be.

So, many of you treat me as your teacher. I will humbly accept your acknowledgement while also expressing my gratitude to you for all the things you teach me.

## References

Rodgers, R. & Hart, L. “Getting to Know You.” Metrolyrics. Retrieved from <http://www.metrolyrics.com/getting-to-know-you-lyrics-the-king-and-i.html>

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FROM THE EXECUTIVE DIRECTOR

# Social Media: Avenues for Engagement

By **Toby Cummings**  
@toby\_cummings



**MYSPACE, FACEBOOK, INSTAGRAM,** YouTube, Snapchat, Pinterest, LinkedIn, Twitter, Meerkat, Periscope, Kik, and let's not forget the campus favorite, Yik Yak! All these various social media platforms are relatively new. I know that sounds odd, but MySpace was founded less than 13 years ago. If you spend a little time on Wikipedia, you will also note that the time between launch of the various platforms has become shorter and shorter. What's new today is suddenly old tomorrow!

Ask any consultant or marketing expert and they will tell you that, to be successful today, you must have a social media strategy in place. I know here at NACA we struggle with strategy and which social media to use on a regular basis. I hope that you, as a college programmer, also have a social media strategy for advancing your mission. Some of the articles in this month's issue of *Campus Activities Programming*® should help – at least for the next two weeks until the next launch of the “app de jour.”

Part of the beauty of social media for organizations like NACA, though, is that its various and changing iterations provide additional avenues through which to engage our members. Engagement is a critical element of retention and value delivery for many organizations. I hope you had a chance to see my recent email about the October release of the Gallup/Purdue Index Report that highlighted the impact co-curricular activities and experiential learning play in the future employment and well being of students and alumni. There is no doubt the experiences you provide in campus programming lead to increased engagement on your campus.

I am writing this just as I return from the NACA® South Regional Conference. The number of first-time students and

advisors I met was amazing. Seeing firsthand the student learning taking place in educational sessions and CAMP, as well as in networking, was inspiring, to say the least. At the closing night dinner, I sat with a table of first-time attendees from Birmingham-Southern College (AL) who were able to clearly articulate all they had learned in the proceeding four days. When challenged, they were also able to demonstrate how they could apply that learning to their current field of student and future courses. I was so impressed that I gathered everyone for a photo and immediately posted it on Twitter (but failed to pontificate on Yik Yak).

How's that for a personal social media strategy? Hit me up on Twitter at @toby\_cummings and let me know your thoughts in 140 characters or less. I'll make every effort to stay engaged.



get social.

[www.naca.org](http://www.naca.org)  
[facebook.com/thenaca](https://facebook.com/thenaca)  
[@thenaca](https://twitter.com/thenaca)  
[instagram.com/thenaca](https://instagram.com/thenaca)



# Make Your SOCIAL MEDIA Come Alive!

By  
**JUSTIN JANAK** and **ADEEA ROGERS**  
East Carolina University (NC)

Since the days of AOL Instant Messenger and MySpace, social media has exponentially expanded. Student affairs educators have been at the forefront of the social media transformation from MySpace and Facebook to Instagram and SnapChat.

With our students remaining on the cutting edge, we, too, must ensure we are meeting students where they are and disseminating information they need. To do that, we need to not only be familiar with the media they are using, but also create appealing content with which they actually want to engage.

**THIS IMMEDIATELY BEGS THE QUESTION** of where the limited time and resources to engage with users should be and how to do that. As the landscape for students is constantly changing, there are a few media platforms on which we recommend you maintain a presence.

## Leaving Facebook Behind

With Facebook's algorithm changes driving paid content over page content, it is becoming increasingly difficult to have your posts seen on students' news feed. Of the thousands of potential news feed items each individual can see, Facebook uses its algorithm to pare that down to 300 stories.<sup>1</sup> With the demand for News Feed space peaking from businesses, it is becoming increasingly pay-to-play to ensure your content is viewed. Simply, just because your students like your Facebook page doesn't mean they see news stories about it.

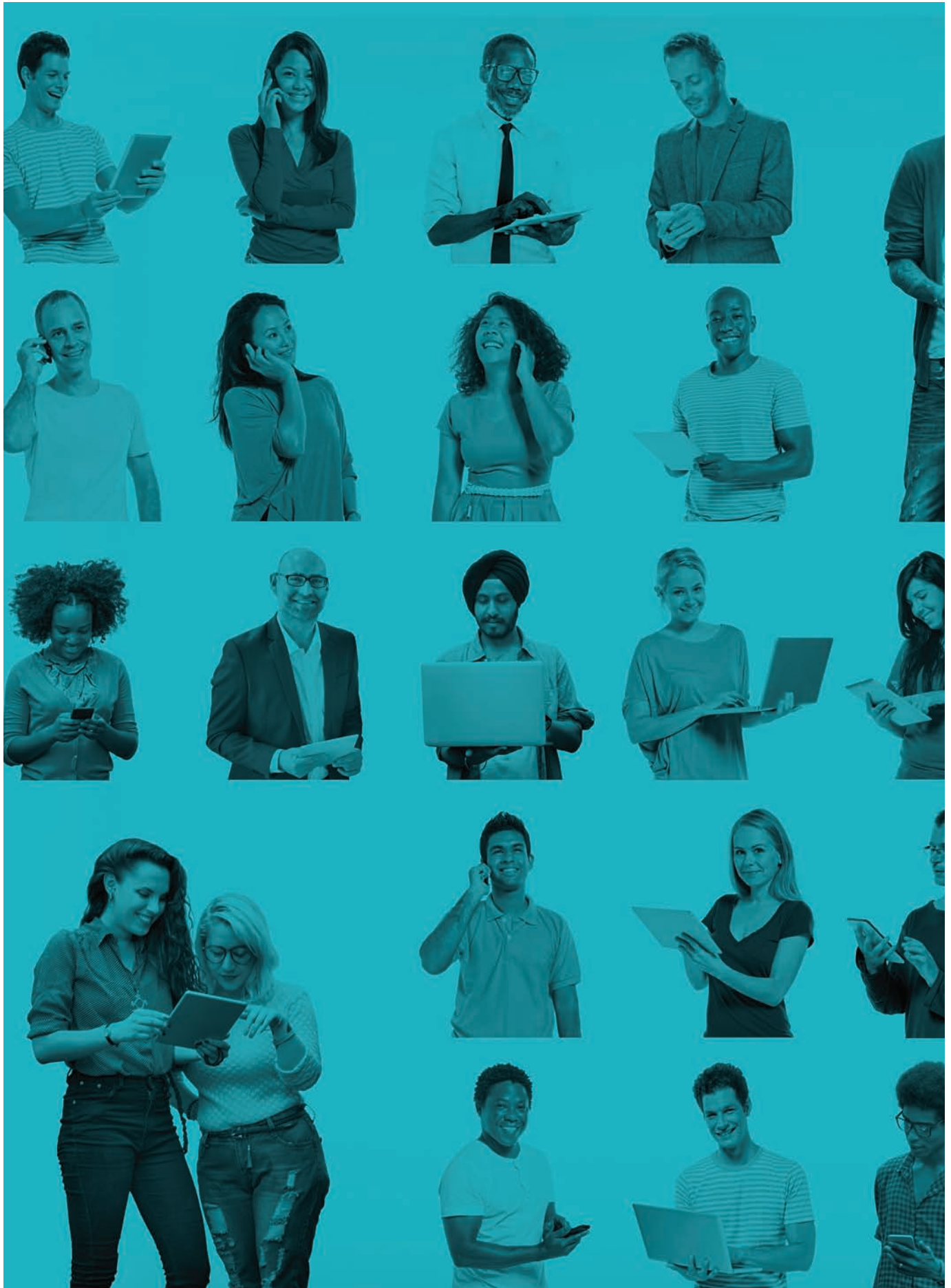
More importantly for student activities, there has been a sharp decline in Facebook use by 13-24 year olds.<sup>2</sup> The Global Social Media Impact Study examined Facebook use in eight countries by people 16 to 18 and found that their use was in sharp decline.<sup>3</sup> They are turning to Twitter, Instagram and Snapchat, and as our traditional-age college students check far less often or abandon the site altogether, we need to move our content to the platforms they are using.

## Tweet and Tweet Often

Our students are on Twitter scrolling through thousands of Tweets a day and unlike Facebook, the site is not limiting the Tweets on the main news feed. With the constant tweets from the hundreds of people our students are following, along with companies, brands, comedians, sports figures and more on the site, we need to ensure our tweets are being seen. This begs the question, how do we walk that fine line between being seen and being an annoyance? The current recommendation from social engagement experts is to tweet 14 times per day, never more than once per hour and seven days a week.<sup>4</sup>

## Visual Content Is King

The old adage states, "A picture is worth a thousand words." This is especially true with our college population – 26% of ALL Internet users are on Instagram and, of that population, 41% are 16-24 year olds, while 35% are 25-34.<sup>5</sup> As our students continue to snap photos and short videos, this enables us to create visual content that does not tell our audience, but shows our audience. Use visual content to help convey emotion, create conversation and buzz. Do not limit visual content to just event flyers; pictures of behind-the-scenes action and sneak peeks of event elements and





giveaways are great ways to get your constituency excited about projects and events.

## Engaging Content, Engaging Audience

To acquire and engage our target student population for our programs, we should blend our event marketing strategy with a content marketing strategy. The Content Marketing Institute defines content marketing as:

*“Content marketing is a strategic marketing approach focused on creating and distributing valuable, relevant, and consistent content to attract and retain a clearly defined audience — and, ultimately, to drive profitable customer action.”<sup>6</sup>*

This can be translated to student affairs by removing “profitable customer action” and substituting “for attendance at events, knowledge of social justice issues, creation of civil dialogue, and the many other outcomes we seek for our student bodies.” Overall, the focus on valuable, relevant and consistent content allows us to use a blended approach that fits all of our digital media.

A persistent comment across college campuses has been that campus email is similar to spam or offers little value and students have turned to social media for current information. Your audience, your peers, and those on these networks

are engaging in a dialogue on issues, ideas, likes, dislikes and more. Marketers in the field of higher education must engage in similar dialogue with their students while promoting their services, events and ideas. Simply, if students see little incentive to open an email bearing information, they see even less incentive to follow an account that posts only flyers, event dates and times, or generic updates.

There is much we need to say and a variety of kinds of information students want to hear. Blending relevancy with information that is laden with content is a good tactic when communicating with students. One way to approach this is to use the value-rich marketing approach or the acronym WIIFM, which is the “What’s in it for me?” approach. This is going to vary from initiative to initiative, but if we are able to convey the value of a program and then articulate the reasons why students should attend using interactive and appealing content, we are better able to engrain our message with our students. Keep the WIIFM acronym in the back of your mind and you’ll see much better traction on your posts.

## Tips to Get You Started

To help guide your social media activities in 2015-2016, we recommend the following:

### 1. Incorporate more visuals and video.

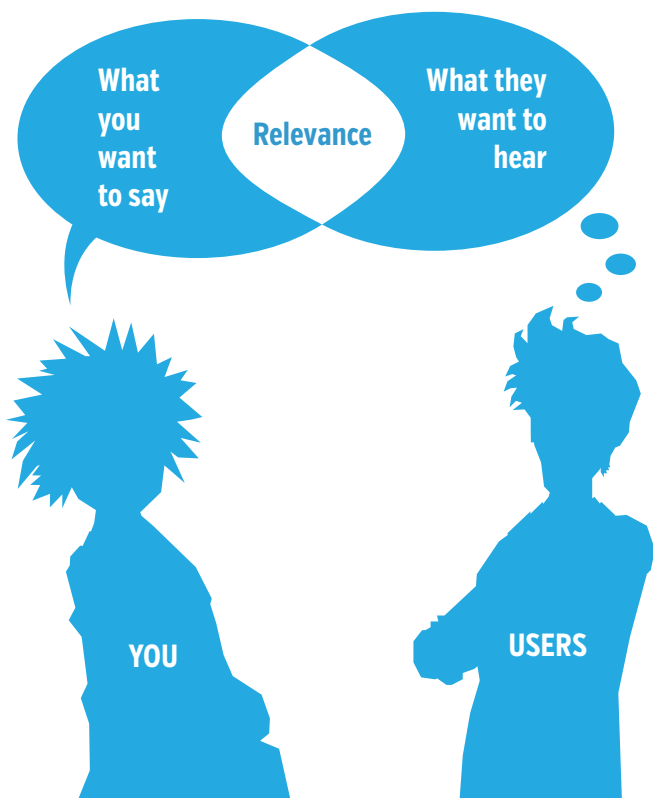
Share with your audience behind-the-scenes action of your organization or department. Candid shots of staff members assembling giveaways, preparing for an event, or even impromptu shots give your area personality and help students, staff and administrators connect with your initiatives. Marketing experts state that initiatives with videos associated with them have an 86% higher response and conversion rate than those that do not. Slide shows with pictures set to royalty-free music are a great, inexpensive way to share information.

### 2. Focus on your audience.

As you seek engaging content to post, make sure you are keeping what your audience wants to see in mind. With your content, make sure to focus on the timing of posts. Keep track of peak hours for views, retweets and likes, and schedule content to coincide with those times. A helpful tip is to have your student leaders walk through their daily schedules and jot down times they may be looking at their phones – when they wake up, between classes, at dinner, before going out for the night, etc.

### 3. Make more posts interactive.

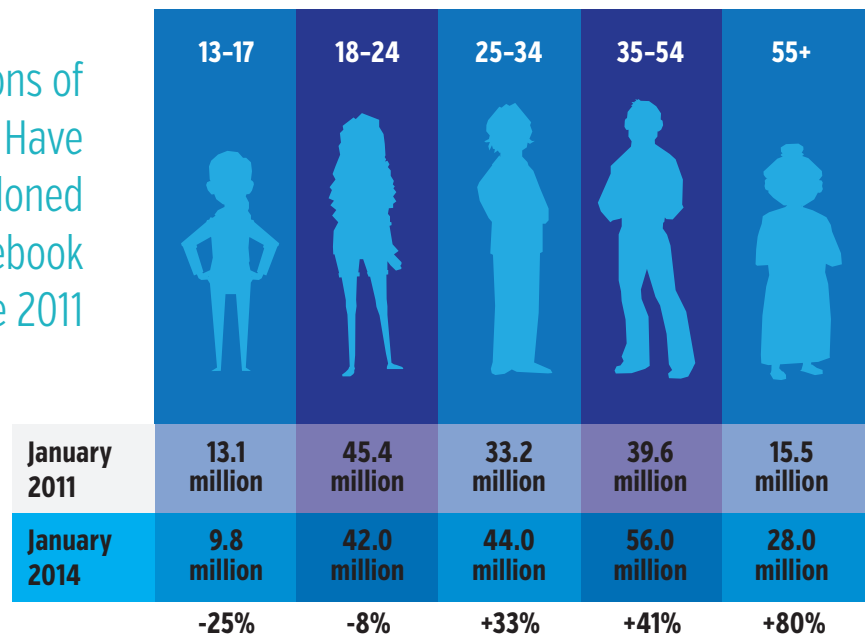
Nearly every post you share should have a Call to Action (CTA), which will vary based on the desired outcome. Some CTA examples include following your area’s social media platforms, sharing or reposting your content on your audience’s personal social media platforms, answering a question, making a choice, registering for an event, etc. Posts should appear to be like conversations between friends.



Information source: Haug, Astrid. Content Strategy for Social Media. Slideshare. Oct. 26, 2014.  
<http://www.slideshare.net/astridhaug/content-strategy-for-social-media-40737821>

## Facebook users by age group

Millions of  
Teens Have  
Abandoned  
Facebook  
since 2011



Information source: Lerner, Mark. Why “Teenage Flight” from Facebook is Good for B2B Marketers. *Business 2 Community*. January, 2014. Accessed 7/8/2015. <http://www.business2community.com/b2b-marketing/teenage-flight-facebook-good-b2b-marketers-0748778>

### 4. Real-time posting – engage in live tweeting.

Assign one team member the duty of sharing the event as it is happening on your social media platforms. Live tweeting helps drive engagement and builds buzz. Some of your event’s late arrivals may show up because they saw their Twitter friends having such a good time at your event. And no one wants to knowingly miss out on fun!

### 5. Use your resources wisely.

With our busy schedules, it is hard to be present on all social platforms and be successful in using them. Our recommendation is to focus on Twitter and Instagram, while keeping the option open to expand to a third platform for when new trends emerge. Also, use online management tools such as HootSuite or TweetDeck to manage your static content. This is especially helpful with the information-only-driven items such as event date, time, ticket costs, and more.

## Future Trends

By the time you read this, other social media platforms will likely have emerged. But there are some trends student affairs professionals should factor in to their programming and marketing plans that can be used effectively.

**SnapChat:** Most social media experts project that platforms like Snapchat will continue to gain momentum, especially with their target demographic of 18-24 year olds. Social

advertising that creates visual impact can help increase excitement and convey concepts that may get lost by using words alone. Platforms like Snapchat are not just limited to questionable activities by Millennials. Earlier this spring, Snapchat hired Peter Hamby, a CNN political correspondent. This has caused a stir in the blogosphere speculating that Snapchat is vying to be an integral part of the 2016 Election Season.<sup>7</sup> As marketers continue to explore the potential and best practices for utilizing this tool, higher education need not sit on the sidelines, but can be an active part of forming the best practices for marketing through this medium.

**Periscope:** Periscope (owned by Twitter) is a live video streaming platform that allows you to video-record and broadcast to anywhere in the entire world.<sup>8</sup> Broadcasters are able to interact with their audience via a chat feature. And the audience shows their “love” by tapping on the screen and sending hearts that appear on the screen. Since it began on March 26, 2015, over 36 million videos and over 7 million users have taken to this platform. This equates to approximately 25 years of TV watching!<sup>9</sup>

It’s used primarily by professionals and leaders. There is currently no concrete data on the presence of Millennials on Periscope, as it just formed a few short months ago, but there is speculation that it will increase in the coming months. In the meantime, there are ways we as professionals can use Periscope to maintain connections and continue educating:

**1. In-services for fellow colleagues and professionals:** Hold topic-specific in-services for fellow colleagues. This

is especially useful if your institution has satellite campuses.

- 2. Talent contest preliminaries:** This will likely drive students to Periscope. Hold preliminary talent contest auditions for students. The person with the most hearts at the end of the competition is guaranteed a spot in the talent contest.
- 3. Virtual roundtables and conferences:** Host a virtual conference or roundtable discussion where presenters share via periscope. You can also periscope certain sessions of live conferences and events for participants to watch live.

## Be Early Adopters

We encourage you to focus on current relevant outlets such as Twitter and Instagram, but also to keep an eye out for the next cutting-edge medium. These media expand rapidly, almost overnight, and it is almost entirely because of our traditional student demographic. Technology changes so quickly that it can appear overwhelming, but to make out-of-classroom and out-of-office connections with our students, we must try to become early adopters of platforms they use.

As professionals, we can set the bar and the tone for appropriate use of social media by demonstrating the creative ways we use it in our personal and professional lives. So, log on to Twitter, create an Instagram account if you don't have one, and don't hesitate to meet your students where they are on the next platform that takes flight!

## For More Information

For specific help, guidance, or ideas, do not hesitate to reach out to the authors (see bios at right). Also, be sure to follow Adeea Rogers (@trendysocialite) on Twitter and Instagram for consistent tips and tricks and the current way she utilizes each platform for her personal and professional roles.

## About the Authors



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<sup>1</sup>Boland, Brian. Organic Reach on Facebook: Your Questions Answered. Facebook for Business. June 2014. <https://www.facebook.com/business/news/Organic-Reach-on-Facebook>

<sup>2</sup>Lerner, Mark. Why "Teenage Flight" from Facebook is Good for B2B Marketers. Business 2 Community. January 2014. Accessed July 8, 2015. <http://www.business2community.com/b2b-marketing/teenage-flight-facebook-good-b2b-marketers-0748778>

<sup>3</sup>Miller, Daniel. Quantitative data: our figures take shape. Global Social Media Impact Study. April 2015. <http://blogs.ucl.ac.uk/global-social-media/2015/04/13/quantitative-data-our-figures-take-shape/>

<sup>4</sup>Lee, Kevan. The Social Media Frequency Guide. How Often to Post to Facebook, Twitter, LinkedIn and More. buffersocial. <https://blog.bufferapp.com/social-media-frequency-guide>

<sup>5</sup>Instagram for E Commerce. Red Fire Digital. Feb. 2, 2015. <http://www.redfiredigital.co.nz/2015/02/02/instagram-for-e-commerce/instagram-for-e-commerce-infographic/>

<sup>6</sup>Content Marketing Institute. Accessed Oct. 29, 2015. <http://contentmarketinginstitute.com/what-is-content-marketing/>

<sup>7</sup>Mahler, Jonathan. "Campaign Coverage via Snapchat Could Shake Up the 2016 Elections." *The New York Times*. The New York Times, May 3, 2015. Web. July 30, 2015. [http://www.nytimes.com/2015/05/04/business/media/campaign-coverage-via-snapchat-could-shake-up-the-2016-elections.html?ref=us\\_r=0](http://www.nytimes.com/2015/05/04/business/media/campaign-coverage-via-snapchat-could-shake-up-the-2016-elections.html?ref=us_r=0)

<sup>8</sup>Pruitt, Megan. "Beginner's Guide to Periscope: What You Need to Know - Social Media Week." Social Media Week. N.p., 22 July 2015. Web. 30, July 2015. <http://socialmediaweek.org/blog/2015/07/periscope-101/>

<sup>9</sup>"Mute Notifications, a Better Global Feed, & More." Web log post. Periscope TV Blog. Periscope TV, July 27, 2015. Web. July 30, 2015. <https://medium.com/@periscope/mute-notifications-a-better-global-feed-more-c3288566a756>





**Social media is an inextricable part of our lives, including campus life. It's how we communicate with classmates and friends who live in our residence halls and it creates a social hub. Since the early days of Facebook focusing on colleges and universities to today's constant connectivity, like it or not, social media is here to stay.**

**MOST STUDENTS AND STAFF** understand how to connect using Facebook, Twitter, Instagram and Pinterest, but are you integrating these social media platforms into your existing events and programming? Building a set of social media tools as part of your existing events is an easy and fun way to interact with other students at your own institution.

### **Facebook**

Facebook may be the grandfather of today's social media, but don't count it out quite yet. We know Facebook is no longer the most popular of social media applications for college-age students (Matthews), but it still offers a robust series of tools to talk to other students about what you're doing.

The Groups and Pages features give you the ability to "Ask Questions" of anyone in that group. Want to know what kind of snacks to have at an event? Ask! Want to know what kind of marketing swag your students would most appreciate? Ask! Want to know what movies your students are most

interested in you screening? Ask! It's a simple way to engage and build excitement for the work you are already doing, plus it helps others feel like they have a sincere voice in your programming efforts.

And while it may seem like everyone uses Facebook events, they still reach a strong and steady audience. Having your programming board members invite their friends to an event opens up your potential audience reach and invites others to be a part of your events, too. While it will never give you an accurate attendance count, using Facebook events gives you a good idea of your total audience reach.

Finally, don't cut and paste the same Facebook status to encourage someone to attend your event or join your organization. Be real! Tell a story about why you care, why you are offering this event and why they should be a part of it. Others are more likely to engage with you when you're being authentic about your actual experiences.

## Twitter

More than an application to share statuses, Twitter is a real-time chat room and many students, staff and programming boards have figured out how to use this simple tool to talk to other students quickly and efficiently.

Engaging effectively on Twitter is more than favoriting a status. Retweeting tweets by students who are excited about upcoming events and reactions to events is an important way to engage with your community. While most use Twitter to promote events with clever hashtags or photos, there is much more you can do!

Host a photo scavenger hunt in which students take photos of campus landmarks and share them with thoughtful hashtags.

Monitor your college's main hashtag and look for students who say they're bored or don't have anything to do. Personally reach out to those students and invite them to join weekly meetings, upcoming events and to hang out in your organization's office. They'll appreciate the connection.

Some student organizations use Twitter to give out promotional items or free tickets to events. Tweet, "The next 10 students who visit the Activities Board Office get a free T-Shirt and free ticket to tonight's event!" Or, use Twitter to show where you hid free tickets to events in prime locations on campus.

And, of course, if you're inviting a performer or lecture to campus, engage in a Twitter conversation with them before their arrival on campus. Most performers care about their Twitter presence and will tweet back and help build enthusiasm for their upcoming event.

## Instagram

Instagram is all about photos, right? That may sound simple enough, but did you know Instagram is one of the fastest growing social media platforms today? More than 50% of all teenage Internet users have an Instagram account (Smith).

Capitalizing on the masses who are on Instagram is another great way to share the events you plan with others. But, don't forget that taking photos of your events isn't very engaging. Yes, it's cool to show a big crowd of people at your event, but what about the people who didn't know the event was happening? Use Instagram to document the planning process. Take photos of committee meetings and your members working on events. Show the event set-up process and behind-the-scenes of the work you do. Instagram is a great way to show all of your hard work and the students behind the event.

## Pinterest

It's hard not to recognize the potential in Pinterest. With more than 72 million users (Smith), Pinterest offers a lot of opportunity for visually sharing information.

Create a theme board to help you keep track of how you plan to implement and execute themes for events like orientation, homecoming or senior week. It'll give you a place to

help spark creativity, colors and fonts.

And speaking of homecoming, use Pinterest to keep track of winning parade floats or building decoration contests. It's a great way to remember who won in previous years, as well as give others ideas about what they can do to help celebrate annual events.

Pinterest also has a map feature in which you can place pins. Use a map of your city and pin important campus locations, traditions and favorite businesses. It's a great way to expose students to new locations in your greater community.

## Spotify

Does Spotify qualify as social media? With over 75 million active users and more than 1.5 billion playlists shared (Spotify Press), it's hard not to classify Spotify as a social media tool. And there are many different ways to integrate Spotify with your currently planned events.

Create a playlist for new students to pump them up for your orientation welcome and welcome week events! Showcase songs and artists that are popular on your campus, hometown favorites and even alumni who have musical careers.

DON'T BE HESITANT TO DIVE IN  
AND DISCOVER THE NUANCES AND  
QUIRKS OF A NEW PLATFORM. IT'S  
OUR JOB AS LEADERS TO LEARN  
HOW TO USE THESE PLATFORMS TO  
ENGAGE OTHERS IN CREATIVE AND  
MEANINGFUL WAYS.

Make a playlist featuring any coffeehouse or musical performers you have coming to campus and play it before other events. It's a great way to expose your students to the artists you're bringing to campus.

And, of course, if you have a dance or awards ceremony, make a playlist of songs played at those events. It will help students remember the event and associate those songs with your organization.

## Snapchat

With more than 100 million daily users, Snapchat is one of the fastest growing social media platforms in use today. Considering more than 70% of all its users are under 25, Snapchat offers a unique opportunity to engage with traditional-age college students (Smith).

While Snapchat may have a controversial reputation, it has a powerful reach and can be used as a fun alternative to traditional text messaging.

It's easy and fast to show a short video clip of a current event or meeting to drive immediate participation. Just remember to move the timer to 10 seconds so that people can

fully view the snap you're sending.

Snapchat also gives you the opportunity to draw on the photos you take. Students can decorate and caption photos. Have a Snapchat Olympics by having students send you snaps of their favorite moments during a traditional campus event. Pick a few of your favorites and offer prizes for the most creative or funniest snaps.

## Tumblr

Tumblr is a bigger deal than you might think. Since it's launch in 2007, Tumblr has accrued over 400 million users, more than 217 million blogs and 99 billion posts. More than 75 million posts are made daily. Almost 30% of all US teens are on Tumblr (Smith). With numbers like these, it's hard to ignore its importance. More incoming first-year students are on Tumblr than are on Facebook.

Consider Tumblr to be a microblog. It's an easy and fast way to share stories, whether they're flyers from an upcoming event or a photo from a current program. The structure of Tumblr allows others to easily share your entries, as well as comment on them. It makes cross sharing of information a breeze.

## YouTube

With more than four billion videos viewed a day (Smith), YouTube is a platform that cannot be ignored. It can give potential students a snapshot of the events and activities they have to look forward to upon arriving on campus. Partner with your institution's enrollment management team to showcase exciting events and build enthusiasm for the events your organization will be providing.

Orientation leaders can create video blogs (vlogs) highlighting favorite campus traditions and locations to help acclimate new students before their first day on campus. Create commercials and videos promoting future events and play before movie screenings and other events.

## Your Cache

Social media is ever evolving. There is always a new platform with which to engage and explore. Don't be hesitant to dive in and discover the nuances and quirks of a new platform. It's our job as leaders to learn how to use these platforms to engage others in creative and meaningful ways.

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# CREATING A SUCCESSFUL STUDENT SOCIAL MEDIA TEAM

By  
**Meagan Allers**



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## Creating a successful student social media team requires finding the experts among your students and empowering them to create engaging posts and related programs for their fellow students.

**ON A TYPICAL WEEKEND** while I was at Canisius College (NY), a student could be cheering on our athletic teams, enjoying some live music at the late-night café, participating in service opportunities or getting involved with one of our numerous student organization events. Our office was always devising ways to get the word out about events through massive numbers of posters, flyers and table tents all around campus. However, if you were to ask the average student what was going on any given week, many would say, “There’s nothing to do.”

As a graduate assistant in the Office of Student Life, I wanted to find a way to connect with students through social media. While walking across campus, I observed students on their phones checking for the latest updates – but were they connecting with Canisius? I wanted to find a way to get information out about all that was happening on campus while also creating a fun online presence students would want to follow. Our central social media outlets had an external focus geared primarily towards alumni, parents and future students. However, I wanted to cater to current students, and with that, CanisiusLife was born with a goal of highlighting students, events and other happenings on campus.

### Creating a Brand

Finding a way to brand all of these outlets evolved pretty quickly. After talking with a few colleagues, we felt CanisiusLife seemed to fit. It encompassed the life of a current student at our institution. While eating, attending classes or just hanging out, they were living the CanisiusLife! Our goal was to post fun, relevant content that kept our students informed about things happening on campus that affected them. CanisiusLife, based in the Office of Student Life, also promoted and supported other events on campus, such as athletics, campus ministry and dining services. With this strategy in place, it was time for us to start creating.

### Realizing I Couldn’t Do It Alone

In the beginning, I was the only person posting on the CanisiusLife Facebook, Twitter and Instagram pages. I knew I needed to increase the volume of postings to gain a follower base, but it was very time consuming. I needed help and I also wanted to provide an opportunity for our undergraduate students to gain experience as part of a social media team. I believed they would be able to learn about content creation, conducting contests and running all of these sites. I distributed an application and, to my surprise, more than 50 students were interested! I conducted 20 interviews with students who possessed skills ranging from Photoshop use and videography to blogging and content creation. The result was a core group of 12 students from different majors, classes and varying interests, and organizational involvement on campus.

### Overseeing the Team

The CanisiusLife team met each week for an hour. Our sessions began with brainstorming. What kind of content did we need to be posting? How could we make students aware of our pages? Together, we worked to form the voice of CanisiusLife. During the first meeting, we also discussed how the team would be posting on behalf of the university and, as such, needed to follow community standards. I never faced an issue involving the need to remove anything that had been posted. The students really valued their positions and were professional in their roles.

We assigned each student a weekly post based on their skills and interests. This allowed me to step out of creating daily posts and into focusing on bigger picture items like integrating our efforts with different departments and branching out to new outlets. For individual team members, the time commitment was minimal, and primarily involved weekly meetings and daily site checks to ensure fresh content was being posted.

### Understanding that Content Is King

While many offices might have Facebook, Twitter or other pages, how often are they posting to them? Providing constant, regular content is key in building a following and engaging users. A dozen strong, our team was able to keep new content flowing daily to each outlet.

I got to know each of my student team members and tried to match their interests and skills with the kinds of information they could best post. Our weekly schedule included motivational content, student spotlights, jokes and student organization highlights, as well as events and community happenings.

In addition, I always encouraged spur-of-the-moment posts to which students could easily relate – such as a post about walking behind a snowplow on a snowy day. An interesting discovery was that parents and family members of our students began to follow CanisiusLife on Facebook and enjoyed learning more about our “Student Spotlights” featuring nominated students who shared their Canisius stories.

I encouraged students to be creative when considering what to post. We tried a number of different weekly posts and some worked very well, while others did not. It allowed us to see what content got the best responses – what really motivated the students to engage. For example, one important thing we learned was that posts featuring photos of students typically got the most “likes” or “favorites,” so we always tried to include a photo in our posts.

### Growing Our Digital Community

We launched CanisiusLife at our orientation and wove it into our “Welcome Back to #CanisiusLife” week with branded daily giveaways. Students began to follow us and include the hashtag when they posted, as well. The digital community started to spring to life with photos of students having fun on campus and getting involved.

I really enjoyed seeing the spontaneous posts our students created. A highlight for the CanisiusLife team was when



Buffalo, NY, had a crushing snowstorm, resulting in three snow days. The social media team was messaging in a group chat, waiting for the official “We’re Closed” email so we could post it on our social media channels. The students came up with the hashtags #Snowdaypart2. Once the second day was announced, many of our students had a snowball fight in the quad, which we captured and posted. What we didn’t know initially was that our tweet received more than 300 favorites and retweets and was trending in Buffalo!

## Bringing Social Media to Life

While we loved posting online, we discovered that complementary programming and giveaways help, too. It raises brand awareness. Each month, we offered theme programming. It started with #FreeFreezies. We gave away large freeze pops in the quad, but only posted it on social media! A student needed to show us they were following CanisiusLife to get one. For Valentine’s Day, we took photos and offered “Kisses from Canisius Life” bags filled with Hershey’s Kisses. For finals, we featured “It’s ‘Crunch’ Time” as we handed out Nestlé Crunch bars in the library. We also had custom fortune cookies made for finals week, giving extra motivation to our students.

After these promotions, students told us how much they enjoyed these small “pick-me-up” treats. We also made a large Instagram frame and other props to take photos with as we walked around campus. We created promotional videos, as well. These promoted our larger events, but could be easily shared through our various outlets.

## Measuring Success

At the outset, we measured success based on new “follows” or “likes.” Each week, we updated the numbers and reviewed post interactions. We used Twitter analytics to review monthly trends and interactions. This tool is free and can be set up on your Twitter account to see views and engagements with posts.

We also searched hashtags to see what people were tagging. The best responses came when students shared how much they loved the institution. With the positive response from both the student team and college community, we planned to expand to other outlets, such as blogging as another vehicle for sharing information with students.

Another measure of success involved the experience shared by the students on our team. Every week, we talked about content, managing each outlet, new ideas, planning events, video ideas and more. At the end of the year, I met with students to help them each add their experience to their résumés. In addition, we looked at their LinkedIn profiles for opportunities to use their social media team experience to enhance those, as well.

It was awesome to learn two of our students received summer job opportunities in social media marketing positions, partly because of their experience on our team. While many students can post on their personal accounts, it is different to be managing an office or company page – and it is a skill employers are actively seeking.

*Through Twitter, Facebook and Instagram, students at Canisius College (NY) were empowered to create a successful social media marketing strategy.*





## Launching a New Marketing Strategy

When launching a new marketing strategy, it is important to remember that it takes time to catch on. By tying the new brand to your larger traditions, such as orientation, welcome weeks or homecoming, you will likely find it will take off faster. We gave away #CanisiusLife shirts at our welcome week and it was great to see so many students wearing them around campus.

Yet, do not completely abandon other traditional marketing methods such as mass emails and posters. Use those platforms to support engagement on social media because that is where your students live, spending up to 10 hours a day searching, chatting, navigating and researching on their phones or tablets.

## Tips for Your Success

Thinking about creating a student social media team for your office? Here are some suggestions:

### *Pick a few platforms and do them well.*

We started with Facebook, Twitter and Instagram. Until I was confident we were posting on these regularly with enough new posts, we did not expand.

### *Create a position application and send it to all students.*

I was surprised by the number of completed applications we received for our team positions, which were all non-paid. However, the applicants all had unique skill sets to bring to the table, along with new ideas. Students who had Photoshop, photography and videography skills were important for our team, as those were skills I personally lacked.

## Encourage students to take ownership.

Some of our best posts were the ones the team posted while walking to class, in their residence halls or at events. We set guidelines for posts in the beginning, but beyond that, I wanted students to feel empowered to be creative, and they certainly were!

## Offer giveaways!

It was always enjoyable to pursue our various programming initiatives. Heading around campus to give away candy or fortune cookies was fun and rewarding. Students were appreciative and it also increased our brand recognition on campus.

## About the Author

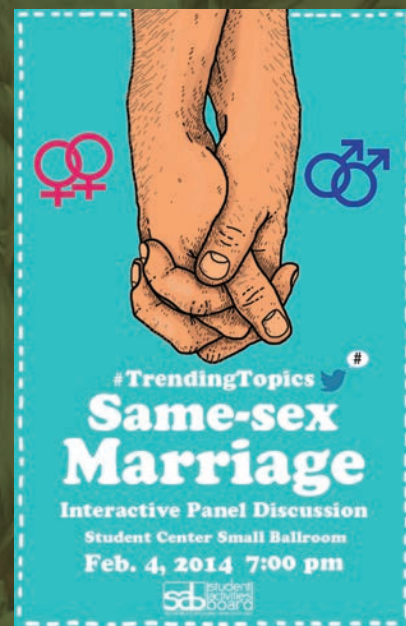


**Meagan Allers** graduated in May from **Canisius College (NY)** with a master's degree in college student personnel administration. During her time at Canisius, she was a Graduate Assistant in the Office of Student Life, serving as Co-Advisor of the Student Programming Board. In June 2015, she joined California-based CampusQuad as Manager of Student Engagement, where she works closely with colleges and universities to extend campus programming with mobile technology to reach, inform and better serve students. She also earned a bachelor's degree in education from SUNY-Fredonia. Active in NACA while a student, she presented an educational session on promotion through social media at the 2014 NACA® Mid Atlantic Regional Conference and also has written in the past on social media for *Campus Activities Programming®*. Affiliated with NASPA, she was named its Region 2 Outstanding Graduate Student.



# #TrendingTopicsUKY

## How the University of Kentucky Student Activities Board Engages Students in Current Issues



*Illustration for this article includes posters from various #TrendingTopics programs produced by the Student Activities Board at the University of Kentucky.*

By  
**Courtney McCalla** and **David A. Kinstley**  
University of Kentucky

SOCIAL MEDIA might be seen as an impediment to meaningful dialogue by many, but there are effective ways to incorporate that same media into powerful discussions of contemporary issues affecting your students.

### #EmbracingSocialMedia

You see “No Cell Phone Zone,” “Put Your Phones Away,” or “No Social Media Allowed” in offices, in syllabi, and at event venues all over our campuses. Twitter, Facebook, Instagram, Snapchat, texting, and Facebook Messenger are just a few of the silent nuisances experienced by collegiate staff and faculty today. However, many have found ways to utilize social media to promote their offices, programs and colleges, making the relationship with social media increasingly more complex.

With the distracting side effects of social media and mobile technology, it has always been a challenge for those of us in student activities to encourage students to be present and attentive at our events. How can we possibly engage a student around an educational topic or lecture outside of the classroom when they are drawn to the attractive glow of their phones and tablets? At the University of Kentucky (UK), the Student Activities Board (SAB) decided to move past viewing

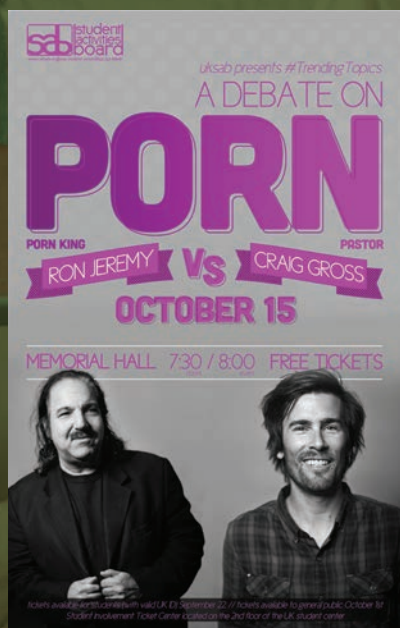
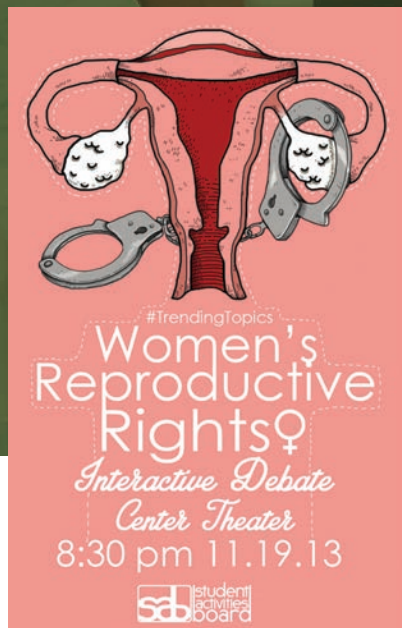
social media as distracting and inhibiting and, instead, found a way to make it an integral part of our educational events.

### #TheBasics

As a pilot project, we began to use Twitter as the cornerstone for our event series #TrendingTopics, which is produced by the UK SAB and presents informative, interactive and engaging debates and panels for students and the campus community. Each #TrendingTopics event covers a new and current educational issue or subject. We seek faculty, staff and community members with pertinent expertise to serve as our distinguished debaters and panelists, capitalizing on our own community of resources. We utilize a moderated “Tweet wall,” Twitter, hashtags and text messaging to involve student participants before, during and after the event.

While mainstream media typically portray college students as apathetic with respect to current issues, we have found that many students are very interested in having academically based discussions outside of the classroom. Selecting the right topic is one of the primary challenges in getting students interested in attending these interactive and informative events. Through topic research, intentional processes and adapting to meet students where they are, we have created programs that are conducive to how students prefer to communicate and engage with the world around them.





## #IntentionalGoals

The goals of #TrendingTopics events are to allow students to have a voice, to engage in meaningful dialogue around current topics, to learn about their own beliefs and opinions on the respective topics, and to learn about the beliefs and opinions of others. In order to encourage students to share their viewpoints, we select a topic that applies and speaks to them. Both SAB students and advisors follow the mainstream and collegiate headlines and trends closely, and work to pull topic ideas from areas that directly affect students and universities.

In addition to research by SAB students and advisors, one of our best resources in selecting meaningful and relatable topics students care about is through our SAB Market Research online All Student Survey. Each semester, the UK SAB Director of Market Research, in collaboration with our programmatic Board of Directors, creates a comprehensive online All Student Survey in which we poll the University of Kentucky student body to see what programs they would like SAB to consider bringing to campus. Through this research and survey process, we are able to narrow our scope and select topics students are passionate about and want to hear discussed at their university.

Once a topic is selected, we work to create the best event format to fit that topic. Depending on the nature of the topic,

we typically choose between a Lincoln-Douglass style debate or panel discussion format. Once we've established the topic and the format, we seek out an expert at our university to see if they are willing to debate or talk about this issue for the event. If there are not any faculty or staff experts available, we look for outside experts to invite to campus. While our process must be deliberate, it must also be flexible in order to create an opportunity for discussion and interaction between the debaters and the audience.

## #SocialMediaTools

The calculated format of the events, the SAB All Student Survey topic research, and the various social media components combine to make these events successful. Success, however, heavily depends on the student participation. Before the beginning of every #TrendingTopics program, we ask our attendees to put their phones on silent, but emphasize they do NOT need to put them away. To help encourage their participation, we ask them to do what most people prohibit: "Please get on your phone and use Twitter during this event while panelists are speaking." We strive to create the opportunity for a safe physical and virtual environment for these meaningful discussions to take place.

For #TrendingTopics, we utilize several different types of social media platforms and tools. We design a custom



hashtag for Twitter that we use across all promotions leading up to, during, and after the event. For example, we used #TrendingTopicsSE for our topic focusing on the benefits and drawbacks to US space exploration programs. To connect the conversations happening on Twitter to the live debate event, we use Paratweet, a Twitter tool that creates a live “tweet wall.” This “tweet wall” captures the unique hashtag in Twitter posts and allows our student directors to moderate and project the Twitter feeds on a screen behind the debaters.

Finally, we use TallySpace, a text-voting service that polls audience members both before and after the debate. This tool allows debaters and participants to see where the majority of the viewpoints fall, as well as learn if opinions changed due to discussion during the event. As an added bonus, many of these same tools and social media platforms we use to connect with students during the event can also become part of assessment and post-event evaluation after the event’s conclusion.

## #SuccessesAndChallenges

Some of our most successful #TrendingTopics events centered on topics such as marijuana legalization and same sex marriage. The marijuana legalization event attracted over 200 people and reached 13,164 Twitter accounts. Our same sex marriage panel was also highly attended with extraordinary social media reach. This topic also included a high response rate from faculty and staff members willing to participate and help create the spark for meaningful dialogue.

Another great success was our #TrendingTopics Porn Debate, where we brought in outside debaters porn star Ron Jeremy and Pastor Craig Gross to discuss the positive and negative aspects of pornography. This event reached a record number of Twitter accounts and filled our auditorium with close to 800 attendees. While a large attendance is a great accomplishment, we recognize that not every topic will attract large numbers, so we do not use this as our only measure of success.

Over the time we’ve offered #TrendingTopics programs, soliciting faculty and staff to participate in debate has been a constant challenge. We found that just because someone is an expert in their field does not always mean they are willing to appear before an audience and debate their viewpoints. In addition, we are finding that the subjects our students want to discuss have become more emotionally charged, making it increasingly more difficult to find faculty and staff members who are willing to publically debate certain topics. Those challenges, however, have not hampered the willingness of our students and staff to continue to bring such important topics and issues to our campus and to work to create safe spaces for meaningful discourse.

## #TheFuture

#TrendingTopics, along with most other campus programming, faces the continual challenge of developing and adapting to what works best for our students. Social media is a dynamic tool, and if harnessed in an appropriate way, can create incredibly meaningful venues for conversation and change. With #TrendingTopics, we hope to continue to meet students where they are and evolve along with changing campus and global environments.

## #YourOwnTrendingTopics

Want to start your own current issues debate or discussion series on your campus? Start by finding out what issues

are most relevant to your students. Then utilize your resources to find expert panelists who can discuss topics in an engaging way. Which faculty or staff members are experts on the topics you want to cover? Are there any student organizations or resources on campus that could contribute?

If you can’t find anyone on campus to discuss those issues, reach out to agencies or other campuses. Be creative, flexible and innovative in your planning and program development processes. Most importantly, always make sure that, as your program grows, you are still working to create and maintain safe spaces for meaningful dialogue.

#TRENDINGTOPICS, ALONG WITH MOST OTHER CAMPUS PROGRAMMING, FACES THE CONTINUAL CHALLENGE OF DEVELOPING AND ADAPTING TO WHAT WORKS BEST FOR OUR STUDENTS. SOCIAL MEDIA IS A DYNAMIC TOOL, AND IF HARNESSSED IN AN APPROPRIATE WAY, CAN CREATE INCREDIBLY MEANINGFUL VENUES FOR CONVERSATION AND CHANGE.

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**David A. Kinstley** is Director of Engaging Issues for the Student Activities Board at **The University of Kentucky**, where he is completing his degree in community and leadership development. He co-presented the educational session on which this article is based at the 2015 NACA® National Convention in Minneapolis, MN.

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# 8 Tips for Establishing Your Virtual Presence in a Professional World

By  
**BERNADETTE STRAUSBAUGH**  
Walsh University (OH)

**While it may seem harmless to post photos from a wild party or a rant about an issue particularly important to you, these actions can come back to haunt you when you're pursuing your dream job.**

How many times a day do you check your social media, post something about your day, or utilize a networking site to look up a new individual in your professional world? We have gotten to the point where so many things in our lives revolve around social media sites readily available to us through our smartphones and tablets. Often, though, this easy access doesn't provide us with the opportunity to really consider what or even how much information we are putting out there for the world to see.

With that in mind, it is becoming ever more evident that what you post on social media can affect your job search and potential employment, or even your current position. The secret is out and employers have discovered a multitude of ways to look into your past aside from background and credit checks. Therefore, it's important to be proactive about your virtual presence.

Things have certainly changed drastically in the past few years. The Internet has provided a broad array of ways to

engage socially through sites such as Friendster, LinkedIn, MySpace, Facebook, Instagram, Pinterest, Twitter, Google+, and more. The list seems endless.

Due to these sites and other factors, a well-articulated résumé and interview may no longer be enough to land you a job. It's not uncommon now for recruiters to look beyond a nicely pressed suit, references, and a listing of co-curricular activities to scan a candidate's social media channels. Doing so can help employers get a flavor of who you REALLY are and how you conduct yourself on a social level. It's even more important to keep this in mind if you are seeking part-time employment with your current educational institution during your undergraduate years. You will be representing your university or college, so decision makers are going to conduct a thorough check to ensure your values and behavior align with the institution's mission and vision.

Some might become outraged by these "violations of privacy," but the reality is that what you post online is considered public information and those who see it may act upon it as they see fit. To ensure your past doesn't come back to haunt you during a job search, I offer eight steps to help you establish a clean virtual presence so your reputation won't be an issue as you pursue your career.





## **1. Post only those statements you would feel comfortable sharing with your boss or clients in person.**

Employers want to know that you are a respectable individual, both inside and outside the office setting. You don't want to post anything that would make anyone uncomfortable the next day at work, or would cause you to be the topic of discussion at the water cooler. It is incredibly important that you do not use foul language, either. We have all likely seen some cringe-worthy posts containing raw language at some point. Doing so diminishes your credibility and can often be found quite offensive, depending on the audience. Additionally, it's important to avoid sharing emotionally, religiously, or politically charged statements on any social media site. These kinds of topics are usually things you would want to avoid in the workplace and, therefore, social media should not be any different. Avoid heated content and getting on your soapbox about political candidates, religion, or similar topics. The bottom line is, if you think it might make someone uncomfortable, just don't post it.

## **2. Never, EVER, comment about work online!**

Whining or complaining about work online is essentially the same as publically announcing you are an unprofessional individual. Additionally, it is important to stay away from bragging about accomplishments because doing so could lead your co-workers to think you are arrogant. The only case where talking about work online may be acceptable might involve congratulating a colleague or expressing something you enjoy about your area of work without being too specific. Also, when sharing exciting news, be sure to make it clear you are part of a team with statements like "... we had a successful conference ... ."

## **3. Join online groups and conversations relevant to your industry.**

This is important to do through social media sites because it shows future (or current) employers you care about the field you are hoping to pursue. These days, it's well understood that recruiters like to see professional memberships and affiliations on candidates' profiles. No matter whether you write articles for *Modern Cat* or are working for the hottest Fortune 500 company, you need to take part in online groups and discussions that are relevant to your future job prospects. If you are looking to get into fields such as student activities or student affairs, you might want to explore web and social media sites of organizations such as the National Association for Campus Activities, the Association of College Unions International, the National Association of Student Personnel Administrators, or the American College Personnel Association. These, of course, are just a few examples.

## **4. Be grammatically flawless.**

I cannot stress enough how important it is to check, double-check, and triple-check your statements for typos. Before you click to post, edit your comments. This may seem extremely

mundane, but if you want to be taken seriously, it's important to make sure everything you write is grammatically correct and devoid of typos. Think about a time when you have seen a post from someone on Facebook that contained grammatical errors, which were likely joined by comments correcting the original post. You do not want to be in that position, as it makes you look less credible than you actually are.

## **5. Post photos of yourself that you consider to be professional.**

If you would feel uncomfortable with your grandmother seeing you in a photo, DON'T POST IT! Any pictures showing off your abs or cleavage, as well as drunken evenings with friends or making obscene gestures should not be posted, EVER! Additionally, make sure you select your profile picture carefully. It's important to avoid pictures cropped from wild parties (even if you think people won't be able to tell) or photos of you in a bathing suit (regardless of your perfectly bronzed and sculpted bod).

Recommended photos would include those of you participating in a sporting or charity event, a fun family gathering, or even a simple portrait, as these are the most acceptable. Along these same lines, you will want to un-tag yourself if you've been tagged in unprofessional pictures. Since you don't have control over what your friends post, you can un-tag yourself from others' photos to ensure people in your network aren't able to view them. Furthermore, do not be afraid to ask friends to delete any pictures you feel are particularly embarrassing. If you don't, your future could be at risk.

## **6. Share only those links that are considered universally acceptable.**

Do your best to remain neutral or uncontroversial by not posting links or liking pages that might be considered to be questionable or inappropriate. This is another area in which you should stay away from hot-button topics. You also should not "like" political candidates, religious groups, controversial movies and television shows, etc., as these could tarnish your reputation with some people. If you feel so inclined or driven to post news or information, make sure it does not show bias and is completely factual before you do.

Finally, try to make sure what you post is not offensive to those in your network. This may seem difficult to do, as the thoughts and feelings of everyone are different. That's why the easiest option is to simply stay away from the previously mentioned topic areas.

## **7. Hide friends' comments or information that could be deemed inappropriate.**

Again, you cannot control everything your friends say and do, and sometimes they may not be conscious or aware of their actions on social media and how those actions can affect others. Hiding their posts is an action you might forget or ignore because it doesn't involve something you have actually posted. However, remaining professional online

means you should not associate with those individuals who post inappropriate comments on your page. This is another instance in which you should not be afraid to confront a friend if they frequently post inappropriate information on your page. If you know this is a common occurrence, you can ask them to exchange the commentary via a direct message so it is something shared only between the two of you and not posted for the world to see.

### **8. Link with, follow, or friend only those individuals you actually know and trust.**

It's likely your mother told you not to talk to strangers when you were younger. This same principal applies to social media. When you allow someone to follow you or if you accept a friend request, you are accepting that person into your social network. It is not wise to associate with people who are not aligned with your goal of maintaining a professional image and presence through social media.

It's also important to make sure you consider whether you want to friend and connect with your colleagues through your social network sites. It might be wiser to create a separate page or account through which you associate with work colleagues. If you wish to maintain this type of personal and professional differentiation, it is crucial to not friend people from your professional life through your personal account. Work to maintain secure pages or accounts that allow only friends in your network to view your information. Sustaining a secure professional page on a site like Facebook, for example, will allow you to have more control over what individuals OUTSIDE your network can see and have access to, as well as help you maintain a more secure grasp of how you are presented.

**IT'S NOT UNCOMMON NOW FOR RECRUITERS TO LOOK BEYOND A NICELY PRESSED SUIT, REFERENCES, AND A LISTING OF CO-CURRICULAR ACTIVITIES TO SCAN A CANDIDATE'S SOCIAL MEDIA CHANNELS. DOING SO CAN HELP EMPLOYERS GET A FLAVOR OF WHO YOU REALLY ARE AND HOW YOU CONDUCT YOURSELF ON A SOCIAL LEVEL.**

### **Don't Jeopardize Your Dream Job**

It is easy to see that social sites and networking are an everyday part of most of our lives. Even when you are at work, you probably have Facebook or a similar site readily available on your desktop. Or, perhaps Vine is your "go-to" site when you need a break. With such a variety of ways to connect with individuals from around the world, it is important to be smart. Since these connections and resources are now used for more than simple entertainment, we must be sure to use social media tools to complement our professional relationships, not undermine them. Regardless of your current profession or future occupational aspirations, it's important to understand and consider the purpose of your online presence. It's also important to evaluate how that presence can impact the views colleagues, clients and customers may form of you each time you post.

While these recommendations may seem a bit obvious, it is possible you might not have considered them before now. Alarming, many college students are likely not heeding this advice.

Interviews, résumés, and first impressions still hold a significant amount of weight and value when it comes to landing a professional position. Now, however, social media gives potential employers the capability to look deeper into a person's social life and past in order to evaluate whether they will be a good organizational fit. Pictures are worth a thousand words, so consider what yours might convey. Nasty social media posts can cause even the most interested potential employer to look the other way. And that could cost you your dream job!

### **About the Author**



**Bernadette Strausbaugh** is Director of Student Activities and Orientation at **Walsh University (OH)**. Active in NACA, she most recently served as the 2015 NACA® Mid America Student Projects Coordinator and previously as the 2014 Social Media Coordinator. She also served as the region's Showcase Selection Coordinator in 2012 and 2013, as the region's Special Events Coordinator in 2012 and as the region's Showcase Production Assistant in 2011. She was nominated for Walsh University Mentor of the Year and for the university's Women of Distinction award in 2014-2015. She holds a bachelor's degree in corporate communications and a master's degree in management, both from Walsh University.

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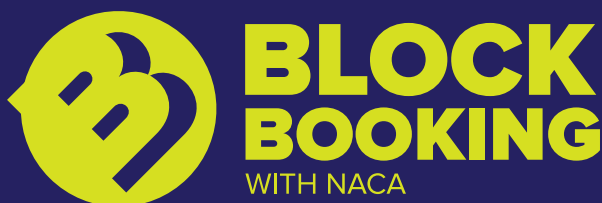
Artist: [Redacted]  
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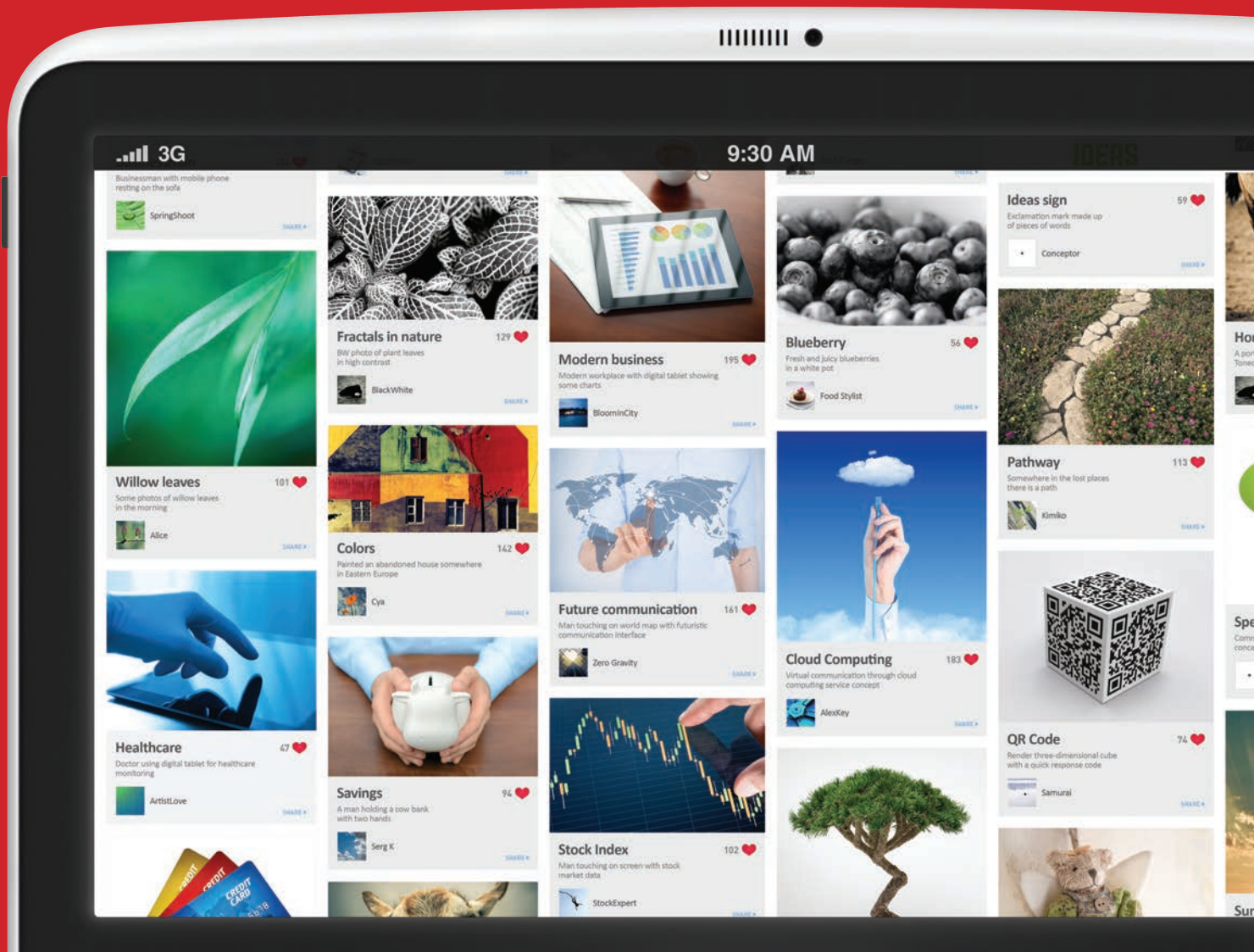
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# Pinterest:

## Three Ways It Gives a Bump to Programming Creativity

By  
**DAPHNEY J. ALSTON**  
Southern Connecticut State University



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## **Pinterest may be viewed as a scrapbooking platform with appeal to users with specific interests, but it can be a valuable tool in infusing creativity in programming.**

**PROGRAM PLANNING CAN BE A VERY INTIMIDATING PROCESS** if you don't consider yourself to be very creative. The thought of following through with a theme that is not only engaging, but also "original," can be extremely daunting. I personally can relate to this feeling. I have always considered myself to be very strong in the logistics of planning an event, but when it comes to making a "Winter Wonderland" come to life, I would rather shy away into a corner. I was fortunate, however, to work with one my former students, Tiffany Souther, who helped me discover the power of Pinterest while we were at Bryant University (RI). This social media platform can help the most creatively challenged individual bring about some of the best programs and events their campuses have ever experienced.

Through the process of planning our Week of Welcome events, Tiffany and I identified three reasons why all programming boards should have Pinterest in their programming tool kit.

### **1. It Assists with Theme Generation**

Generating a theme for a daytime or weekend program is the most important, and sometimes the most difficult, part of planning an event. Your theme must be engaging, be consistent through marketing and advertisement strategies, and be expressed throughout the whole program. With the aid of Pinterest, though, the most generic theme can really stand out.

Many times programmers are averse to what they feel are "overdone" themes, but Pinterest can help make those themes go from overdone to redone and renewed. Just because a theme sounds generic does not mean it doesn't have potential to shine. Pinterest works as a tool to not only help come up with brand new themes you've never seen, but also revamp ones you've seen over and over again.

One great way to find the perfect theme for your program is to search "birthday party theme ideas." This will open the floodgates to various themes you may have never even considered. It can be helpful to click into pins that catch your eye and see what the article has to offer. Often, the link will break down everything the pinner did for said party – giving you even more inspiration for your theme!

Once you have a theme, don't limit yourself to that phrase. For example, let's explore the "Winter Wonderland" theme. Once you select this from your list of possibilities, you'll want to get a little more specific: search "Winter Wonderland birthday party." From there, look into other key words like "blizzard party" and explore where that takes you. Snow is something famously associated with winter, so what do you find when you look into a snow party or snow crafts? You may even want to look into color – blue and white are often paired with winter, so what kind of pins are under a blue party? Allow Pinterest to give you more keywords and links to less straightforward search phrases. This will help the "creatively challenged" reach outside of their box.

### **2. It Takes Advertising and Marketing to the Next Level**

The most common struggle for the majority of programmers is how to move beyond typical posters and flyers to promote events. These days, a typical university bulletin board is overflowing with flyers, and students have become desensitized to them. The task of getting students' attention has become a never-ending battle. However, Pinterest can help programmers take a different approach to advertising.

Crafts found on Pinterest can inspire amazing ways to advertise your events. The rule of thumb should be to **make crafts that people will want to steal and bring back to their rooms.** Yes, you might have lost a great piece of promotion, but now your advertising material will be in someone's residence hall and probably grab the attention of students who wouldn't normally have seen it.

- Pinterest offers very cost-efficient advertisement ideas, as well. There are many free printable options. If you find one great idea, Pinterest will give you at least 30 other ways to recreate it to support any budget.
- Some of the greatest advertising pieces can come from crafts that are fun to look at, but you know nobody would want to do at your event. For example, let's go back to the classic "Winter Wonderland" theme. Many students would struggle to find functionality in a snowman made out of paper plates after they create them. From the programmers' perspective, this might be something you'd see left behind once your event is over; however, this has the potential to be a great and unique flyer for your program. All it needs is a little information – a few snowman plates with dates, times, and locations listed on them and you've got yourself a flyer that will catch everyone's eye and is probably less expensive than the money it would cost for a traditional poster or flyer.
- Please keep in mind that such pieces may take a little more time and energy to create, but they will be worth it in the end!

### **3. It Provides Activities that Are Engaging and offer an Interactive Experience for Your Students**

Just because it's cheap doesn't mean it's worth it. Pinterest is a mecca for finding cheap and easy projects – but that doesn't mean you need to do every single one you like. As you peruse Pinterest, always ask yourself, "Would I want to do this?" Chances are, if you don't want to participate, nobody else will, either. If you do want to do it, your friends will also probably want to do it, and their friends will, too, and so on. A plus to this approach is that you'll always be excited about an upcoming event and you'll be happy to promote it.

Pinterest is a homegrown program's best friend. It offers affordable alternatives to countless programs. It can be a great tool to help you figure out how to bring events to your

school that may otherwise be out of your budget – such as a S'mores bar, DIY Dorm decorations, or a haunted trail. It's budget friendly and often provides step-by-step instructions with realistic timelines.

### Benefits of Pinterest from an Advisor's Perspective

Pinterest is an amazing tool for transition purposes. Creating a Pinterest board for your programming board allows for information and ideas to be passed down every semester. There is no point in recreating the wheel when you can revisit ideas that were pinned and then expand on them through subsequent searches.

Pinterest builds confidence for newer programmers. Fewer students will shy away from programming positions because they will have a tool that assists with much of the creativity required. As an advisor, you can focus more on theoretical and development concepts with your students versus, "How do we make a beach-themed weekend program?"

Pinterest is extremely budget friendly, especially if you experience the pressure of making sure student funds are spent appropriately or are working with an extremely small budget. Pinterest makes the simplest concept look extravagant. This will likely lead to more students being engaged and feeling connected to the university.

The biggest benefit for me as an advisor is that it helps me to empower my students to think outside the box, move beyond what we normally do and truly enjoy the process of event planning.

### Benefits of Pinterest from a Student's Perspective

Tiffany shared with me the following about the benefits of using Pinterest:

I love using Pinterest because it opens the doors to limitless possibilities for programmers. It has options for big budgets and small budgets, for weekend programming, daytime events and everything in between. It helps those who have trouble being creative, but also those who have creativity that is difficult to contain. Pinterest provided a way for me to get my educational community more actively involved in alternative programming. It worked for me and I've been able to share and show others its possibilities:

- It's accessible: no membership fee, no subscription, no over-the-top-flood-your-inbox types of daily emails.
- Pinterest makes the less interesting aspects of programming, such as advertising, more appealing.
- It provides realistic, functional and desirable activities for students at various levels to enjoy and get involved in.
- Many think Pinterest is a site primarily dominated by women, but from a programming perspective, it's actually a great tool for men, as well.
- You can use it as little or as much as you want. It's a flexible tool that not everyone realizes is right at their fingertips.
- You never know what you're going to find!

**THE RULE OF THUMB SHOULD BE TO MAKE CRAFTS THAT PEOPLE WILL WANT TO STEAL AND BRING BACK TO THEIR ROOMS. YES, YOU MIGHT HAVE LOST A GREAT PIECE OF PROMOTION, BUT NOW YOUR ADVERTISING MATERIAL WILL BE IN SOMEONE'S RESIDENCE HALL AND PROBABLY GRAB THE ATTENTION OF STUDENTS WHO WOULDN'T NORMALLY HAVE SEEN IT.**

### Endless Possibilities

Another significant benefit is that programming boards across the country have already incorporated Pinterest into their programming models. You can now search Pinterest boards from other universities to get great ideas, making it a tool that will never lack for possibilities.

*Author's note: Special thanks to Tiffany Souther, Class of 2015 of Bryant University (RI), for her assistance with this article and sharing her expertise in using Pinterest.*

### About the Author



**Daphney J. Alston** is Assistant Director for the Office of Student Involvement and Leadership Development at **Southern Connecticut State University**. She previously served as Assistant Director of Campus Engagement at Bryant University (RI). She has served in multiple committee positions for NACA® Northeast and is also a recipient of the David A. Ross New Professional of the Year award, which is presented by NACA® Northeast. She holds a bachelor's degree in human development and family studies from the University of Connecticut and a master's degree in counseling with a specialization in student development from Central Connecticut State University.





"THANK YOU,  
NACA, FOR THIS  
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# SOCIAL MEDIA THAT'S ACTUALLY SOCIAL

By **STEVEN HAROWITZ** and **JESSIE BLUEDORN**  
Washington University in St. Louis (MO)

Social media can present an ocean of food pictures, motivational quotes and cat memes. If sharing that kind of information helps you connect with others, then you're getting social media right, but if you're just sharing digital fodder because you feel obligated to post, then you're getting social media wrong. For a campus programming board, the right approach lies somewhere in the middle of these two extremes.

You want your programming board's social media accounts to convey professional information while remaining fun and social. These accounts serve as a way to engage your university audience and the goal is to have them interact with you online, whether by providing artist suggestions, giving event feedback, asking questions, or sharing excitement about upcoming events.

The Social Programming Board (SPB) at Washington University in St. Louis is only about three years old, which means we have had a unique opportunity to develop a fresh marketing approach. Without an established media presence, we've had to build our following from the ground up, proving to students we are worth following and engaging with online.

SPB uses its social media platforms to give students a behind-the-scenes look at what we do on campus in addition to simply promoting our events. We see social media as a crucial platform through which to engage our audiences, not only with our individual events, but also with our entire brand. When students feel a tie to the SPB brand, we've found they are more likely to come to future events due to their positive relationship with SPB. We have developed a broad-spectrum social media strategy to achieve this goal. We've found that offering content

across different platforms helps us connect not only with different audiences, but also with any one audience in different ways, as each platform has its own unique style.

## **Facebook: 3,918 Likes**

Facebook is our cornerstone social media platform and our most professional. We have a Facebook business page called WUSTL Social Programming Board, to which our President, Promotions Director, and Media Coordinator have access. The difference between using a business page and simply creating a personal profile bearing the SPB name is important. First and foremost, it lends legitimacy to our social media presence. Secondly, this style of page provides us with tools that help us to best promote ourselves on social media. For example, the Facebook ads system allows us to create paid ads for our upcoming events. Third, it provides page analytics tools, which allow us to review how many people have seen/engaged with a certain post.

We use our Facebook page as our primary source of official communication with students – we post status updates regarding events (“Doors to the comedy show are





A screenshot from one of the WUSTL SPB's Behind the Scenes Snapstories features comedian Bo Burnham and two SPB members.



The WUSTL SPB's members hope that artist reveal teasers such as this leads audience members to tune in to social media to learn who will be performing at the next show.

The WUSTL SPB posted this graphic to its Instagram account to encourage users to follow SPB across all social media platforms.

Thanx boo



Here is an example of another of the WUSTL SPB's artist reveal teasers.





now open!” or “Unfortunately, due to inclement weather, Happy Hour has been canceled tonight.”), official photo albums following events, and Facebook events for all of our upcoming shows. We have also enabled messaging on our Facebook page, which means individuals with questions regarding our events or organization can reach us directly and receive a personalized response from WUSTL SPB. This is particularly helpful before large events, as many people have questions regarding details such as timing and ticketing.

The previously mentioned creation of event pages for major events is a key capability of our Facebook account. These pages include all the logistics for the event in question, as well as promotional images and links to the artists’ websites. The popularity of these pages has increased over the past few years so that now we are creating more Facebook events than ever, and it is very common for students to RSVP to a variety of events in which they are interested. By saying yes when they RSVP, students are able to access additional event details, receive reminders via their Facebook accounts when the event is approaching, and see which of their friends also plan to attend. Not only are these occurrences helpful to the users, they are also helpful to SPB because they serve as repetitive, but not abrasive, marketing for the upcoming event.

Additionally, as students RSVP to our events, their responses may show up on friends’ newsfeeds, offering a form of unpaid viral advertising. We often post reminders in the event pages on the day of the event to encourage those who responded yes to actually attend. Because they responded yes, they will receive notifications about these posts, which is an effective way to reach an already interested audience.

In addition to these organic marketing methods, we also buy ads for most of our Facebook events. We typically run the ad for five to seven days before the event with a target demographic narrowed down by geography and age, and we usually spend \$10 to \$20 dollars per campaign. A key fact to remember in using Facebook ads is that text can comprise only 20 percent of the image selected for the ad. This is often tricky, especially when using event posters, so make sure to plan ahead and select or create ad friendly images.

Another important aspect of Facebook for us involves the albums of candid photos from each event that we post within 24 hours of its occurrence. We watermark each photo with the SPB logo for better brand awareness. Students are encouraged to engage with the album by looking through the photos, tagging their friends and leaving comments. Photos are one of the most popular ways to engage on Facebook, and popular photos generate buzz on many other newsfeeds, which is beneficial to our brand awareness.

Additionally, at many of our events, we feature a “step and repeat” or “media wall,” which is essentially a photo backdrop featuring SPB branding. Students love posing in front of the wall and having their photos taken by our student photographers. When they later share these photos, they reinforce our SPB brand.

## **Instagram: 440 Followers**

Our Instagram strategy focuses strictly on images and videos, which is an obvious use of the platform because it was created only for this type of sharing. A notable aspect of our Instagram use, however, is that when we reveal the artist for an upcoming show, we post an image containing text (an event poster of sorts) and then link the Instagram post to also show up on our Facebook and Twitter accounts. Therefore, in these instances, Instagram is actually serving as the hub of our social communication. The reason we manage our announcements this way is because we want the graphic and its accompanying caption to appear on all of our social media pages, and while an Instagram can easily appear on Facebook and Twitter, no other form of social media can so easily be linked to appear on Instagram.

One of the ways in which we have best utilized Instagram to make artist announcements is through the PicFlow app, which allows us to set images to short audio clips that play as an Instagram “video.” We often set the artist announcement graphics to a short clip of their most famous song, allowing users to immediately connect the name with a familiar sound. We have found this to have a much higher rate of engagement than simply including links to an artist’s work in the caption of the photo.

## **Twitter: 841 Followers**

Our Twitter usage is primarily linked to our Facebook and Instagram posts, meaning our accounts are set up to tweet any statuses or images posted to Facebook or Instagram. This is simply a way to convey our most important messages to as many students as possible, as not all students use the same forms of social media.

Additionally, at several events, including some major comedy shows, we have set up a live Twitter feed projected onto a large screen (a “Twitter wall”), which allows students to interact with each other and WUSTL SPB via Twitter in real time. This is a great way to foster conversation about SPB, as well as the event in progress, and we found that it has led to higher levels of student engagement. While the audience is waiting for the show to begin, they can be considered a half-captive audience – they are present at the venue, but are focused on their phones. This becomes a unique opportunity to engage with them in the space and harness their digital focus for SPB.

## **Snapchat: Approximately 250 Friends**

Snapchat is one of our more innovative communication channels, as it is the newest to the scene, and many brands and organizations are still figuring out how to use it to engage an audience. It is also one of the most used social media platforms among younger generations, so we believe a strong SPB presence on Snapchat is critical.

We have created a WUSTL SPB Snapchat account that other Snapchat users can choose to follow. Primarily during events, we use this account to post behind-the-scenes pictures to the account’s “Snapstory,” which is a collec-

tion of images and captions that can be viewed by any and all followers. Snapchat has a casual, “in-the-moment” type feel, as opposed to the often-staged posts commonly seen on other social media platforms. We believe our Snapstory will show students an authentic and unedited behind-the-scenes look at SPB and the events we offer. This should lead to a greater sense of transparency with large events, about which many students have questions, and also engage users with what is going on with SPB. We hope that by understanding the behind-the-scenes workings of our events, students will be even more excited to come out to see them, as well as consider joining SPB in the future!

## Tumblr

Tumblr is the most informal of the social media platforms at our disposal, and we use it primarily as a recruiting tool. The name of our page is “SPBehind the Scenes,” and it is essentially a collection of behind-the-scenes photos with an emphasis on the relationships between SPB members. We hope these photos show other students that behind all of the hard work is a fun-loving group of students enjoying an amazing experience, which is the best possible description of SPB.

## YouTube: W.I.L.D. “After-Movies”: Approximately 3,700 Views

We use our YouTube account almost exclusively to host our Walk in Lay Down (W.I.L.D.) “after-movies” that we release every semester to highlight memories from the semester’s biggest concert. Students love reminiscing about the fun they had at W.I.L.D. by watching these videos, which also serve as wonderful promotional tools because they beautifully showcase SPB’s largest event. We often post a link to the YouTube video on all of our other social media platforms to encourage followers to watch.

## SPB Usage Strategies

The choice of social media platform(s) is not the only key decision to make when looking to engage users. The way in which these platforms are used can be just as critical. SPB has developed several important usage strategies to help us maximize our engagement in different ways. For example, we often use an easily recognizable vocabulary of “SPB words” like “SPBehind the Scenes,” “SPBest,” etc. This phrasing serves several purposes; it helps users remember our name; it helps users immediately identify our online tone, which has allowed us to foster a strong brand identity; and it creates a sense of fun within our brand identity.

Our emphasis on social media as a way to show “behind-the-scenes” aspects of SPB is crucial to our engagement strategy. Through outlets like our SPBehind the Scenes Tumblr and live Snapstories, we are able to provide simple visual answers to common questions like, “What goes on before the show? What does the backstage area look like? How long do you set up for?” When these questions go unanswered, or are answered in an inauthentic way, our brand becomes distant to our audience. By providing a

transparent look at what SPB really does, we allow students to connect with SPB and our individual events.

Furthermore, these behind-the-scenes peeks are exciting in their own right, and many students will continuously re-engage with SPB’s social media to see new behind-the-scenes views. In fact, before an event, we post themed graphics reminding students to follow us across all social platforms to receive an inside look at the event. This is particularly effective because it provides a direct incentive to encourage students to engage with us across platforms.

The most important posts we make on social media are the event announcement posts – particularly the artist reveal announcements. Although some may not realize it, these announcements are heavily preplanned in order to choose an optimal time and to leverage our full team. For example, we tend to post announcements on weeknights because we discovered our audiences engaged at higher rates during this time period. For example, if a concert artist is announced at 8 pm on Monday, all SPB members will plan to log onto their social media accounts around that time to share the announcement graphic and begin to build organic buzz.

And, when making these announcements, we publish a branded graphic as opposed to a strictly text-based status. These images can be pushed out through all social channels, are easily sharable, and are much more eye catching than text alone. They also reflect the level of professionalism and brand identity we emphasize in every communication.

## About the Authors



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# WHERE CREATIVITY INTERSECTS WITH REALITY

Four  
Recommendations  
for Bringing the  
Creative Process  
into Your Student  
Activities Program

By  
**COLIN STEWART**  
Illinois Wesleyan  
University





**YOU CAN'T WORK IN HIGHER EDUCATION** without hearing about creativity, innovation or using one's imagination. And there is no better place to foster the ingenuity of students than the world of student activities, no matter whether you're guiding them through the process of designing a one-of-a-kind homegrown experience, presenting the next big act, or marketing those specific events. They all invite ingenuity. However, with limited resources and higher expectations for success, being creative doesn't always come with ease.

### Where does creativity originate?

Is it inspired by the stars? Does it come from being around creative people? Is it achieved by drinking 20 oz. of water a day, or by seeing something beautiful?

Some would argue that your brain is the true source of creative energy. Your brain is responsible for everything you are and how you live in this intricate and ever-changing world. The human brain is a complex network that has more than 100 billion interconnected neurons (Kandel, Schwartz, & Jessell, 2000). It is the human brain that is responsible for every creative inspiration that is brought to life by human hands. It dictates personality, regulates heartbeat, and enables the learning of new languages.

This neuro-network is also responsible for making meaning of what your senses detect, along with helping you determine purpose. While there is some agreement on understanding the divisions of the brain, there is no formal agreement on precisely where the creative areas of the brain are centrally located (Beaumont, 2008, Runco, 2007). This would challenge the very concept of the creative, right-brained individual and even the notion of the creative type. Everyone has the opportunity to be creative in their own right. However, many have been discouraged from an early age from developing their natural gifts.

Most children grow up using their imagination, playing and fantasizing to help make sense of the world. When children use their imagination, it helps them develop and learn (Berk, 2004, Russ & Wallace, 2013, Yawkey & Bloh, 1977). Using imagination helps give human beings the opportunity to unlock their creativity and look beyond what is in front of them (Weisberg & Hirsh-Pasek, 2003). Research studies have demonstrated that using imagination develops counterfactual reasoning and making sense of complex environments (Buchsbaum, Bridgers, Weisberg, & Gopnik, 2012, Singer, 1999). Another study has demonstrated that children who use their imaginations are more creative, display problem-solving abilities, and are more creatively expressive (Russ & Wallace, 2013). Unfortunately, by adolescence, we are discouraged from using our imaginations, instead being directed to draw inside the lines and follow the rules. Student activities just happens to be the perfect place to pull students back into the creative fold.

The student activities field might benefit from focusing more energy on imagination, creativity and innovation. Singer (1999) states that "imagination is a special feature or form of human thought characterized by the ability of the individual to reproduce images or concepts originally derived from the basic sense

but now reflected in one's consciousness as memories, fantasies, or future plans" (p. 13). Vygotsky (1991) suggested, "imagination ... is a transforming, creative activity directed from the concrete toward the new concrete" (p. 84-85). However, where does imagination intersect with creativity?

### Creativity is difficult to define, understand, track and measure.

As the countless definitions of creativity have been reviewed, there have proved to be varying definitions. Kaufman & Baer (2005) said, "as a construct in abstract, domain-transcending ways, all creativity products come into being in some domain or field of endeavor" (p. xiv). While Singer (1999), as forementioned, said creativity is simply to "reproduce image or concepts originally derived from basic sense but now reflected in one's consciousness as memories, fantasies, or future plans" (p. 13-14).

From a systems perspective, "Creativity is any act, idea, or product that changes an existing domain, or that transforms an existing domain into a new one" (Csikszentmihalyi, 1996, p. 28). Wellings (2007) argues that the "most defining characteristic of creativity is that of novelty. To be creative means producing or thinking something new" (p. 164). Kleiman (2008) concluded, "though there may no single, 'hold-all' definition of creativity, there seems to be a general coalescing of agreement amongst creativity researchers that creativity involves notions of novelty and originality combined with notions of utility and value" (p. 209).

A true understanding of creativity is lacking for many, as, "in fact, creativity has (unlike other mental ability constructs such as intelligence) long been viewed as a 'difficulty' trait that is hardly amenable to research, and empirical studies on this topic were extremely scarce" (Fink & Benedek, 2013, p. 207).

### There are four steps to the creative process.

Researcher Graham Wallas created a four-step process in 1926 that is still applicable today. Wallas (1926) explained four linear stages – preparation, incubation, illumination and verification. This process includes identifying and investigating the problem from many angles. The incubation process includes your consciousness working out the problem even if you aren't directly thinking about it. The illumination stage occurs when the answer comes to you and verification involves confirming the answer works through testing. This approach can be readily applied to student activities. For example:

- You receive your task to design a new program.
- It settles into the back of your mind.
- Finally, the idea comes (the light bulb goes on) for what the new program might be.
- Then, you work out the logistics.

One stage not included in this process is assessment. The student activities field should be consistently proving its value through assessment efforts. However, with so many various definitions of creativity, it can be difficult to assess or



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evaluate its forms. How does one consider someone a creative genius and how are they evaluated? Kaufman & Baer (2005) suggested, “The important skills, attitudes, ways of working, guiding metaphors, standards for assessing creative performance vary widely from domain to domain” (p. xiv). It was also said that, “Creativity can only be judged on the domain and their rules/procedures, the field, and finally the individual person who is engaging with the domain/field” (Csikszentmihalyi, 1996). With creativity being so difficult to evaluate and changing from domain to domain, it is no wonder why so many don’t consider themselves creative.

While there are many challenges to creativity (i.e., defining, assessing and implementation), there are very many benefits arising from it. Creativity contributes to our efforts to bring liveliness, statements, and challenges to any work (Treffinger, 2007). Applying creative practices to student activities work can significantly change how the work is done with students. With the increase of social experiences and maturation of both emotion and intellect, adults can enjoy creativity with depth and complexity (Tsai, 2012). This is especially true in student activities, where students are charged with designing unique and dynamic experiences for their entire campus community. To build a creative organization does take time and thoughtful execution. Let’s now consider several recommendations to implement thoughtful, innovative changes in your student activities program. Much of my creative inspiration is drawn from the improv comedy world and I regularly use its concepts to apply to the work I do with my students.

### **Recommendation 1: Create an environment that’s open to creativity.**

Student activities by design is a social process. While there might be misconceptions that creative individuals are impatient and isolated individuals (Moran & John-Steiner, 2004, Runco, 2007), teams can infuse creativity within their process with ease and there can be remarkable benefits. We have all heard that “people help to support what they help create” and that is also evident in student activities. Moran & John-Steiner (2004) said “collaboration affects a creator’s identity through connection, reflection, flexibility, and stability” (p. 14). Creativity can also be used for learning, teaching, transformation and personal/professional fulfillment (Kleiman, 2008) and can be applied to student activities if the environment is conducive to doing so. However, building an environment that cultivates innovation will take time, patience and the freedom to make mistakes. Individuals who feel secure take much bigger creative risks because they feel safe doing so.

### **Recommendation 2: Create opportunities that connect to students’ identity development.**

Involvement in activities outside the classroom can impact identity and success (Astin, 1999). Josselson (1996) suggests that “identity is the ultimate act of creativity – it is what we make of ourselves” (p. 27). Within student activities, there are many opportunities to connect the activities with a student’s identity. For example, if you know that your student has a dance minor, there are plenty of opportunities for that student to create programs that are connected to dance. Furthermore, if your student is majoring in television production, you might encourage that student to create a television show that connects to the programming about which they are already passionate.

There are also many opportunities to connect to a student’s personal identity. If you know a student is passionate about men’s and masculinity issues, you could encourage them to design a program exploring manhood and what it means on their campus. If students are provided opportunities to explore their own identities while working on programs, the work won’t just stop after the program is completed. The godmother of improvisation, Viola Spolin, said that “the intuition

gained remains with the player in everyday life, for whenever a circuit is opened for anyone, so to speak, it is usable everywhere” (Spolin, 1999, p. 37).

### **Recommendation 3: Challenge students to think outside the box.**

You have probably heard someone say “think outside the box” or “dream big” at one point in your life. I have observed that merely saying these words isn’t nearly enough to change a student’s approach to doing things. Thinking outside the box can often be challenging and uncomfortable. To challenge your students to dream bigger is to spark their imagination for something unknown and that isn’t easy work.

When you help someone use their imagination, you are unlocking their creativity to move beyond what they can see in front of them (Weisberg & Hirsh-Pasek, 2003). Sometimes, this means you have to get your students started with a prompt before they can make the action their own. In other words, your students need to see you taking risks and modeling your own creativity. I have observed that once you have set the expectations and they feel comfortable, it will be easier for them to start developing their own creations.

WITH CREATIVITY  
BEING SO DIFFICULT  
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IT IS NO WONDER  
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THEMSELVES  
CREATIVE.

#### **Recommendation 4: Allow students to be creative in the moment.**

Things never go perfectly according to plan. Performers show up late, something breaks, and the unexpected happens. I have developed many exercises for students to help them think on the spot and many of these exercises are derived from improvisational theory and games. One of those principles is the “yes, and” approach, which involves accepting and building up another player’s suggestion by adding a new component to the scene (Aylesworth, 2008; Magerko et al, 2009; Salinsky & Francis-White, 2008; Sawyer, 2004). This concept makes sense in the abstract, but to accept and live in the moment can be challenging for most and a difficult feeling to replicate. Spolin (1999) found improvisation to be an act of “transformation,” an embrace of the unknown and a trust that all things are ultimately connected. You must create opportunities to develop your students’ ethos of accepting challenges and adding their own creative spins.

#### **Commit with an open heart.**

There is incredible value in fostering an environment where your students have the freedom to create, but you still must meet the goals of your programming board, office or department. As practitioners, we must assess learning and that can be difficult with many of the ineffable outcomes associated with creativity. For most, there are limited budgets and resources. Your staff also has to work together as a team to create programs, events and fun experiences for the entire student body. This work takes thoughtful planning and everyone can’t just improvise their way through training, expectations, and accountability conversations.

Creativity can add to your work, change the culture, and can be a lot of fun. This can all be achieved while being realistic about existing challenges. It takes a daily commitment and thoughtful change. However, creativity and intelligence are not the same thing (Jensen, 1998). To embrace creativity is to know the rules of the game (Csikszentmihalyi, 1991) and commit with an open heart to the creative nature of student activities work.

**BUILDING AN ENVIRONMENT  
THAT CULTIVATES INNOVATION  
WILL TAKE TIME, PATIENCE  
AND THE FREEDOM TO MAKE  
MISTAKES. INDIVIDUALS WHO  
FEEL SECURE TAKE MUCH BIGGER  
CREATIVE RISKS BECAUSE  
THEY FEEL SAFE DOING SO.**

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# FIVE AREAS TO CONSIDER IN FOSTERING INVESTED PROGRAMMING BOARD MEMBERS

By

**CHRISTINE LUCHT**

Hobart and William Smith Colleges (NY)

**Invested general members are a valuable and often neglected aspect of programming organizations that, if properly nurtured, can enhance the experiences of all involved.**

**PROGRAMMING BOARDS HAVE ALWAYS PROVIDED** significant and creative opportunities for student involvement. No matter whether they are showing a movie, hosting game shows, or presenting talent first seen at an NACA® National Convention or regional conference, programming boards are often the primary source for campus-wide events and entertainment.

Programming board officers are often seen as the core of any board, but general members provide additional contributions necessary to keep events fresh, creative and exciting for incoming students, and well-retained members can contribute much more than their flyer-posting ability! Every campus and programming board is unique and there is no one right way to ensure member success, but generating a plan that is tailored to your programming board is the first step in creating successful members.

There are five main areas each board should address as they strive to foster a strong and successful membership base:

1. Define membership,
2. Specify investment levels,
3. Retain members,
4. Assess success, and
5. Meet officer obligations toward members.

These areas are specifically important because of the impact they have on general members and the flexibility they can provide. Programming boards are meant to be flexible with respect to changing staff, developing creative ideas, and pursuing future initiatives – general member plans should be structured to do the same.

## 1. Define Members

Most programming boards have members who help distribute flyers, contribute to the set-up or take-down of events, and assist with social media marketing, but could they be doing more? The most important thing to consider when ensuring member success is establishing a definition of what their roles will be on the board and identify clear goals and outcomes for them. Think about the role of general members on your current board and how they fit into the system. What are members most often asked to do? Do they operate as a street team specifically for marketing purposes, or are they primarily involved in event set-up and breakdown? Can your members join at any time or are they required to submit an application? What are their experience levels and what are their roles on the programming board? All of these questions, and more, need to be answered before you can begin thinking about investment and retention of members.

You also need to consider factors such as the amount of time you would like them to dedicate to the board, any meeting requirements, and potential event planning development. Doing so can help you define what your board is seeking in its members. Each programming board has the opportunity to establish these definitions based on what works for them, and they can be modified as often as necessary.

Once you have clearly defined the role of general members, consider what you want them to get out of membership. Write realistic goals and outcomes for them and think of

ways you can incorporate these into your definition. For example, if a board's goal is to have at least 10 returning members in the fall, it will be important to emphasize retention efforts throughout the year and engage in community-building activities to reach the goal. General members can serve various purposes for a programming board, depending on its needs and culture. Although membership is different on each campus, each board should make it a priority to give their members the attention and tools they need to be successful in their roles.

## 2. Specify Investment Levels

All general members will have varying degrees of investment and that is perfectly okay. However, it will be important for officers to set expectations for varying levels of investment, based on the board's goals, and help support members throughout the process.

Work with your members with regard to where their interests lie to find ways you can help them invest in the programming board by giving them opportunities that are important to them. If you are unable to find an interest area or a middle ground, think about creative ways you can help get them invested – perhaps by seeking their personal suggestions on musicians to bring to campus or ideas you have for next year's homecoming. Never forget that for members to become invested, they must feel needed.

There are significant benefits to having members invested in the programming board, including the free marketing they will provide and the resulting larger and more diverse audiences. When members represent various diverse areas of campus, it is much easier to reach out to a wider group of students. Additionally, members might have some very creative ideas for events or enhancements to your marketing, so it can be very beneficial to include them in these conversations. You will not regret having solicited their input.

## 3. Retain Members

It is wonderful to have members who are invested in the programming board for a semester, but it is better to have members who come back year after year because of the incredible experiences they continue to enjoy. If your programming board never has returning members, it is crucial to evaluate your membership retention efforts and consider more intentional and interactive ways to engage your members. You do not need a budget, or at least not a large one, to keep members interested in the organization and coming back from semester to semester and event to event. However, if you do have a budget, creating a point system for swag or free concert/movie tickets is an option. Also, creating a system that results in at least one general member being able to attend an NACA® event with your programming board leaders is a great way for members to stay involved and invested and may inspire them strive to become an officer in the future.

Retaining general members can be done without a budget, though, and it can be done well. Thinking of ways to create

community with your members is a great way to ensure they feel a part of the team, establish friendships, and continue to come back every semester. For example, if you hold general member meetings, find ways to foster excitement and continuous engagement among the members. If you do not hold meetings, you can use a Facebook group and feature "Member Mondays," through which everyone can learn about all the members throughout the semester.

If you have the wall space, create a place where members can showcase themselves and feel welcomed when they come into the programming board area. Giving members a regular opportunity to come to the office, or work area, and interact with officers and advisors is a very easy way to encourage interaction and ensure retention. Building community between members, officers and advisers is necessary for success.

Eventually, it all comes down to relationships. If there are no connections or sense of community, there is no retention. Whatever may work for your campus and the programming board to ensure all members are getting connected, do it! Whether it is a banquet or a special event they can plan, make sure members are part of the team and involved in aspects outside of poster duty.

## 4. Assess Success

Just as with any specific program you produce, it is important to evaluate the success of the goals and outcomes you create for your members through assessment. There are a number of ways, both formal and informal, through which you can see where planning and actions are lining up with established outcomes.

A formal way of evaluating outcomes can be accomplished through a quick survey at a member meeting, on Facebook, through an instrument such as SurveyMonkey, or through email. This can help you continuously gauge the needs of your members and how to further assist them.

An informal assessment, on the other hand, might include checking social media outlets to see if your general members are retweeting or Snapchatting about your event and looking at who is attending those events throughout the semester. This can help identify members who are invested and those who might need extra help to get them connected.

No matter what assessment technique you use, make sure you are working toward the outcomes you have created for members. Not all members will want to continue with the programming board or be interested in getting further involved, and that is okay. With anything, there will be those who are not connecting or benefiting, but when you assess all members, you are able to identify those students early on and help them get connected or help them find another organization that might be a better fit for them.

## 5. Meet Officer Obligations toward Members

For members to be successful, programming board officers have additional obligations and must make a few sacrifices. The board needs to be adaptable to each individual member's needs and how they fit within the community.



Training officers with this in mind is the first way to ensure a successful board with invested general members.

There are various methods of getting busy programming board officers to assist general members. One of the most effective is to create “open hours,” during which general members can meet with officers, help with tasks, or just hang out in the programming board area or office. This is an effective, if predictable, way to ensure members are getting to be a part of the community while still establishing ground rules that help the officers continue to be successful.

Additionally, hosting general member meetings, setting up one-on-one meetings between officers and members, and hosting a retreat all help to ensure officers are able to meet their obligations toward general members. However, you do not want to overburden already busy officers and advisors, so keep this in mind when prioritizing your outcomes and member plan.

### A Few More Things to Keep in Mind

Set boundaries while still creating a sense of community and fun. Set open-door office hours instead of pursuing an open-door policy. This will allow the board and advisors to complete tasks without constant interruptions from eager members. This will also help give the office, or programming board area, a family atmosphere that all general members, officers and advisors will love.

Understand that not all members want to become future programming board officers. Thinking they do is a common misconception that can be detrimental to the success of your members. Many members show up because they love helping and want to get involved. It is okay if they do not ever want to be an officer – they are still invested and want to contribute.

General members on programming boards are often seen as being task-oriented and are great at posting flyers and setting up events, but they have much more potential. Establish goals and outcomes, create plans, and ensure development to keep members interested, excited and invested. You will be surprised to see what members can accomplish and contribute if you give them the right tools and opportunities.

Lastly, if what you are doing to recruit and retain members does not work, try something different. It is not unusual to scratch plans and go back to the drawing board for events, and it will happen with your general member plans and outcomes, too. It may take a few tries for your plan to fit the board structure, campus culture, and everyone involved, but you will find something that works best for your programming board. If need be, make smaller improvements throughout the year until you find the fit that works best for everyone involved.

IT IS WONDERFUL TO HAVE MEMBERS WHO ARE INVESTED IN THE PROGRAMMING BOARD FOR A SEMESTER, BUT IT IS BETTER TO HAVE MEMBERS WHO COME BACK YEAR AFTER YEAR BECAUSE OF THE INCREDIBLE EXPERIENCES THEY CONTINUE TO ENJOY.

### About the Author



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# HAPPY HOLIDAYS

*...from the NACA® family  
to yours, enjoy this joyous  
holiday season.*



# Meeting Across the Miles: **COORDINATING YAWN-FREE VIRTUAL MEETINGS**

By  
**AMMA MARFO**  
Emmanuel College (MA)

Take a moment  
to consider the  
following question.  
I promise not to  
judge your  
answer:

**What do  
you do  
during  
conference  
calls?**





**WHILE WE'D ALL LOVE TO BELIEVE** our long-distance meetings are met with rapt attention and copious note-taking, it is far more likely your calls are competing with other work, emails, eating, video games, online shopping – even exercise! (Gavett, 2014). Virtual meetings have the potential to be a powerful tool. They can unite remote or long-distance teams, or they can fill the gaps for a locally based group when members are on vacation or studying abroad. But how effective can they be if “attendees” are more interested in their online auction or fantasy sports lineup than what you’re trying to accomplish?

If we’re totally honest with ourselves, the inattention that threatens the productivity of our virtual meetings affects our in-person gatherings, as well. The disengagement threat exists in both venues. But the question is, “Why?” Patrick Lencioni, management consultant and author of *Death by Meeting* (2004, p. 223), has provided my favorite answer on the topic. He attributes bad meetings, irrespective of type, to three main causes:

1. **Lack of drama:** Meetings are typically designed in such a way as to encourage innocuous conversation. Innocuous conversation is drama-free and, therefore, boring.
2. **Lack of context and purpose:** Too many leaders treat meetings as catchalls, as a venue to be all things to all attendees. This strategy dilutes focus and leads to disengagement.
3. **Lack of commitment:** The result of the convergence of Nos. 1 and 2, a relentless effort to commit team members to a boring and disengaging meeting format spells trouble for productivity and morale.

As someone who participates on virtual teams often and has learned to let them yield positive and productive results, I’d like to share a few tips to ensure that temptations to misbehave are at least rivaled (if not overtaken) by the desire to be part of something significant.

## Create a Collaborative Agenda

My cardinal rule when overseeing a virtual meeting is, “This has to differ from an email.” That is to say, a group of people shouldn’t be gathered to listen to something they could easily read. The collaborative agenda is one way to solve that.

These agendas are distributed before the meeting in a shared document (such as a wiki, or Google Drive/Microsoft SkyDrive file) so that progress reports and other general “nice-to-know” information are available to all on the team without taking valuable time from the meeting at hand. Discussed in their place are initiatives, challenges and questions that would benefit from the intelligence and experience of those on the call. Allowing for conflict and conversation, rather than solo reporting, is what keeps the process engaging – the required attention and thinking of its participants. And you’ll note, at this point, there is an evolution from *attendee* to *participant*.

## Set a Time Limit

In addition to running intentionally collaborative meetings, I also take pride in running short meetings. Talking on the phone or over virtual platforms like Skype or Google Hangouts (great for those looking to engage the more visually inclined members of a team) is only interesting for so long, so I try to capitalize on strong energy while I have it.

While most in-person meetings are slated for an hour, I (generally) seek to slate these meetings for 30 minutes. Once report-outs are relegated to a written format, you’d be surprised how well this time limit can work. If you feel it necessary, set time limits on issues you sense could be time consuming. A set window for discussion on these matters can help eliminate repetition and stalling. With that said, if items do exceed the time limit, you can return to them at a later date or address them further in another venue.

**ALLOWING FOR CONFLICT AND CONVERSATION, RATHER THAN SOLO REPORTING, IS WHAT KEEPS THE PROCESS ENGAGING—THE REQUIRED ATTENTION AND THINKING OF ITS PARTICIPANTS.**

## Include Essential Personnel, Only

Particularly when seeking to accomplish work as part of a virtual team, it’s important to make sure only those who truly need to be on calls or gatherings are included. Not only is it considerate of the time of all involved, it keeps phone lines or virtual bandwidth free of clutter and confusion. Some tools, anticipating this concern, will limit the number of callers you can support (including two of my favorites, Google Hangouts and UberConference, which limit you to 10). These limits will encourage you to be thoughtful and discerning about who makes the invite list.

## Declare Meeting Intent Early

Lencioni outlines multiple types of meetings, each with sharply different purposes and corresponding time limits (p. 235):

- **Check-Ins:** five to 10 minutes, designed to share daily/current schedules and activities.
- **Tactical:** 45 to 60 minutes, designed to review weekly activities and metrics and to resolve tactical obstacles and issues.
- **Strategic:** one to two hours, designed to discuss, analyze, brainstorm and decide upon critical issues affecting long-term success.

The time limit of 30 minutes I mentioned earlier is the one I recommend for tactical meetings (the type we most often have).

When the purpose of your meeting is declared early and openly, it can provide a way to effectively address the tangents that often derail or extend meetings. If a strategic concern comes up during a tactical meeting, threatening your progress, it can be tabled for a different meeting (of a different type and length) without devaluing the thought or the individual expressing it.

My final tip: make administering and iterating the process collaborative. So much disengagement in meetings comes from the idea that these periodic gatherings are happening to us. But a collaborative approach could be key in raising engagement. Consider passing the reins around your core team, with members sharing the responsibility of crafting agendas, leading the meeting, and developing icebreakers or agenda activities (another great tool for keeping virtual teams on their toes). Doing this provides a sense of engagement and keeps participants attentive to not just the content, but also the structure and proceedings of a meeting.

Meetings are an inevitability. They foster teamwork and ensure that a shared vision is being executed in a coordinated fashion. But the level of dread that often accompanies them doesn't have to be, even if that meeting is taking over the phone or online. Don't let bad meetings happen to you – create drama, establish context and purpose, and foster commitment to lessen the yawns and increase the excitement.

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## About the Author



**Amma Marfo** is Assistant Director of Student Activities at **Emmanuel College (MA)**. She holds a bachelor's degree in communications from the University of Rhode Island and a master's degree in education from the University of South Florida, where she served as the Graduate Advisor for the Center for Student Involvement. She also previously served as Assistant Director of Student Activities at Florida State University. Active in NACA, she served as the 2015 NACA® National Convention Educational Program Coordinator. Also involved with NASPA, she has served as its Community Engagement Coordinator. She is the author of the books, *The I's Have It: Reflections on Introversion in Student Affairs* and *Light it Up: Engaging the Introverted Student Leader*.

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**INNOVATION**  
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it's all about the

# VOLUNTEERS

# 2,000

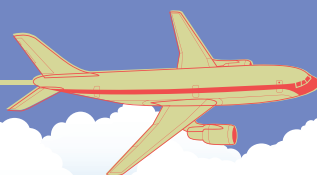
Average number of volunteer hours it takes to plan a NACA® event

(That works out to about 90 hours per volunteer—over 2 full work weeks!)



# 200 MILES

Average distance traveled by volunteers to events



# 30

Average number of volunteers it takes to plan a NACA® regional conference



# 100+

Average number of volunteers working on site at a NACA® regional conference

**WHY VOLUNTEER?**  
EXPERIENCE IT'S FUN!  
IDEA SHARING  
NETWORKING  
SERVICE EVENT  
PLANNING  
PROFESSIONAL DEVELOPMENT

# A DECADE

Longstanding NACA® volunteers average 10 years of service to the association!



# 25%

Percentage of NACA® member schools with active volunteers  
#notenough #wecandobetter

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Visit [www.naca.org](http://www.naca.org) 24/7 for opportunities or contact Laura Jeffcoat at [lauraj@naca.org](mailto:lauraj@naca.org).







# 6 TIMES LEADERS AND MEMBERS MIGHT FEEL UNCOMFORTABLE —AND WHAT YOU CAN DO ABOUT IT

By  
**REBECCA RYAN**  
Wentworth Institute of Technology (MA)

**T**HERE ARE TIMES WHEN GROUP INTERACTION CAN BE UNCOMFORTABLE. BUT WITH AWARENESS AND PROACTIVE APPROACHES, LEADERS AND MEMBERS CAN ALL FEEL THEY ARE PRODUCTIVE AND VALUED MEMBERS OF YOUR ORGANIZATION.

## LEADERSHIP

### 1. The Leaders of the Group Clearly Don't Remember My Name ...

The importance of simply being aware of who is in your organization cannot be overstated. You can smile and point at someone only so many times before it becomes clear you have not taken the time to learn the person's name. Everyone in a volunteer-based organization has interest in what's being discussed and accomplished and, therefore, deserves to be acknowledged as part of the group. Do whatever it takes to learn names – and remember them.

Furthermore, commit to getting to know each member through what they are willing to share. Learning everyone's reason for joining the student organization will be helpful for you in understanding what strengths they bring to the group as a whole. It will also instill a sense of acceptance in new members who can see that their leaders are interested in their potential contributions and are invested in their growth.

Find a technique that will help you get to know each member of your organization. Be intentional about doing so right from the beginning. Forget the old round-robin technique of stating names and fun facts – make the first icebreaker interesting:

Create a visual that will help everyone get to know each other. Create a photo booth. Grab a camera, use any old props that are lying around, and have everyone write on a card or sheet of paper their name and a talent or interest they have that relates directly to the organization's mission and will lend itself to the group's success. Post the photos on social media with everyone's permission, or even in a blog dedicated to updates and information regarding the organization. This effort can inform the rest of the campus about the organization and generate interest and creates a solid record of members with which leaders should familiarize themselves. Not to mention, it replaces a boring spreadsheet!

### 2. The Same Person Is Always Volunteering ...

We all know those people whose hands are the first to shoot up in response to a request for a volunteer. Some members are simply itching to be involved and are not shy about it. It is easy for leaders to become uncomfortable in this situation, since you want everyone to equally learn through experience and feel included. First, see this situation positively. The students who are always volunteering are passionate about contributing to the success of the organization. You know you'll be able to count on them for a helping

hand, but be intentional about which tasks you give them:

Get to know them, discover their strengths, and call upon them personally for tasks at which you know they will be good, and into which they will love to pour their energy. This way, you can alleviate some of the “here we go again” awkwardness for the rest of the group, while also demonstrating you graciously accept help and make the effort to interact with anybody who is willing to step forward.

Along these same lines, remember the importance of delegation. Once you've assumed a leadership role, it's safe to say you know your stuff. You've had many valuable experiences and much trial and error to get to where you are. It's quite possible you could run the show yourself, but that would defeat the purpose of a group coming together with a common goal. It is important to divide and conquer so that all members have a chance to contribute and know their abilities are trusted. Everyone who is willing to put in hard work deserves to feel a sense of ownership in the achievement. Furthermore, delegating tasks makes you less likely to burn out, and you can devote all your energy to doing your best work.

## COMMUNICATION

### 3. The Leaders All Sit Together and Share Inside Jokes ...

It can be tempting to sit with your friends at board meetings. After all, you clearly have common interests, and once you've reached the level of leadership, you've spent lots of time together. However, it can send the unintentional message to new members that they are not welcome. In a successful organization, communication is key and not all communication is verbal. In fact, body language and physical space speak louder than words, particularly when newer members are developing first impressions. Be mindful of how the room is set up for your first meeting of the school year. The executive board lined up at the front of the room facing the group courtroom-style can be intimidating. New members should not feel inferior, or that reaching a level of leadership themselves is unattainable. Communicative success will vary from group to group, especially based on the size of the group, but try either of these setups:

1. Form a circle with desks or chairs and have leaders spread out around it. This creates a sense of equality in membership and is also most effective in terms of actually seeing and hearing one another.
2. Ditch the chairs entirely. If you are able, hold the meeting outside or in an unconventional space, such as an on-campus pub or in a casual lounge space. Eliminating the traditional meeting setting shows innovation and openness to new ideas.

Whichever setup works best for your organization, the most important thing to remember is that new members want to help. Being mindful of how you're communicating and, in turn, welcoming members, will create optimal opportunities for new friendships, as well as growth for individuals and the group as a whole.

Keep in mind the impact of verbal communication, as well. Just as you like to sit with your friends, it's easy to get off track and reminisce about past experiences. While it's important to consider previous trial and error, be sure not to focus on it too much. Each year brings a fresh group of new faces and imaginations. Dwelling on the past limits what you can accomplish here and now, not to mention it bores new members to no end. Remember that you have endless opportunities to make new friends and create new memories.

## **INCLUSION**

### **4. I Feel Like I'm Not Doing Anything ...**

Every member of an organization may feel underutilized at some point. Especially at a time during which little needs to be done, or in working with a large group, it is often difficult for everyone to be doing something. The most important thing to remember is to be transparent. There is no shame in being honest about simply not having much work to do. Don't create busy work. Communicate your expected timeline for future plans and be sure to follow through. When opportunity for action arises, get everyone involved.

Members are present because they are interested and they want to be involved. Just as delegation is important in productivity, inclusion is essential to positive morale and retention. Be sure to express gratitude for their willingness to help and recognition for hard work and progress, and you will be pleased with how many people stick around.

There are many methods for recognizing and retaining members of your student organization. Every group will find success through different techniques, but here's an idea:

Use a point system. Each event a student works, or each task they complete, is worth a certain number of points. At the end of the semester, host a VIP event that members who have reached certain numbers of points get to attend. This shows members that leaders are both interested in their involvement and are aware of how much time and energy everyone is investing.

Reward systems won't always work, though. If the reward systems feel competitive or exclusionary to members, switch to good, old-fashioned verbal praise or thank-you notes. The most important thing is for leaders to be aware of and grateful for members' hard work. Some student organizations create mentor programs, in which a seasoned leader is paired with a new member or a group of new members. The leader acts as a familiar face and a safe source for answers to questions or responses to concerns.

## **PURPOSE**

### **5. A Leader Has a Bad Attitude and Isn't Good at Hiding It ...**

Everybody has an off day here and there. Especially for student leaders, it's easy to spread yourself thin when you're splitting time between schoolwork, a social life and co-curricular activities. When you're stressed or otherwise aggravated, people notice. It's important to lead by example and always emit positive energy to keep up group morale. If you get burned out, your committee will, too. Learn your patterns of productivity, and when you feel yourself losing focus, take a step back to do whatever you need to relax and recharge, even if you don't think it fits into your schedule. Allowing yourself time to reenergize means being able to put adequate effort and energy into all your commitments.

Try to frame everything you do in terms of purpose. The reason we choose to do the things we do in the first place can get lost in the day-to-day routine. As part of your first meeting of the year, or in a retreat or similar setting, try an activity like this:

Have everyone write themselves a letter about what they are most excited about for the organization. Onset times like these are when people are most energized and positive. Decide on a time at some point later in the semester when everyone will read the letters. This will remind them how excited they were about what they could accomplish before the hustle and bustle of the school year began to take its toll.

## **OWNERSHIP**

### **6. There Are 100 More Productive Things I Could Be Doing ...**

In addition to getting all members actively involved with the organization, there are a number of factors to consider in instilling in everyone a sense of ownership in its success. Productivity doesn't include only those tasks that need to get done. Through co-curricular activities, student leaders gain skills they would not necessarily learn in the classroom. Student organizations bring students with similar interests together and create opportunities to gain skills that can translate to future careers and life in general, such as managing a budget, working through conflict effectively, managing time, and learning to speak publicly.

Leaders must find a way to communicate to members they are doing more than planning events, and that they, too, are benefitting in more ways than they realize:

**FIND A TECHNIQUE THAT WILL HELP YOU GET TO KNOW EACH MEMBER OF YOUR ORGANIZATION. BE INTENTIONAL ABOUT DOING SO RIGHT FROM THE BEGINNING.**



Spend time with your fellow leaders making a log of something positive every member has done to contribute to the team. Turn this list of accomplishments into a list of superlatives or awards to be announced to the group. For example, if someone did a good job speaking to the group, award them “Most likely to become President of the United States,” explaining that they did a fantastic job with public speaking. Silly as this may seem, members will be surprised to learn that someone noticed their hard work, while understanding that they were developing a transferable skill, even if in such an informal setting.

Whether you like things as they are, or you’re apprehensive about new members joining for any other reason, always frame new membership positively. The survival of your organization is reliant on sustaining interest. When you graduate, you’ll want strong, dedicated members to carry on the group’s legacy and to continue in its success. New members add to the organization’s numbers and strength, but embracing and mentoring them will only make your own skills stronger. Through the explanations you provide to them, you’ll be forced to consider your mission and day-to-day functions objectively. This is an opportunity to remind yourself why you got involved in the first place and keep you from becoming complacent.

## Take Advantage of This Special Time

Remember to lead by example, communicate effectively and often, include everyone, constantly remind yourself of the group’s purpose, and allow each and every member to join in the sense of ownership. College is a special time with endless opportunities for growth. Take advantage of the chance to engage with an entire group with a similar passion, and constantly challenge yourself to recognize all the positive outcomes that are possible. There is nothing quite like the camaraderie and interpersonal relationships developed during this time of life, so work hard, have fun, and be a strong leader!

## About the Author



**Rebecca Ryan** is Coordinator of Commuter Student Programs at **Wentworth Institute of Technology (MA)**. She recently earned a master’s degree in administration of higher education from Suffolk University (MA), where she was a Graduate Fellow for Student Leadership and Involvement. She was also a National Orientation Directors Association (NODA) Intern at Columbia University (NY), a Graduate Assistant for Student Development and Commuter Affairs at Massachusetts College of Art and Design and an Intern for Student Engagement at Merrimack College (MA). She was a Graduate Intern for NACA® Northeast in 2014, where she presented an educational session on which this article is based.

# NACA® CORE VALUES

## STEWARDSHIP

Make fair and strategic decisions about the use of Association resources with a focus not just on the particular program, but for the long-term health of the Association.

## INNOVATION

Imagine and create new opportunities, improve experiences, and anticipate the needs of our members.

## COMMUNICATION

Enhance relationships through the effective, efficient and timely exchange of information and ideas.

## RESPECT

Commit to see and celebrate the unique value in ourselves, others and the Association.

## LEARNING

Provide opportunities for the acquisition of knowledge, skills and competencies.

## INCLUSIVITY

Create, with intention, environments where all people can thrive and be successful.

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.

# THE WORLD DOESN'T END AFTER COLLEGE

## Choosing a Career in Student Affairs

What if you've spent the last four years working towards your undergraduate degree and have discovered you've prepared yourself for a career that isn't quite what you thought you wanted?

By

**KYLE JOHANN**

The University of Central Missouri



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## What do you do?

Have no fear: you are in luck. Working in student affairs is an option you might not have considered. When you pursue a career in student affairs, you are able to continue enjoying many of things you loved about your college years and go a step further by helping others to have enjoyable and productive college careers.

## How do you go about it?

Some people apply for jobs in student affairs right after graduation, but many people choose to attend graduate school before starting their professional careers. If you choose to go to graduate school, there are important questions you need to ask yourself, and you will need to consider whether you want to relocate geographically, as well as what area of student affairs you would like to pursue.

## What do you want to do?

The student affairs field offers many different areas in which you can specialize. My experience in student affairs began as an undergraduate when I served on my campus programming board and became involved in residence life. Both of these were gateway experiences for me. At first, I was involved because I enjoyed it, but once I realized I wanted to go into student affairs as a profession, I began intentionally getting involved in different aspects so I could discover which area would be a good fit for me. Some areas within student affairs rely more on transferable skills than others. What is important is that you get a feel for what you want to do.

## How do you find the right graduate school?

When I started my original graduate school search, I utilized two online search engines – NASPA (Student Affairs Administrators in Higher Education) and the American College Personnel Association (ACPA) both offer Graduate Program Directories. They are very useful when you are just beginning your graduate school search and allow you to focus your search to help you find the institution that is right for you.

## What type of school do you want to attend?

There are many factors that will influence where you choose to go to graduate school. Do you want to attend a public or a private school? I attended a private school for my undergraduate work, so I chose to attend a public institution for graduate school, which gave me a chance to have a different perspective.

## What size of school do you want attend?

I attended an undergraduate school with about 3,200 students, so I wanted to experience a bigger campus and a larger student population. Where do you want to go? How far away from home are you willing to go? Originally I was determined to stay within three hours of home, so I used that as a search parameter.

## Do your prospective graduate programs offer graduate assistantships?

If you aren't aware of graduate assistantships, please understand they are the saving grace of graduate school. Assistantships often help pay for your education and they can have other benefits, such as offering you experience in the area in which you want to work in the future.

## What other things should you consider when searching for graduate programs?

While graduate school directories are a great start to finding out where you should pursue your education, you also need to make sure to tap into other resources available to you.

**Professionals** – There are many professionals with whom you can network, such as the current student affairs professionals on your undergraduate campus. Each one has a different story to share about how they got to where they are. Each did something unique that may help you determine where you want to go.

You can also network with professionals at various conferences. For example, participating in NACA® conferences helped me meet professionals from colleges and universities near my undergraduate institution. I was able to learn about more graduate programs than I would have been able to, otherwise.

I talked to many professionals throughout my graduate school search process. I wanted to know how they got to where they are today. Did they attend graduate school immediately after college? What positions did they hold along the way? Had they always known what they wanted to do? What influenced their graduate school decisions? These are just a few questions you might ask, although, ultimately, what you ask is up to you.

**Other students** – Many of your peers are also engaging in the graduate school search process. Connect with them to learn which programs and schools they are considering.

**Campus visits** – After you determine where you want to apply, visit the campuses so you can get an initial feel for what the schools are like. I did two campus visits before it came time to apply and they were enjoyable and useful. I was able to get information about both campuses and learn more about their programs, as well as meet students and faculty at each program.

## What does the application process entail?

Each program has its own specific guidelines for applying, and each has different requirements regarding the materials you need to submit. Some programs require letters of recommendation, some require a résumé with a cover letter, and some require you to answer essay questions. You must check with each program regarding application requirements.

**Application due dates** – These will also vary. My application due dates ranged from Dec. 15 to Jan. 31. However, I made sure to turn in applications well in advance to ensure I had assembled all the required materials and had submitted them on time. Your application is going to take some time to assemble. You want to begin as soon as possible on each of the components.



**Letters of recommendation** – The majority of the programs to which I applied required letters of recommendation. I requested these letters from three different people – two professionals in higher education who could attest to my work ethic and value as an employee and a third person who could provide a character reference. The two professionals worked in the area where I hoped to get assistantships in student activities. In addition to references from supervisors, you will want to get a letter of recommendation from a professor or academic advisor. Not only are you applying for assistantships, you are also applying to gain admittance into the program, itself.

In securing letters of recommendation, you have the option to review them or have them sent directly to the program for which you are applying. Reading letters of recommendation is wise, though, because you will be aware of what is being said about you, which will help you better know your strengths.

Writing a letter of recommendation is not always the easiest thing for a professional to fit into their schedule, so make sure to ask for letters as far in advance as you can. If you can make sure the process is not rushed for the writer, the better it will be for you.

**A résumé** – Every program and graduate assistant position for which I applied required a résumé. Your résumé is a dynamic document that should constantly be updated based on your experiences and positions for which you apply. Depending on what positions you are seeking, your résumé should highlight your talents and why you are the best fit for the position under consideration.

Make sure your résumé does not contain any errors. A typo in a résumé can be what keeps you from getting an interview. To help prevent this, make sure you get as many people as possible to review your résumé. Rely on others in your department, but don't stop there – your institution likely has a career services department that can assist you. I utilized career services many times while preparing my application. The department helped me review and edit my résumé until it was virtually perfect.

**Interviews** – After you complete your submission, the waiting game begins to find out if you will be granted any interviews. For me, the wait varied from one week to one month after the final application date. Your wait will depend on each college and its review process.

If you are invited for an interview day, it can provide you a number of significant opportunities. If you have not seen the campus yet, you will have the chance to discover it. Each campus is unique and will offer something different from others you might visit. In addition, you may get to see what the local town is like. Depending on the institution and its location, you might discover that the college is the town, or the college is located within a larger municipality. Each has its benefits.

You will also get to meet current graduate students, who are an integral part of interview days. They help guide you, assist with interviews, and give you an idea of what the college and the program are really like. Take advantage of the social time you have with graduate students on interview

days because they also help you understand what your classes and professors will be like. At interview days, you usually get to meet department faculty. Sometimes you simply meet them, while at other times, they interview you.

It is extremely important that you prepare well for the interview day. Your preparation sets the tone for how you proceed and helps calm any nervousness you might feel during your interviews.

**SOME AREAS WITHIN STUDENT AFFAIRS RELY MORE ON TRANSFERABLE SKILLS THAN OTHERS. WHAT IS IMPORTANT IS THAT YOU GET A FEEL FOR WHAT YOU WANT TO DO.**

Interview preparation is another good time to utilize your career services department. At my undergraduate institution, career services assisted me in setting up mock interviews, which helped me gain confidence and practice in expressing myself. They also showed me areas in which I needed more development. For example, I discovered I needed to become more knowledgeable about the colleges and programs to which I was applying.

As a result, before each interview day, I did research about each of the schools to which I was applying, as well as on programs they offered. I learned about traditions at the schools, as well as any connections I might have with the institutions. In addition, I did my best to find information about any programs I could potentially supervise, which allowed me to discuss the experiences I had already accumulated and how they made me a strong candidate for the position for which I was applying.

One area in which I wish I had prepared myself better was knowing the mission of each school to which I applied and how I connected with that mission. Anyone can visit a college and say they like the events and programs they offer, but not everyone will be able to connect to the school and show they truly understand what the school does.

### **What is the best advice you can receive?**

In the end, the best advice I was given was to be myself. When you show people who you are, you end up where you belong.

### **About the Author**



**Kyle Johann** is a Graduate Assistant for Student Leadership at **The University of Central Missouri**, where he is pursuing a master's degree in college student personnel communication. He holds a bachelor's degree in organizational leadership from Carroll University [WI]. He served as a Graduate Intern at the 2015 NACA®

Central Regional Conference, as well as a Graduate Intern for the 2015 National Orientation Directors Association (NODA) Annual Conference.

# Clean Your Own Mirror: 6 Necessary Duties to Lead and Influence People

By Dan Gheesling

Reviewed by **Nicholas D. Barbati**  
Rider University (NJ)

**Goal setting isn't always the sexiest leadership exercise, but it can be when it comes from someone who wanted to make an impact on millions of people and did. By sharing his own personal goals, ... Gheesling shows dreams do come true if you care enough to make sure they do.**

**ANYONE FAMILIAR WITH DAN GHEESLING** as the winner of CBS's *Big Brother* knows he possesses gold-standard level charisma and a shockingly rare ability to lead, organize and influence. In his post-reality TV career, he has emerged as a speaker on the college circuit. His new vocation comes with the unique intent of transferring the skills he showcased to millions of homes weekly to the intimate classroom setting in an effort to develop a new generation of leadership that encompasses the approaches that have made him successful. In his 2014 book, *Clean Your Own Mirror: 6 Necessary Duties to Lead and Influence People*, he outlines leadership approaches that are so practical, so relatable and so relevant they speak to college students in a way in which any advisor or administrator would dream.

I should warn you in advance about the book – it is witty, charming, and easy and enjoyable to read. It is in many ways the antithesis of a leadership handbook. With that said, Gheesling's book has become a go-to manual for Rider University's Emerging Leaders program with results that are simultaneously instant and long-lasting.

## Finding Dan Gheesling

I was first introduced to *Clean Your Own Mirror* at the onset of its release. Gheesling had recently presented to my Student Entertainment Council leaders, and I had been told the content of his upcoming book would be similar in content and tone to his presentation. This thrilled me because during his time at Rider, he was extraordinarily accommodating by dedicating time to discuss the specific needs of our students, my expectations and those of the planning

committee, as well as crafting a presentation message that was unique to us. As he encourages others to do in *Clean Your Own Mirror*, he actually “gave a damn” – his words, not mine – and it made all the difference.

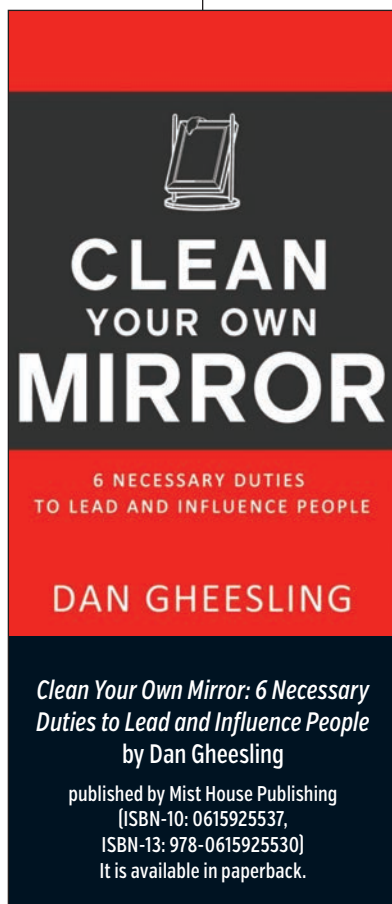
While his presentation was humorous and relaxed, the message was what mattered most. I, like other campus activities advisors, have seen and heard my fair share of speakers, but I caught myself saying “Ah-ha!” out loud. I relived that experience page after page in reading his book, as *Clean Your Own Mirror* captures that enthusiasm and actually reads as one cohesive positive head nod to the modern student

leader. In fact, the student-centered service he provided Rider is exactly the style of leadership he encourages college students to employ in both his book and his presentation. He talks-the-talk and walks-the-walk.

## The Principles

In order to preserve the firsthand reader experience, I'll refrain from giving away the complete list of the professed six necessary duties to lead and influence people, but I will share that the steps are epically titled and totally true to the college student age range.

A favorite of mine includes, “Listen Like It Is Your First Date.” Here, Gheesling challenges students to put the same effort into communicating with their teammates as they would with a crush during their first time out together. In the text message and email generation in which the modern college leader lives, a thought like this, which would have once seemed obvious, now appears positively radical. What? Communicate via talking and actually converse in a back-and-forth



conversation? Stopping yourself from telling your own story as you learn about someone else? In 2015, it might sound extraordinary, but it is solid, good old-fashioned advice.

I especially connected with the principle that inspired the book's title, "Clean Your Own Mirror." Here, Gheesling reminds the reader to not ask others to do what you yourself would not and to always keep your view of the landscape clear. This is the Golden Rule on steroids. Hardly groundbreaking, but definitively important, this chapter drives home a point he introduces early in the book – leaderless environments are dangerous. For a leader to gain followers, though, they must do so by gaining credibility with followers by being kind and being fair.

Clever titles aside, the passages are eloquently worded in ways that are transferable to student government boardrooms, intramural courts, and programming board concert planning groups. In fact, the principles are in many ways a good reminder to any age group regarding the basics of being a good person. For us college administrators, often our success is gauged by our efforts in shaping students who are exactly that.

The section titled "Be Like A Drive-Thru" is structured in a way that has a double meaning – to be available to your team at mostly any time and also to be open to new ideas and prospects. While any advisor would love their students to embrace the latter attribute, care must be taken in presenting the former. On its surface, encouraging students to be so readily available does somewhat contradict our desire for them to have a healthier work/life balance. Presented with nuance, though, as Gheesling does, to at least have the team know that, as a leader, you will always be there to support them does clarify an otherwise timeless dilemma student leaders and their advisors face.

## Words in Action

Perhaps the best element of the lessons presented is the collection of supplemental situation case studies, action steps and added explanations Gheesling uses to keep his suggestions out of the philosophical doldrums into which many leadership books tend to fall. The practical, realistic scenarios play out in ways with which students can identify and can put into practice. When Gheesling gave his Rider presentation, he stressed that true leaders step aside and let their followers "eat first" and simultaneously make sure the entire team is included in those moments of bonding. Upon hearing that message, a group of students recognized that one of their fellow classmates had been eating meals alone and subsequently invited her to join them at the next meal.

The invitation was a transformative one for that student, who was struggling with the transition to college, and allowed her to make her first group of campus friends. The student subsequently reached out to Gheesling to thank him and he

shares that anecdote in *Clean Your Own Mirror*. It is nearly impossible to read the passage about how this young woman emerged from the despair of the lonely world that can be the first weeks of college and not connect to both the student and the leaders who intervened. It is a lovely story and the best testament to how the approaches of *Clean Your Own Mirror* can be used for more than simple leadership conversation.

## Next Level Leadership

Putting the lessons of the book into immediate action would be enough for an advisor to invest time in Gheesling's vision, but it is the investment in future growth where the book really

excels. He challenges students to develop goals in such a genuine way that the reader cannot help but feel inspired to look inward to their heart's passion and really process where they are going and what they want to achieve. Goal setting isn't always the sexiest leadership exercise, but it can be when it comes from someone who wanted to make an impact on millions of people and did.

By sharing his own personal goals (which weaves his *Big Brother* experience nicely into the narrative for fans), Gheesling shows dreams do come true if you care enough to make sure they do.

There's something poetic and prophetic

about seeing in writing his notecard that set the path to him becoming a television icon. That's really his guiding principle, though, which he has now shown on *Big Brother*, to students in campus lecture halls, and in his writings. As one of college football's youngest coaches, he best connects when training the reader to size up the goal post, develop a play, take possession of the ball, and charge ahead. In that regard, *Clean Your Own Mirror* scores.

## ABOUT THE REVIEWER

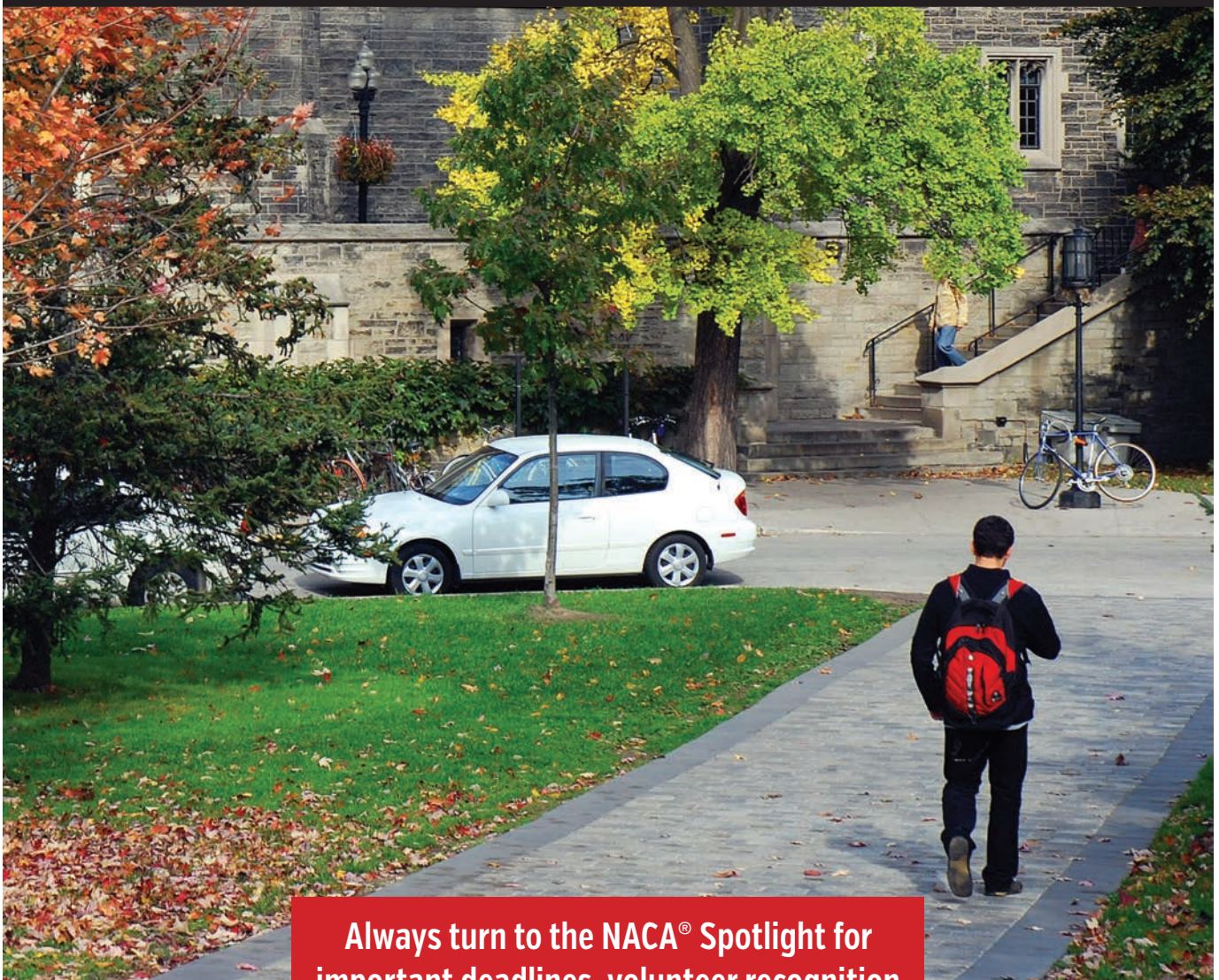


**Nicholas D. Barbati** is Assistant Director of Campus Life for Activities and Student Engagement at **Rider University (NJ)**, where he earned a bachelor's degree in political science and a master's degree in organizational leadership. He is also serving as advisor to Tau Kappa Epsilon, Epsilon-Zeta Chapter, at the institution, having previously served as advisor for the Lambda Theta Phi Latin Fraternity Incorporated, Iota Chapter. In addition, he has served as the Gay-Straight Alliance advisor on campus, as well as a Campus Mediator through the Office of Community Standards. He has made presentations on student government and gay-straight alliances and has earned a number of honors, including being named Campus Event Planner of the Year by *College Power Performers* and *Superior Programming Magazine*.

The Leadership Development Book Review Series provides reviews of books that share information useful to student activities and campus engagement practitioners and the students they serve. If you would like to recommend or review a book, contact *Campus Activities Programming*® Editor Glenn Farr at [glennf@naca.org](mailto:glennf@naca.org).



# NACA® SPOTLIGHT



Always turn to the NACA® Spotlight for important deadlines, volunteer recognition and more about YOUR Association.

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DAVID VALE,  
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OF AKRON (OH)

# NATIONAL CONVENTION UPDATE

By  
**MICHELLE WHITED**

2016 National Convention Program Committee Chair

Planning for the 2016 National Convention is moving forward at warp speed. We are in the process of finalizing details in terms of featured speakers, educational sessions and areas of focus. As the National Convention Program Committee continues to Imagine the Possibilities for the Convention, we decided to make some changes to the schedule in order to get delegates moving more often, meet different learning styles and approach business in the marketplace in a slightly different way. Highlights include:

- StandUp NBC will take place in the afternoon on Sunday, Feb. 21, instead of in the evening.
- One educational block and one professional development block will feature Pecha Kucha presentations.
- A Block Booker/advisor-only CAMP will be piloted during the evening on Monday, Feb. 22.
- A Diversity Breakfast will be held the morning of Tuesday, Feb. 23.
- One educational session block will be added to the afternoon schedule on Tuesday, Feb. 23.

Look for highlights and more information about these features before the Convention on the NACA® website and through our social media accounts. Imagine the Possibilities the NACA® National Convention has in store for you!



## Convention Preview Coming in January/February *Campus Activities Programming*®

Get a sneak peak of photos and bios of artists and other attractions appearing in the 2016 NACA® National Convention showcases in the January/February issue of *Campus Activities Programming*®. Also, review preliminary educational session descriptions and get tips for how your delegation can successfully work the Convention when you arrive in Louisville, KY.

In addition, the issue will also focus on social justice and inclusion, gender issues in programming, collaboration and much more.



**Michelle Whited**

Coordinator of Student Activities  
& Involvement  
Illinois State University  
mawhite@ilstu.edu

## 2016 NACA® National Convention Program Committee



**KRIS VATTER**

St. Olaf College (MN)  
*Business Networks*  
Coordinator



**HEATHER MILLER**

Wentworth Institute  
of Technology (MA)  
*Graduate Intern*  
Coordinator



**GEROME STEPHENS**

Georgia Institute of  
Technology  
*Educational Programs*  
Coordinator



**CRISSY FABISZAK**

The Community College  
of Baltimore County (MD)  
*Volunteer Development*  
Coordinator



**TIFFANY CLAYTON**

Albright College (PA)  
*Showcase Selection*  
Coordinator



**MEGAN HABERMANN**

Western Oregon  
University  
*Lecture Showcase*  
Selection Coordinator



**PETER PEREIRA**

Texas State University  
*Advisor Networks*  
Coordinator



**JOANNA SHAVER**

Southeast Missouri  
State University  
*Campus Activities*  
*Marketplace Staff*  
Coordinator



**LYNN GOLD**

University of  
Louisville (KY)  
*On-Site Educational*  
*Session Review*  
Coordinator



# Save on Flights to 2016 NACA® National Convention

NACA is pleased to announce a partnership with Delta Air Lines to offer discounted airfares for the upcoming 2016 National Convention in Louisville, KY. To take advantage of this opportunity:

## Book Online

- If you are **not** a Delta Skymiles Member, you may book your flight online at: <http://naca.ws/1PnhTnW>. Once on the Book a Flight page, enter your flight information along with meeting code NMMKT to purchase your tickets and your negotiated discount may be applied.
- If you are a Delta Skymiles Member, log into your account, click on **Advanced Search** at the bottom of the Book a Trip tab, enter your flight information along with meeting code NMMKT to purchase your tickets, and your negotiated discount may be applied.



## Book by Phone

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

## 2016 National Convention Portal Online: Begin Now to Imagine the Possibilities!

The 2016 NACA® **National Convention Portal** (<http://naca.ws/1L4o7Hu>) features information you can use to begin planning your time at NACA's annual major event.

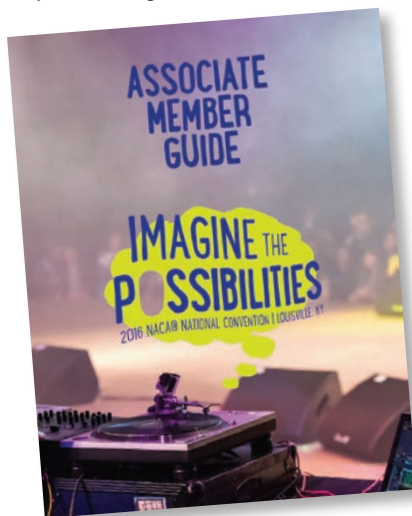
### Associates can:

- Download the 2016 NACA® National Convention Associate member Guide (<http://naca.ws/1NT0TrQ>), and
- Purchase exhibit space at the Convention.

### Schools and Associates can:

- See a preliminary Convention schedule,
- Register for the Convention and review fees,
- Reserve rooms at Convention hotels,
- Learn about volunteer opportunities,
- And much more!

The 2016 NACA® National Convention will be held Feb. 20-24 in Louisville, KY. Typically attracting more than 2,000 delegates from more than 400 colleges and universities across the country, the National Convention is NACA's greatest opportunity for school and associate members to connect. Check the portal often for continuing updates. More information will be added as the event nears.



## Now Is the Time to Finalize Your NACA® Convention Marketing Efforts!

Associate members, if you've been selected to showcase or will be exhibiting at the 2016 NACA® National Convention in Louisville, KY, your next step is to bring buyers to your booth. Finalize your Convention marketing efforts and be sure not to miss these important deadlines.

### National Convention Program

This key publication will be distributed to each of the more than 2,000 students and advisors on site at the Convention. The *Program* features detailed descriptions of the convention schedule, showcasing artist bios, educational sessions and other events, as well as a complete Exhibitors Guide. **All premium positions are already reserved, but other opportunities are available.** Exhibitors who advertise in the *Program* will receive a complimentary highlight and reference to their ads in the Exhibitors Guide.

• **Contract/Reservation deadline: Dec. 28**

• **Ad material deadline: Jan. 11**

If you are not showcasing or exhibiting, advertising is still beneficial. Review our 2015-16 media kit available at the NACA® National Convention page at <http://naca.ws/1L4o7Hu> (click on Advertising Opportunities) and let us assist you in identifying the best opportunity for you. Contact **Bill Spilman** at [advertising@naca.org](mailto:advertising@naca.org).

### NACA® Spotlight

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



# Dates, Locations for Future Conventions, Regional Conferences

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

## 2016 REGIONAL CONFERENCES

NACA® Northern Plains, April 7-10, Madison, WI

NACA® South, Sept. 29-Oct. 2, Charleston, SC

NACA® Mid Atlantic, Oct. 13-16, Lancaster, PA

NACA® Central, Oct. 20-23, Arlington, TX

NACA® Mid America, Oct. 27-30, Covington, KY

NACA® Northeast, Nov. 3-6, Hartford, CT

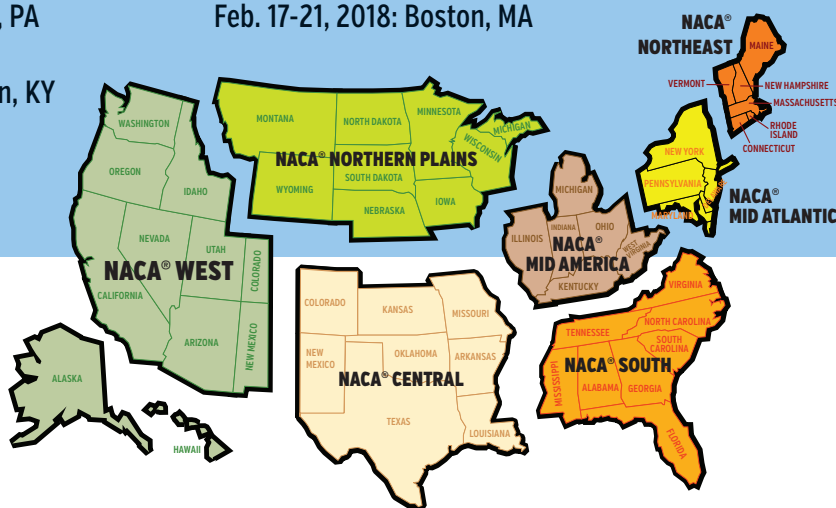
NACA® West, Nov. 10-13, Ontario, CA

## NATIONAL CONVENTIONS

Feb. 20-24, 2016: Louisville, KY

Feb. 18-22, 2017: Baltimore, MD

Feb. 17-21, 2018: Boston, MA



### PUT NACA.ORG ON YOUR EMAIL SAFE LISTS

To be sure you're not missing important news, updates and member information from NACA, include naca.org on your safe lists for incoming emails.



## Moulterie and Brennan Join NACA® Staff



**Victoria A. Moulterie** has joined the NACA® Office staff as **School Services Coordinator**. She serves as a front-line contact for current and potential school members, as well as staff support to volunteer leaders in coordinating educational sessions, Institutes and

event registration and programs. She is available to respond to inquiries about NACA® programs and services and may be reached at [victoria@naca.org](mailto:victoria@naca.org).

Moulterie previously served as a Customer Service Advocate for Blue Cross Blue Shield SC. She also served as a Residential Assistant at Francis Marion University (SC), where she served as a liaison between residents and the housing department and planned and promoted activities for residents.

She holds a bachelor's degree in mass communications/public relations with a minor in marketing from Francis Marion University, where she was a Dean's List student and where she received Event of the Year honors for her work with Club UPB (University Programming Board). She has volunteered with the Boys and Girls Club of Florence (SC), Habitat for Humanity and the March of Dimes, among other organizations.



**Kayla Brennan** has joined the NACA® Office staff as **Education and Development Coordinator**. She has programmatic and administrative responsibilities related to the Association's education and research objectives, including activities pertaining to the NACA® Educa-

tional Foundation, scholarships, the Student Advisory Group, and the Leadership Fellows and Graduate Intern Programs, among others. She will also coordinate the program evaluation process for the National Convention, regional conferences, Institutes, webinars and other educational programs. She may be reached at [kaylab@naca.org](mailto:kaylab@naca.org).

Brennan earned bachelor's degrees in psychology and sociology at Clemson University (SC), where she served as Special Events Director for the Clemson University Residence Hall Association Executive Board, as well as Director of the South Carolina Organization for Residential Education (SCORE). She also completed internships in marketing, special events, and research.

A National Merit Finalist, she was inducted into the Psi Chi International Honor Society for Psychology and co-published a peer-reviewed article, "Effects of Age and Gender Stereotypes on Trust in an Anthropomorphic Decision Aid" (<http://pro.sagepub.com/content/57/1/1575.abstract>).

# Gallup-Purdue Index Reinforces Value of Co-Curricular Activities, Experiential Learning



**The time and energy you spend every day as a student activities professional does make a difference. You know this, and we do, too.**

—Toby Cummings, CAE, NACA® Executive Director

NACA would like to make you aware of the recently released Gallup-Purdue Index 2015 Report, *Great Jobs, Great Lives* (<http://naca.ws/1Rkp1PQ>). The report reinforces what NACA already knows – that co-curricular activities and experiential learning are of value to students' future employment and well being.

The report provides insight into whether alumni feel college education was worth the money. The findings from the report also reinforce that some of NACA's most recent efforts, including our focus on employability skills, internships and mentoring programs, are the types of experiences alumni value as part of their college experiences.

As you consider the report, take note of how campus activities professionals can have an impact on student development in the areas of experiential learning, employability skills, engagement and leadership development. NACA will soon launch a program, the Connect Four Series, that will empower you with tools and resources for helping your students connect their involvement in campus activities with personal and professional goals.

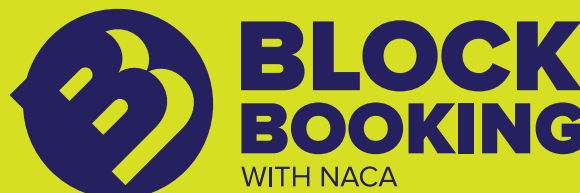
View an NACA® statement (<http://naca.ws/1O8P1xJ>) about the report and request the entire report online (<http://naca.ws/1Rkp1PQ>).

## Follow Up on Block Booking to Save \$\$!

Schools now have the ability to indicate if a Block Booking form previously submitted at an NACA® event was eventually contracted with the artist or program. This is a great way to help other schools form blocks with you.

- Begin by logging into the Block Booking site: <https://blockbooking.naca.org>
- Click on My Bookings. Any forms approved by the Agency can be upgraded to a Contracted Performance (CP).
- Click on the date of the electronic form.
- Adjust the date on the form (if needed).
- Scroll down to the bottom of the form and select **Contracted Performance (CP)**.
- When finished, an email will automatically be sent to the Agency for final approval.

Simple as that! Your efforts to update Block Booking information may help other schools save money!



## NACA® Member Benefit: Job Opportunities from The Placement Exchange

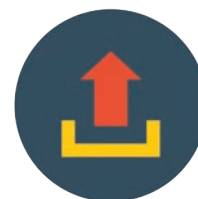
NACA partners with The Placement Exchange to promote job opportunities within the field of higher education that are relevant to NACA® membership. Sign in at [www.naca.org](http://www.naca.org), then look under the Member Resources tab to find Higher Ed Jobs. To learn more about an opportunity listed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



## Tell Us about Your NACA® Volunteer Experience

Did you serve in a position on a Regional Conference Program Committee in 2015? Did you participate in planning and implementing this year's NACA® Institutes? Did you hold any other volunteer position that concluded during 2015? Then tell us about your volunteer experience by completing the Volunteer Transition Report available at: <http://naca.ws/1Gf1NbT>. **Please submit this form by Dec. 15** and upload any documents, handouts, forms, etc. that would be helpful for next year's volunteers. Your feedback will assist us as we seek new ways to develop and improve the volunteer experience!

Questions? Contact **Laura Jeffcoat**, Coordinator of Volunteer Leadership Services, at [LauraJ@naca.org](mailto:LauraJ@naca.org).



## Wingfest

2015 Winner, Schools with Under 5,000 Full-Time Enrollment

## We Are the Ultimate Wingmen

By **AUTUMN N. PARKER**  
Allegheny College (PA)



Our colors are gold and blue; we've got school spirit, a crazy alligator mascot and chickens, too! "Chickens?" you ask! Oh yes. **WE BRING THE CHICKEN.**

While our college and student body are small, our love of food, fun and community are big and bold. Allegheny College holds dear to its traditions and our Gator Activities Programming (GAP) is always ready to uphold the awesomeness of those traditions, especially our favorite: WINGFEST.

Wingfest started back in the early 1960s and has been a hit since then. It is presented every year with a different theme ranging from "Where the Wild Wings Are" and "Red Bull Gives You Wings" to our recent "Wingtennial" in celebration of our college's bicentennial! Our Kaldron Yearbook highlights the 55 years of the finger-licking, bone-sucking goodness our Allegheny Gators love to experience each and every fall semester.

And not only do they get to sit down and enjoy different types of wings from local vendors (shout-out to Meadville, PA, restaurants: Chestnut, Julian's, Mickey's, Hunters, TimberCreek, and Chippers for providing the delicious 4,000 wings we love to devour), but they also get to participate in our wing eating contest! Who doesn't love to sloppily stuff their faces with chicken wings?

We have at least five teams of four students that are ready to chow down to win that Wingfest crown, but they can't always win it so easily. We allow sabotage as part of the game because, although we eat chicken, we aren't chicken enough to back down from undermining other people's chances of winning.

So what do we do? We allow teams to purchase hot sauce for \$1 in which to drown another team's wings! Call us cruel,

but we play to win in our small swamp.

Wingfest isn't just about free, delicious wings coming in all sorts of flavors and even in vegetarian options (because not all Gators are meat eaters), it's also about bringing together a community. GAP loves to see smiling faces and hear the laughter of people really enjoying one another's company and even making new connections.

We offer other activities during Wingfest, like tie-dyeing your own shirt or having a dance break out to the latest jam. We enjoy seeing our professors and their families, as well as our President, James H. Mullen, come out to hang with us students, laughing with us and just enjoying a day full of friendship, fun and food.

Sure, our campus is small, but you better believe we know how to throw down and chow down. So if you happen to find yourself visiting Meadville, just sniff out the glorious smell of those chicken wings, look for our epic big yellow chicken suit and you'll quickly find yourself here at Allegheny, our home swamp home. **GO GAP AND GO GATORS!**

### About the Author



**Autumn N. Parker** is Vice President of Internal Affairs for Gators Activities Programming at **Allegheny College (PA)**. She is also the Black History Month Chair for The Advancement for Black Culture (ABC) and a Multicultural and Interview Intern in the college's admissions department. She is pursuing a degree in communication arts with a double minor in psychology and community justice.



## Submit Your Content Ideas for *Campus Activities Programming*® Today!

Planning for the 2016-2017 production cycle of NACA's *Campus Activities Programming*® begins now! Do you have a theme or article idea you'd like to see in the magazine? Is

there a particular topic you'd like to see explored in its pages?

Then share your ideas with us now. Contact Editor Glenn Farr at [glennf@naca.org](mailto:glennf@naca.org) today!



## Share Your News!

Share what's going on with you professionally and personally in the Campus News section of the NACA® Spotlight in *Campus Activities Programming*® magazine. This feature is designed for students and staff to inform others about what's going on in their lives. It's an easy way to announce a

- New job or promotion
- Marriage or civil union
- Birth or adoption of a child
- Graduation
- Award or other recognition
- Thank-you to another member
- And much more

To submit information, email it to Glenn Farr, editor of *Campus Activities Programming*®, at [glennf@naca.org](mailto:glennf@naca.org).



## #CAS9 has arrived!

The Council for the Advancement of Standards in Higher Education (CAS) is a **consortium of higher education professionals from 41 collaborating associations.**

CAS Standards are **essential tools for current and aspiring practitioners, administrators, and scholars** working in higher education.

*CAS Professional Standards for Higher Education* (9th ed.) contains timely updates to 44 functional areas standards and guidelines as well as revisions to the General Standards, which **guide the culture and standard of practice in our field.**

The CAS self-assessment guides (SAGs) have been **fully reformatted and revised** to help educators measure their progress toward meeting the standards.

Order today at  
[www.cas.edu/store\\_home.asp](http://www.cas.edu/store_home.asp)

CAS Professional Standards for Higher Education  
9th Edition

CAS Council for the Advancement of Standards in Higher Education

## Appearing in *Campus Activities Programming*® in 2015

Writing for *Campus Activities Programming*® is a significant volunteer opportunity that serves both the Association and individual contributors. As a result of our writers' work, NACA's flagship publication is able to share topical and timely information with other members, while writers achieve personal and professional development goals as they research topics important to the student affairs field and communicate their knowledge in print.

As we come to the close of the 2015 calendar year, we'd like to recognize all who contributed articles to *Campus Activities Programming*® this year. Writers are listed by name and school at time of article publication.

### JANUARY/FEBRUARY

Jared R. Eakins, University of Illinois at Urbana-Champaign  
Del Suggs, MSEd  
Kayla Loper, University of Arkansas  
Chas Thompson, University of Arkansas  
Holly Lovern, University of South Carolina  
Angel Nava, Washington State University  
Meagan Sage, Southern New Hampshire University  
Daphney Joseph, Southern Connecticut State University  
Nicholas D. Barbati, Rider University (NJ)  
Andrew LoBrace, Rider University (NJ)  
Lindsey Leonard, California University of Pennsylvania  
Marissa R. Wynn, University of South Carolina  
Lynn Gold, University of Louisville (KY)  
Ken Brill, Augustana College (IL)  
Rob Lehr, The Contemporary Issues Agency (WI)  
Correy Robertson, Westmoreland County Community College (PA)

### MARCH

Adam Peck, PhD, Stephen F. Austin State University (TX)  
Kathryn E. Gage, PhD, Oklahoma State University  
Julie Pitel, Morningside College (IA)  
Evan M. Schaefer, CSEP  
Melissa Werner, CSEP, Arizona State University  
Jillian Van Auken, Indiana University-Purdue University Indianapolis  
Mike Esposito, MAE, Morehead State University (KY)  
Robert A. Meyer, PhD, Indiana University-Bloomington  
Cassidy Sansone, MS, Indiana University-Bloomington  
Andrew Gillette, Morehead State University (KY)  
Lexy Parrill, Indiana University-Bloomington  
Kristin Staine, Bay State College (MA)  
Adam Frank, Westchester Community College (NY)  
Christian Carroll, The John Wittenberger Society (IA)  
Lucas Swenson, Wake Forest University (NC)  
Joshua Wilson, University of Florida  
Ryan Lloyd, MEd, University of South Carolina  
Nicholas D. Barbati, Rider University (NJ)  
Ken Brill, Augustana College (IL)  
Mark Nizer, DCA Productions (NY)

### APRIL

Anna Randolph Lehen, James Madison University (VA)  
Michelle Simon, University of South Carolina  
Rebecca Littlefield, University of South Carolina  
Joseph P. Lizza, Stockton University (NJ)  
Sara Christovich, Rollins College (FL)  
Adam Helgeson, Columbia College (SC)  
Lauren Irwin, Michigan State University  
Brandie VanOrder, Vanderbilt University (TN)  
Kaitlyn Schmitt, College of William and Mary (VA)  
Anna Baldsassarre, Gettysburg College (PA)  
Monique L. Gore, Gettysburg College (PA)  
Ken Brill, Augustana College (IL)  
Joshua Wilson, University of Florida  
Mark Nizer, DCA Productions (NY)

### MAY

Kristi Niro, University of South Carolina  
Paul Artale, University of Michigan-Flint  
Drew Savage, University of South Carolina  
Pamela Weiss, Indiana University-Purdue University Indianapolis  
Ingrid Weiss, Indiana University-Bloomington  
Tasha M. Myers, Georgia Institute of Technology  
Tolulope Taiwo, Colorado State University  
Jerrica Washington, Duke University (NC)  
Amy Corron, Rensselaer Polytechnic Institute (NY)  
Jesse Ford, University of Miami (FL)  
Darci S. Jones, Florida International University  
Tabitha D. James, Florida Atlantic University  
Robert Hackenson, Dynamic Influence (MA)  
Evan Schaefer, NACA® Block Booking Coordinator  
Kaitlyn Schmitt, College of William and Mary (VA)  
Brian Gardner, Maryville University of St. Louis (MO)  
Jason LeVasseur, Bass-Schuler Entertainment (IL)

### BACK TO SCHOOL

Jessica Wilson, Valparaiso University (IN)  
Allyson Crust, Maryville University of St. Louis (MO)  
Jolene Chevalier, Event Resources Presents, Inc. (WI)  
Berto Cerrillo, Washington State University-Pullman  
Valentijn VanderSloot, Super Artists (CA)  
Richard Scibetti, University of South Florida  
Adam Tobey, Concert Ideas, Inc. (NY)

Melissa Boyle Aronson, Babco Entertainment LLC (FL)  
Molly Reddick, University of Missouri  
Cheryl Termo, Silver Screen Design (MA)  
Seth A. Newell, University of Michigan-Dearborn  
Kristin McDonough, University of Michigan-Dearborn  
Carlyn Parent, Fontbonne University (MO)  
Gayle Spencer, PhD, University of Illinois at Urbana-Champaign  
Jerrica Washington, Duke University (DC)  
Brian Gardner, Maryville University of St. Louis (MO)  
Rob Lehr, The Contemporary Issues Agency (WI)

### SEPTEMBER

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DeeAnne Crookham, MPA, Delores Barr Weaver Policy Center (FL)  
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NACA welcomes these new members, effective Oct. 28, 2015.

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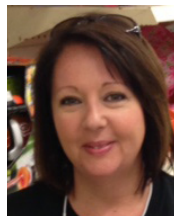
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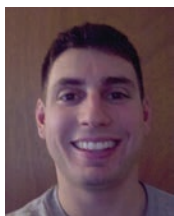
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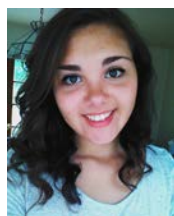


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Opportunities abound throughout the year. You don't have to attend an event to contribute to the Association. Find out more at [www.naca.org](http://www.naca.org) or contact Laura Jeffcoat at [lauraj@naca.org](mailto:lauraj@naca.org).

## 10 QUESTIONS WITH...

# David Vale

## Assistant Director of Campus Programs

## Department of Student Life

## The University of Akron (OH)



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

*Leaders Eat Last* by Simon Sinek. A fast read with easy-to-understand concepts, it's great for anyone wanting to lead in a group, company or organization and advises us to set a good example, take care of our employees/supervisees, and be true to our values.

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

The Department of Student Life at The University of Akron realized first-year students would be moving on campus two days before the official start of New Roo Weekend, our welcome weekend. Wanting students to become familiar with what the Student Union has to offer and to give students something to do, we brought all the Student Union partners and offices together to create a large welcome event, Union-A-Palooza. Featuring music, food, novelties, inflatables, prizes and more, it was a huge success. We had tremendous turnout, much positive feedback from collaborators and students, and assessment data to back it up.

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

While working with Semester at Sea during the fall 2013 voyage, I helped organize a Sea Olympics competition among 10 teams based on the location of participants/cabins on the ship. The competition occurred midway through a nine-day crossing to the next port of call, Cape Town, South Africa. The daylong competition took much coordination and planning by the student committee, with representation from each team, and included 21 events. Not only did students, staff, faculty, lifelong learners, and families bond with their teammates, the 700-plus individuals representing 247 institutions truly became closer,

melding into one shipboard community for the voyage's remaining two months.

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

Without my computer, keyboard and phone, I wouldn't be able to do my job. And Pilot G-2.7 mm pens.

### 5. Best teaching tool for your students?

Allowing them to learn by doing. I give a lot of autonomy to students I advise, supervise, mentor and coach, encouraging them to learn through practice, innovation, self-perfection and self-reflection. I balance this with encouragement and support so they know they can always come to me with questions and concerns, or for advice.

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

My Outlook calendar keeps me on track with where I need to be and what needs to get done. It helps me see others' availability and schedule meetings with students, colleagues and committees. Having it synced to my phone is nice, especially when I can't quite remember where the next meeting is.

### 7. Most challenging aspect of your job?

The Zips Programming Network Executive Board transitions each year, with the majority of individuals being new to their roles. The importance of training and intentional conversations, and allowing students freedom to create the positions as their own, are incredibly important with respect to their personal and professional development. Although seeing students graduate and leave the programming board is difficult, the individual growth I witness among students while they serve in these positions remains rewarding and gives me much pride.

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

Be a role model and practice what you preach. Many professionals tell students to exercise, eat healthy, make time for yourself, and get enough sleep. Yet, these same professionals often don't model this behavior. Set a time to leave work each day (knowing some days you'll be there later than others) and follow it. When you are out of the office, limit work communications and set boundaries for your students. There can always be more work to do, but you'll soon learn the majority of it can wait until the next day.

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

Expect and plan for the unexpected. No matter the amount of preparation, there will always be unpredictable variables affecting an event. Whether it's the weather, budget, timing or staffing, plan for any possible hurdles. Also, do not become stressed if a few things don't go your way. Stay positive and put on the best possible program for your students given what you can control.

### 10. Something unique about your programming board?

Each member of our Executive Board focuses on one area of programming, so as to be inclusive in programming for the entire student body. Examples include a Diversity Chair, Adult and Family Chair, Late Night Chair, and more. We also require members of our Executive Board to each have a mentor in the Department of Student Life – a professional staff member in an area outside programming with whom the student meets on a weekly basis. This allows students to form a deeper connection with another professional in our department and enables the mentor to focus solely on the personal development and wellness of the student.

"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 Editor Glenn Farr at [glennf@naca.org](mailto:glennf@naca.org).



# The Emcee of Death

By Mark Nizer



**THIS TALE IS ONE** I never thought would happen to me. But isn't that true of the best stories? This one has a sad ending, though, so steady yourself and perhaps pull over a box of tissues just in case.

Dateline 2000: My obsession with hang gliding brought me into the inner circle of the elite acrobatic hang gliding community. I know it sounds like a small, eclectic group, and it is.

The risks involved in doing aerobatics in a hang glider, if you don't know what you are doing, can be deadly. I have witnessed emergency chute deployments, structural failures, mid-air collisions and more. All hang glider pilots normally fly with a reserve parachute in case of a catastrophic event. Aerobatic pilots fly with two.

The truth is that hang gliding itself is very safe – safer than scuba diving, for example, when measured by the number of participants and corresponding death rates. A hang glider is, in fact, so stable that a fellow pilot used to fly tandem (two individuals on one glider) with his dog and twice launched off a mountain and neglected to hook himself to the glider, launching his dog solo out over the LA Valley. The dog landed safely, never once touching the controls or doing anything aside from issuing a steady stream of shock-induced drool and urine.

Hang gliding aerobatics are fascinating and beautiful to watch, but there are basically two moves – a wing over and a loop. And that leads to the crux of my story.

I had been chosen to be the emcee for the hang gliding aerobatic portion of San Diego's Mission Bay speedboat races – the idea being, in the brief moments between speedboat heats, I would direct the crowd's eyes to the sky and then do play by play as the gliders performed their maneuvers.

I was escorted to the press booth and met my two professional colleagues, who looked way more prepared than I. They knew everything about speedboats and who the many racers were, as well as their names and stats. They could keep the chatter going seamlessly. Not that I can't talk; I think any reader of this column knows that is not my issue. But speaking intelligently and sharing information people want to hear takes a lot of preparation, knowledge and experience.

The Mission Bay speedboat races are a big deal. The participants put themselves in what end up being water-based rocket

ships capable of going 220-plus miles per hour. One racer on the bill that day, George Stratton, was a 20-year-veteran and holder of five world-speed records in flat bottom boats and was the winner of four national championships.

The races progressed and I did my two-minute bits in between the heats, going over the hang gliders' moves and the differences between each aerobatic competitor's run. In a later heat, though, a boat flipped and crashed. The emcees calmly talked about it, and when they realized George Stratton was the driver, they assured everyone he should be fine. Way too much time passed and officials discovered Stratton had been killed in the accident. It would be a long time before the races resumed.

The other emcees looked over at me and I suddenly realized I was to be the voice filling time for 100,000 people while the local hero's body was removed from the scene. I started off pretty well, doing my best to walk a fine line between enthusiasm for the aerobatics and grief as I tried to smooth over the awkwardness of getting everyone to look skyward and away from the tragedy on the water below.

I quickly ran out of descriptions of the moves the hang gliders were executing. Remember, there are basically just two. So, I started to make up new names for the same moves everyone had just seen. Once I had opened the "make-it-up" gate, there was no stopping. I gleefully faked my way through, inventing more and more colorful names and even creating backstories for each of them. I even made up stuff about the pilots, adding elaborate details, all the while trying to keep my wits about me.

"How much longer?" I wondered. "Should I go on and on about how Pilot B makes the best peach cobbler this side of the Rockies or mention that Pilot G flies with three juggling balls in case he lands in the middle of nowhere in a cross-country competition?"

After what seemed like hours, I was finally relieved by the co-hosts, who had plenty to say, but thankfully were oblivious to the nonsense I had been spouting. I climbed out of the booth and headed to the nearest beer tent to make it all go away, all the while having a new appreciation of just what it takes to be a pro announcer.

MARK NIZER, a long-time NACA® member, is an award-winning juggler and comedian who incorporates 3D technology into his performances. He is represented in NACA by DCA Productions ([www.dcaproductions.com](http://www.dcaproductions.com)). For more information, visit <http://nizer.com> or contact him at [mark@nizer.com](mailto:mark@nizer.com).

"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](mailto:glennf@naca.org).

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Submit Application to  
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Submit Application and Résumé  
Dec. 11, 2015–Jan. 13, 2016

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