CAMPUS ACTIVITIES
Programming®

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DEFINING AND ACTING ON VALUES

Check Your Values and Embrace the Challenge

By **Glenn Farr**
@EditorGlennNACA

LAST MARCH, AFTER DIRECTING A LOCAL STAGE PLAY in which I had been required to replace half the cast during the production period, I was more than a bit tired. In spite of the show's ultimate success, I wasn't sure I wanted to take on my next project, *Noises Off,* a British farce often billed as the "funniest play ever written" and well-known for its complex staging – including a two-story rotating set and a constant break-neck pace for the actors.

I agreed to direct the show without having read the script, although I had seen a production some 28 years earlier and knew it was challenging. I did not realize, however, how huge a challenge it would be. When I finally reviewed the script as I prepared for April auditions, I questioned my sanity. The second act's pages were divided into two columns of dialogue and stage directions depicting what needed to occur simultaneously in front of and behind the set. Instantly, my brain cramped, and for two days, I seriously considered telling the theatre company producing the project they needed to find another director.

Thankfully, my personal values kicked in. First of all, I am loath to renege on a commitment. Secondly, I equally loathe failure. I realize much can be learned from failure, but if I had given up this assignment, I would have failed before I started – and I wasn't going to do that.

So, week by week, I planned and plotted, from choosing my production team (the best stage manager in town said "yes") to casting, blocking and rehearsing the show. Casting initially seemed daunting. The lead role of Dotty Oakley was a coveted one and I knew from local theatre gossip that

several unqualified actresses wanted the role. Consequently, feelings would be hurt and grudges nursed. But, I found just the right actress for the part and, otherwise, casting fell into place until I had assembled a group of nine very talented actors, all of whom loved the show, got along well with each other, wanted to work hard and met every challenge that I – and the notoriously difficult script – offered them.

In performance, the play was among the best reviewed of all my efforts and the 400-seat venue where it was staged rang with laughter during every show, generated by audiences that never failed to award us with standing ovations. One night, while watching the show for the umpteenth time, I marveled at the cast's slapstick precision and took great satisfaction in my role in making it all happen. "I almost said, 'I can't do this'," I thought.

If I hadn't acted on my core values, I might have missed one of the most gratifying artistic experiences of my life. Coincidentally, I was working on this issue of *Campus Activities Programming*® during my *Noises Off* experience, and I'm sure I benefited from what our writers share about discovering your core values and acting on them.

Challenges are a part of life, and we face many during our college years. The next time you're faced with some that seem too difficult, check your personal values and find a way to embrace whatever lies in front of you. You will likely discover just what you're made of and that you are capable of much more than you imagined.

NACA® Updates: Growth through Excellence

By **Brian Gardner** @stl_bg

GREAT THINGS ARE HAPPENING throughout the Association now, not the least of which are the fall regional conferences occurring as we speak. The NACA® Board of Directors is committed to living out our Core Value of communication. With that in mind, I will share some Association updates with you.

At the July Board of Directors meeting, the Board acted on:

- **Core Values Definitions:** We completed the final step in the creation of Core Values for NACA. A committee of Board members worked to create definitions for each of our Core Values adopted at the May Board of Directors meeting. These definitions were refined versions of those created at the Volunteer Experience Summit in July 2014.

- **National Convention Chair-Elect Position:** In an effort to continue the transition of the National Convention being a volunteer-driven program, we unanimously approved the Chair-elect position. It will allow for a smoother transition in the planning process from one year to the next.

- **Generation Z:** The Board of Directors had the opportunity to learn about the up-and-coming Generation Z, thanks to Fluent, our marketing partner. This learning opportunity and subsequent discussion provided the foundation for a great strategic discussion about the future of NACA.

- **Association Finances:** We received a report on the FY15 Association audit. Again this year, we had a very strong audit and your Association's finances are healthy. This is due, in large part, to the tremendous leadership and oversight provided by Brenda Baker, Bill Ackmann, Judy Bailey and Angela Andrews.

- **Strategic Plan:** The Board adopted a timeline to end the current strategic plan and create a new one. While you will be hearing much more about this in the future, what I can report now is that the new strategic plan will be developed over the next 18 months or so and will launch on May 1, 2017.

- **Innovation Grants:** By now, I hope you've heard of the NACA® Innovation Grants! This is one of the most exciting outcomes of the Volunteer Experience Summit from July 2014 and I hope you will all consider what you might be able to create through them. The Innovation Grants are intended to provide NACA members with the funds necessary to create something new within the Association to provide further value to our members.

- **National Volunteer Development Team:** As the great work of the NVDT continues, we recognized its need for an additional position and we approved it as requested. This team will continue to work with Laura Jeffcoat in the Office to create a dynamic, engaging volunteer experience throughout NACA.

- **Coming Soon:** There are a couple of other exciting features coming! A revamped digital library and knowledge communities will soon be launched and will be useful to all our members.

One of the highlights of the July Board meeting each year is the update we receive from **Fluent**, our marketing partner. Fluent is doing some great work in higher education and campus activities. Through their clients, they have been able to provide paid internships to many students around the country, including several students at member campuses. These internships provided over $1,000,000 to students throughout last year.

Additionally, Fluent was able to impact the campus activities programming happening on many member campuses while creating a dynamic learning opportunity for those student interns. Fluent is again this year providing sponsorships at many of our regional conferences and at the National Convention; for that, we are truly grateful. We are excited to be partnering with Fluent year after year and look forward to celebrating continued growth for many years to come.

Finally, we are making great progress on our focus for this year to grow the Association's school membership. One of our newest Office staff members, Maureen Taylor, has been doing tremendous work in this area. Her first task was to create a solid foundation upon which we can build the work of this goal; she has done that work in a way that will be useful to us for decades to come. I am confident I will be able to report great progress in this area at the National Convention in Louisville, KY, in February.

I hope you have already enjoyed or will enjoy a fall regional conference. Be on the lookout for information about the 2016 National Convention; Michelle Whited and the National Convention Program Committee have been working hard for many months and you won't want to miss what they put together for you in Louisville!

Your Core Values and Your Leadership Style

"Your beliefs become your thoughts.
Your thoughts become your words.
Your words become your actions.
Your actions become your habits.
Your habits become your values.
Your values become your destiny."

Mahatma Gandhi
(quotes.net)

By
TERESA WEIMANN
Georgia Institute of Technology

Values.

They say our values are instilled in us from a young age. We watch our mentors, family and friends make decisions, and it is through these experiences we develop our own personal set of values that guide our daily lives when it comes to making decisions and living with purpose.

It was at one of my first jobs – at a grocery store – where I saw my love for something develop from just a thing I enjoyed doing to a deeper state that kept my soul satisfied. I loved that job because I felt fortunate to work at a place where I was able to interact with new and different people every day. While I was scanning a customer's items, I had the opportunity to learn about them. While my co-workers may have complained to me about the long shifts or the pain of standing on their feet all day, I had no complaints because I was excited about the opportunity to meet someone new. Realizing how vastly different I felt about this job than some of my co-workers, the light bulb when off for me: I must deeply value relationships. During my time as a grocery store cashier, I realized my love for meeting new people and building relationships was in direct correlation to my core values.

Each of us can think about personal experiences that have shaped what we define as our core values, which encompass our passions, talents and strengths. I believe you, as student leaders, may be considering how core values help determine who you build your close relationships with and how you choose your career or vocational path after graduation. However, you must take it one step further: these same core values can shape how you lead your peers and teams in your role as a leader. Identifying your values will set you apart as a leader and help you take your leadership style and skills to new heights.

The process of identifying these values involves self-discovery and self-reflection. This discovery needs to be yours alone, as only you know yourself, and it is your personal interpretation of how these experiences have shaped you that will play a vital role in your self-discovery.

General tips to help you discover your core values include:
- Find a quiet place that has no distractions.
- Bring something with you to write down your thoughts. I recommend going "old-school" with a personal journal, as there is something about pen and paper that really enhances the process.
- Set aside at least an hour to give you the time to really dive into yourself.
- After you have completed this self-reflection, come back to your notes a couple of days later and re-read them, as you may discover something new in your original thoughts.

Questions to consider when reflecting on what your core values may be include:
- Who do you consider a hero or a mentor? What do you love about them and why? What is special about them that makes them your hero or mentor? What traits or values do they have that cause you to admire them? Do you see any values or traits on this list that really resonate with you?
- What are three personal experiences you have had that resonate with you? What are some lessons learned or takeaways from these experiences?
- What are your three greatest accomplishments (or three greatest failures)? What are some common rules or themes you see from this list? If you could give yourself some advice, what would it be?

Once you get a clear list of words or themes from this self-reflection, it is time to consider whether they represent core values that are important to you. Would they really help you make a decision effectively? Think of a few scenarios and engage in a little "what if" game. If the core values on your list are consistent with what you have done or would do in such scenarios, you probably have a good list. And it is being able to understand and deeply see the worth in your personal core values that will begin to shape how you lead your peers or team.

Once you have defined your core values, you now may be able to recite them to your friends. However, it is being able to adhere to them without cognizant thought as you make decisions, take action and interact with others that becomes the next challenge. While your friends, peers and team may now have a basic understanding of what makes you tick, it is by remaining consistent and authentic with respect to your core values that you will inspire and motivate your team to work together towards a common goal.

Leading through your values helps you remain consistent when it comes to decision-making or problem-solving. You are able to lead in the grey areas because you have a solid foundation in place. Decision-making even becomes easier because you have personal principles guiding your actions, which, in turn, leads to you having more confidence in your role as a leader.

In addition, your peers or team now have a basis for understanding your decision-making process and know what is expected from them as part of the team. This understanding builds their trust in you and inspires them to also discover the part their values play in their roles on the team. All of these things begin to align when you take the time to self-reflect and discover a little more about what makes you unique – your core values.

The discovery of your core values is a process that should be re-evaluated as you continue to have experiences that shape you as a leader and individual. While most of your core values will not change, your "first" value may change or you may have a new value that becomes part of the core list that defines you. Continuing to reflect on these values is an important part of the process. You need to own these values and make them part of your daily life, so re-evaluation is important.

Tips for Professional Staff:
Why These Conversations with Your Student Leaders Are Important and How to Start Them

The Social Change Model of Leadership Development offers a good way to consider why conversations about core values are important. Its Seven C's of Leadership directly

correlate to values-based leading. Once a student leader is *conscious of their self* and *congruent* in their actions, they then can help the team define its *common purpose,* which can lead the group to a *positive change* in its community. Understanding one's values is key to creating positive change as a leader (Astin, 1996).

So, where do these conversations start? Taking the time in one-on-one meetings and finding the time in board retreats to start these conversations is important, as many young leaders are not even thinking of the role their core values play in their leadership style.

How do you start these conversations?

In one-on-ones:

One of the best ways to start these conversations is by being authentic with your student leaders in how your core values shape your actions. Whether the student is asking for your advice (or really hoping you help them solve the problem), one-on-one meetings provide a great time to share the impact your values have on making decisions and leading. There are two easy ways to approach these conversations:

1. With an open-mind, sharing how your values may shape the decision; or
2. By asking them how they would solve the problem and what core values shaped their decision.

It is in these one-on-ones that you are starting the conversation and helping students realize it is their core values that are shaping the steps and actions they take as leaders – even if they are not consciously thinking of their values in the decision-making process.

In board retreats:

When setting your retreat schedule, it is crucial to include time for student leaders to engage in self-discovery, no matter whether it is an activity that requires them to rank a list of values and slowly whittle that list down to one, or just giving them some probing questions and time for self-reflection with group follow-up afterwards. It really can set the stage for the next year for your student leaders if they are encouraged to consider the role their core values play in their leadership style.

ONCE YOU HAVE DEFINED YOUR CORE VALUES, YOU NOW MAY BE ABLE TO RECITE THEM TO YOUR FRIENDS. HOWEVER, IT IS **BEING ABLE TO ADHERE TO THEM WITHOUT COGNIZANT THOUGHT AS YOU MAKE DECISIONS, TAKE ACTION AND INTERACT WITH OTHERS** THAT BECOMES THE NEXT CHALLENGE.

References

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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.

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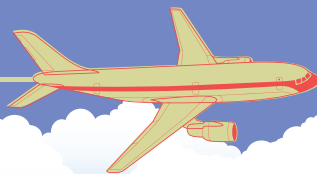
30 Average number of volunteers it takes to plan a NACA® regional conference

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

WHY VOLUNTEER?
EXPERIENCE IT'S FUN!
IDEA SHARING
NETWORKING EVENT
SERVICE 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

naca
National Association for Campus Activities

DEFINING and ACTING on VALUES

Which Words Will You Choose?

By
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> When our values are clearly defined, they assist us in acting with integrity, and living in a way in which our words are more likely to match our actions. We are more likely to live in accordance to what is meaningful to us.

AS A SECOND YEAR GRADUATE STUDENT, I am discovering that values have become a topic of conversation, not only for myself, but also for the students with whom I work on a day-to-day basis. In my first year as a graduate student, while serving as an advisor to 25-plus student organizations, one thing I often noticed among many student organizations was a disconnect between their mission statements and their programs. Often, when I would ask an organization's student leaders what their mission was, many would not be able to tell me. Of course, this led us to refer to their constitutions to truly see what their organizations claimed to stand for. There were times when the students' initial descriptions of their organizations matched the mission on paper, but there were also times when this was simply not the case. Situations such as these often led me to ponder the following questions:

- If student organizations are not aware of or able to articulate their own missions, how are they supposed to know what they stand for?
- How are they supposed to be effective programmers when there is no consensus among the group?

From governmental organizations to cultural organizations to even academic-based organizations, conflicts among members about *how* to program, what to program, and when to program inevitably arise. There have been many times when I have worked with student groups who simply could not come to a consensus. Sometimes, as advisors, it is our role to serve as mediators when this occurs. However, it is also our role to help provide support, clarity and an opportunity to re-focus. When thinking about how to approach situations such as these, I think about one of the questions I am most frequently asked by my current supervisor: *What are you committed to?* This is an important question to ask because – ultimately – it relates to values.

Values are important. As you read this, you may be thinking, "What's the big deal about them? Why is it actually important to be able to articulate them?" In response, I would argue that our values paint a vivid picture of who we are and what we stand for, and can ultimately help others understand why we act and respond to things the way we do. When our values are clearly defined, they assist us in acting with integ-

rity, and living in a way in which our words are more likely to match our actions. We are more likely to live in accordance to what is meaningful to us. It's important for advisors to student organizations to critically think about not only what we value, so that we can provide the best support possible, but also to look at our student organizations to see if they are acting, programming and leading with integrity.

The suggestive frameworks I present here with respect to defining values are by no means definitive. If I have learned one thing from my first year as a graduate student when advising student organizations, it is that conversations about values can begin and end very differently. There is no magical formula to facilitate the conversation, but there should be – as often is the case in student affairs – intentionality in the process of discussing values.

Establishing Organizational Values

Defining your personal values is important, but when working within an organization, the ability to have conversation and come to a consensus around organizational values is crucial to being able to define communal expectations and goals. For example, did you know the National Association for Campus Activities (NACA) has "Core Values?" They are stewardship, innovation, communication, respect, learning, and inclusivity. In addition to defining its mission and goals, NACA has established these communal "core values," which are infused into everything from the Association's publications to its conferences, and which set the standard for what the organization aspires to do and be.

Step 1: Review your mission statement.

At the beginning of the school year or semester, read your organization's mission statement. It is a great starting point to get a conversation going internally about the organization's purpose. Facilitating a discussion about what the mission statement means to each member of your organization can be helpful in the process of defining core values. One of the most difficult conversations I had as an advisor in my first year was with the leader of a cultural student organization who questioned why membership in the club was not based on racial identity. My response was to immediately ask them what their organization's value was – its members' racial identities or its members' willingness to learn about and appreciate the culture the club sought to promote. Ultimately, the students decided on the latter.

It is important to discuss and illustrate for students that sometimes the core values may even be embedded into the mission statement. During the initial process of discussing the mission statement, it is important to give voice to each member of your organization, as each person provides a diverse perspective and, potentially, even an opportunity to challenge others' thinking, as well.

Step 2: Ask supplementary questions.

After reviewing the mission statement and identifying key words or phrases that may help shape what you may view

to be the organization's core values, it is important to ask supplementary questions. For example:
- What image do we believe we project?
- How do we want to be viewed by others?
- What types of services do we offer?
- What are some of our goals for the year, for the next five years, etc.?
- What does success mean to us?
- What can we do that we can look back on and be proud of?

Being able to talk about your past, present and future is integral in the process of defining your organization's core values. Sometimes, reviewing the mission statement is simply not enough. Being able to connect what the organization has done/the impact it has made to what the organization aspires to accomplish in the future is key to helping shape communal values.

For example, when I worked with the student government in my first year as a graduate student, one of the main, identifiable values of the organization was compassion. While their programs may not have always been executed flawlessly, they did sponsor many events that promoted compassion around campus and in the community, no matter whether they were randomly giving out roses to students, cleaning up the local neighborhood surrounding the university to be "good neighbors," or even bringing therapy dogs to campus as a way for students to relax and de-stress. Their focus always remained clear: they wanted to provide opportunities for students to see they were concerned about their well-being, and that they, as a governing body, provided a support system for them.

Values really tell the story of who we are and what we stand for. For the student government, it was a priority through programming to make it clear what they stood for, and to make sure they were able to make others feel welcome and supported in their presence.

Step 3: Put your words to paper.

Once you've had productive conversation, you can begin to formulate your list of core values. This process can be a time-consuming one. Coming to a consensus on anywhere from four to seven values is not an easy task. Organizationally, everyone around the table should be confident the core values you all put on paper are able to match what you are able to live up to. An organization could say it values any number of things – from dependability to perseverance to synergy – but what weight do any of those words really hold if the organization does nothing to act in accordance with them? Without aligned action, core values simply become empty words.

Step 4: Publish, live and assess your values.

After you have created the final draft of your core values, it is time to publish and live them, then assess them. Assessment is crucial in this process. It is important to not only gauge whether or not the members of your organization feel you are all living the values, it is also important to solicit feedback from others outside the organization. Do they

believe your actions align with what you claim to be your core values? Differing perspectives – no matter whether they are internal or external – are absolutely critical in helping understand whether or not we are actually fulfilling what you set out to do. Solicit verbal feedback or create written surveys to garner feedback both internally and externally. As an organization, it is important to keep a system of checks and balances (i.e. an assessment) in place in order to hold one another accountable.

Establishing Individual Values

Although establishing group values is very important, so is establishing individual/personal values. The task of defining your individual values can be a daunting one, as it requires you to deeply contemplate what is integral to who you are and what you stand for. Sometimes, finding the right words can be the most difficult part. You must take a look at yourself holistically. What type of family member, friend, co-worker, mentor or human being do you want to be? How do you want to be viewed? How do you want to be remembered? What type of impact do you want to leave on the world?

Step 1: Think deeply.

Think about your past. Think about times in your life when you were very fulfilled and, perhaps, even unfulfilled. Identify moments in your life that stir up strong emotions within you, no matter whether they are very sad or very happy. Your values are a sum of your experiences, so really take time to reflect. It is important to begin to pick apart some of the defining moments of your life, some of the defining social movements you've shared, educational experiences you've attained, and more. Identify what made them meaningful to you and what caused them to have an impact on you. Alternatively, think about your future. Begin to consider who you want to be and what legacy you want to leave. Your vision of the future is key as you begin to contemplate what you want to define as a personal value.

Step 2: Seek input from others.

Begin to ask those in your close circle of family and/or friends what their opinions of your values are. Sometimes, it is necessary to "see" ourselves through a different lens to get a more accurate picture of ourselves. The Johari Window model captures this idea well. The Johari Window (Liu) provides a framework for gaining a greater sense of self-awareness by acknowledging what types of things we share with others, what things we hide from others, what things we may not recognize in ourselves but someone else might, and what things neither we nor anyone else knows about ourselves. (NOTE: Although I am referencing this model when defining individual values, it can definitely be applied to groups, as well.)

	Known to self	Unknown to self
Known to others	Shared	Blind
Not known to others	Hidden	Unknown
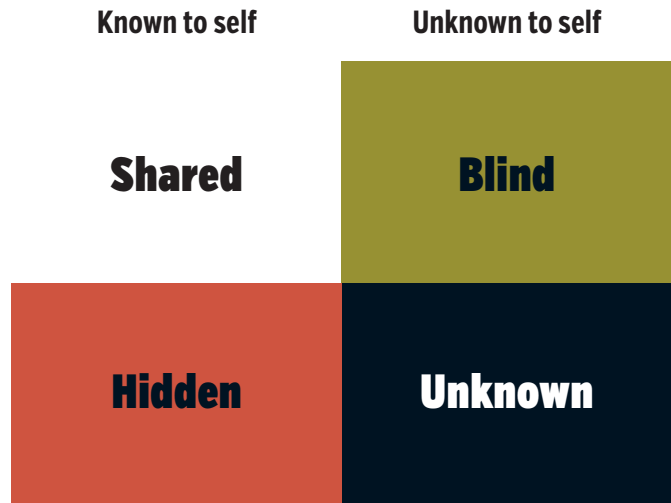
The Johari Window (Liu)

It is an interesting model that begs its participant to undergo a multi-layered critical examination of self. This model actually relates quite well to the process of defining values. There may be things your friends, family members or peers say when asked to describe you in a few words that you may not believe align with what you value. Note your reactions to their words as they describe you. Sometimes, their descriptions will affirm your own perceptions of yourself, which is excellent; but, at other times, descriptions may be unsettling. At that point, it would be best to check in and ask what has caused them to view you in a certain way. This type of information is vital; as day-to-day thoughts, actions and conversations are what help define our values for others who know us.

Step 3: Write down a self-description.

Begin writing down a list of words that "speak to you" – words you feel could help explain who you are to a stranger. Your initial list may be very long. You may have even up to 20 words you may feel comfortable embracing as values. However, as you review your list, think about how you would prioritize it. For example, imagine if you had the values of independence and generosity on your list. Think about which of the two you would rather have in your life. The ability to prioritize these values is key. Prioritization will bring clarity and direction to how you begin to articulate and act on your values.

Step 4: Craft a personal values statement.

Work and rework a personal values statement you feel comfortable with. For example, if I were to share my values statement, it would read: My name is Scott Shea, and I value integrity, empathy, enthusiasm, humility and resilience. To me, this sentence feels right. It feels right because these are things I feel encapsulate what I stand for, and what others have identified and noted that I stand for. You want to create a values statement you feel really fits who you are and what you are all about. You want to create a statement you are

proud of and that you feel captures your true essence. If you are uncomfortable with your statement, or if you feel something vital is missing, begin rethinking your values.

Which words will you choose?

Values can be viewed as the root of our moral fabric and provide us with our internal moral compass. They help guide us towards what feels right and wrong in our lives. When we think about some of the most impactful leaders in history, it is actually quite simple to deduce what their values were. For example, we can infer from Dr. Martin Luther King Jr.'s actions that he valued justice, and we can infer from Mahatma Gandhi's actions that he valued pacifism. They each had clearly defined values in their lives and acted on them accordingly.

It is important to remember that values form as a result of lived experience. Everything from the environment and social and political movements to education and current trends all influence who we are and what we value. I urge you to think about your own values. Imagine for a moment someone has asked you to identify your top five or six values. What would you share? What are the values you feel truly encapsulate who you are as a person? Adventurousness, humility, open-mindedness, diversity, enthusiasm, resourcefulness, family-orientedness, intelligence, fun, trustworthiness, success, consistency, spontaneity? There are hundreds, if not thousands, of words you could choose to answer this question.

Which words will you choose?

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About the Author

Scott Shea is a Graduate Intern in the Student Center at **Central Connecticut State University**, where he is pursuing a master's degree in student development in higher education. He holds a bachelor's degree in English from Framingham State University (MA). As an undergraduate, he served as a Student Involvement and Leadership Development Intern. Active in the NACA® Northeast Region, he served as its 2013 School Swap Coordinator and presented educational sessions at the regional conference in 2013 and 2014.

ETHICS and EVENT PLANNING:
Some Advice

When it comes to event planning, how do ethics apply?
In ways you might not always expect.

By
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WHEN YOU ARE PLANNING EVENTS ON CAMPUS, do consider ethics? If your answer is yes, pat yourself on the back. In most cases, event planning is simple enough: decide the event, sign the contract and promote the event to the campus community. While we all know there is much more than that involved, most of our thought processes do not necessarily include a consideration of the ethics involved. Even so, ethics exist in the world of planning events in ways we might least expect.

Ethics can apply to the following areas of event planning:
Hospitality
Contracts & Negotiation
Co-Programming

Donated Items with Monetary Values

I have experienced the following situations firsthand and would like to offer advice on how to handle them should they happen to you.

Hospitality: Campus Policy Violations

In most contracts, there should be a clause stating that act(s) should abide by any and all university policies. Even so, some act(s) do not follow this clause and can cause problems.

Example: The student hospitality team has spent months preparing for setting up the band's green room to make

sure their rider requests are met, including food, beverages, technical needs, etc. When the act arrives on campus, the interactions are professional and students are excited about the show. After dinner, the students leave the act in the green room to prepare for the show. When they return to get the act so they can introduce them to the campus community for the performance, the act's members have clearly been drinking and the green room has bottles of liquor scattered throughout.

Advice: When it comes to an act violating a contract, the agency/agent should be contacted sooner rather than later with your concerns/complaints. If the agency/agent is respectful and wants your business again, they will handle it appropriately and continue their relationship with your university. In a worst-case scenario, you could refuse to give payment. I do not recommend this unless students and/or staff were directly affected by the situation at hand. In most cases, it can be an educational opportunity for students to have a conversation about appropriate behaviors.

Contracts & Negotiation: Promises without Contracts

NACA offers the rare opportunity for students to talk face to face with performers and agencies at its events.

Example: The students chosen to attend an NACA® event were new to the NACA® experience. Before you left campus, though, budgets were clearly communicated in order so delegation members could make educated decisions about what acts to bring to campus. On site, a student made a connection with an act that was unaffordable – and strengthened the relationship throughout the conference in hopes of bringing them to campus in the future. When everyone returned to campus, it was confirmed the act could not be brought to campus due to a lack of funding. The university representative was put in a tight spot while communicating this news to the act.

Advice: The biggest issue I see in this situation is false relationship building. If you are aware of your budget limitations, there is no reason why you should be building a relationship with an act or agency when you know your campus can't afford the act. No act is worth risking the university's reputation, or your own, in the small world of event planning and programming.

Co-Programming – Double Contract: Working with Academic Departments

You are working with an academic department to host a leadership speaker series. At the beginning of the partnership, you shared expectations and dates were clearly split between you and the academic department. As you are confirming details with your committee the week of the event, it comes to your attention there have been two contracts signed, one by the academic department and one by you and your department.

Advice: Working in teams can be both a blessing and a curse. Contracts are binding, legal documents and cannot (and should not) be altered. When collaborating with academics, proceed with caution – this should not be a space for finding someone at fault; you need to find a solution.

Pulling the committee together for a meeting is a good first step to discuss how to proceed with the event(s), not necessarily to find the cause of what happened. Again, make sure to focus on the event itself and not placing blame on anyone. Once the event occurs, a conversation can be held afterwards to determine the cause of the problem and how it can be prevented in the future.

Monetary Items: Casino Night Prizes

You host a casino night program on campus – no actual money is exchanged and the event is free for students to participate. Prizes have been purchased by the programming board and are in hand at the event. Winners do not have to be present to win. At the end of the program, one iPad remains. Your board follows proper protocol and reaches out to the winner via phone and e-mail. With no response, the deadline passes and the item goes unclaimed. What do you do with the iPad?

Advice: This situation can be simple or complicated. If you decide to keep it simple, you keep the iPad to award during another event. If you decide to make it complicated, you might decide it goes to the programming board for its own uses or the office might see an opportunity to use it for other needs. In either case, it will vary according to the rules and regulations of your campus. Whatever you decide to do, make sure you tell all involved about the decision, who was involved in making it and why you took the action you did. Essentially, cover your bases by being open in providing information.

A Grey Area

More often than not, ethics in event planning and programming occupy a grey area. It can be hard to make appropriate decisions "in the moment," especially when pressure and stress are involved. When it comes to ethical decisions, there is rarely going to be an easy situation to consider. Make sure to consult with other members of your staff and be patient with yourself as you make decisions based on the situations at hand. Most of the time, you cannot prepare for specifics, but you can prepare to have the right attitude when a situation does arise.

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PROGRAMMING FOR CHARITIES:
REWARDING FOR ALL

PRODUCING CHARITABLE EVENTS MIGHT BE RARE ON YOUR CAMPUS, BUT ONCE YOU BEGIN OFFERING THEM, YOU REALIZE THE REWARDS EXTEND FAR BEYOND THOSE BENEFITING FROM THE CHARITY INVOLVED.

By
CARLY SAMUELS
Rowan University (NJ)

MANY CAMPUS PROGRAMMING BOARDS provide their own versions of movie nights, concerts, live performances and off-campus trips. These events are traditional to the college experience and allow for students to create incredible memories. However, I believe there is a major gap in standard programming board offerings and most schools are not even aware of it: programming for charities!

Charitable events are much different than any other events. They are unique in that their focus is on helping others. They also allow for a fun time while creating an opportunity to pay it forward, and students love getting involved in something when they know their hard work is benefitting those who need assistance.

Common examples of charitable events include auctions, benefit concerts and competitive runs. While these kinds of events are standard in the event-planning world, charitable events do not have to fit any particular mold. Almost any type of event could incorporate a charitable component; it just takes more pre-planning. These events have the potential for unlimited creativity. As long as the goal of helping others remains, the type of event involved can take any number of forms.

Developing a Passion for Non-profits

How did I get involved in these types of events? A senior at Rowan University, I joined my programming board during my sophomore year, and immediately began serving as Director of Charitable Events. This position was only one year old at the time and was responsible for planning a Night Bright Color Run, which is a powder paint-filled 3k; Holiday Helper Auction; Mustache March, which creates awareness

for the American Stroke Association; and St. Baldrick's Day, which raises money for pediatric cancer awareness through a head-shaving event! During my two years in the position, I have helped raise over $100,000 for six different charities, and my service in this capacity has helped me to realize my passion for planning events for non-profits. Through attending various programming conferences and speaking with members of other programming boards, I have come to realize my position is rare among programming boards. Therefore, I have made it my mission to help others realize how incredible these events are.

Realizing Incredible Benefits

Planning these events on your own campus brings incredible benefits to your students, university and the surrounding community. The best benefit is that everyone involved, from planning to attending an event, is paying it forward. They are helping those who need it most and the experience has significant impact on many different people.

Another enjoyable benefit is the popularity the programming board and your institution can achieve from producing these types of events. Positive media attention is a fantastic advantage for the university. Charitable events are always in the news, so by having one at your school, you can gain extraordinary attention for the charity, your organization, and your school.

Establishing mutually beneficial relationships with local businesses can be extremely rewarding, too. Planning these events can be difficult, but when you have support from the businesses within your community, things can be much easier. If businesses are willing to donate baskets, money or products to your event, you can return the favor by promoting them. Also, during this exchange, students become more familiar with the businesses and, in turn, visit them more often. Involvement with local businesses turns into a fantastic asset for events and for businesses, too.

Also, special relationships among students, faculty and staff are created at charitable events. They give students a great way to see their professors out of the classroom and various university constituents join together to support a cause. The best relationships between students and faculty develop outside of the classroom and charitable events provide an effective way to get everyone on your campus involved.

Seeking Donations

When planning a charitable event, it is important to address what kind of donations the event will be seeking. Obviously, an event can be staged to raise funds for a charity. This option is very straightforward – students raise money for the event and the total amount collected is donated.

An event can also serve to seek donations of physical items. In this case, items are collected and turned over to the charity. For example, instead of participants paying a fee to run in a 5k event, they can offer two cans of non-perishable food.

A third and less recognized type of opportunity is raising awareness for a charity and its cause. Marketing the charity and having students, staff and faculty become more aware of

its mission can be highly beneficial. If more people on your campus are aware of a charity, they are more likely to create relationships with it and continue offering assistance.

Seeing Results

In addition to gaining experience with event planning as they work on charitable events, students also get to see what their hard work creates. The best way for people to understand why these types of events are being held is to show them. For example, in the past, we have raised money for a local transplant facility that houses patients and their families as they wait for or are receiving treatment. For our follow through, we have had students make dinner for, and sing songs and play bingo with some of the families at the facility. The students were truly able to understand the ways in which the money we raised was going to help these families. Seeing firsthand the work of the charity, they help makes this entire event extremely enriching for students.

Choosing the Charity

We also try to involve our committee members by letting them have a say in choosing the charity to assist. We feel that if they are invested and excited about where the donations are going, we can get the best effort out of everyone. It makes a difference to have your team excited about an event. In turn, it is then easier for them to motivate other students to get excited. The larger the following an event has, the more donations you will likely receive. Getting your team invested will lead to incredible returns.

Opening It Up to Everyone

Involving a different component of your campus population is another aspect of producing charitable events that makes them unique. They can be an incredible opportunity to involve students who may not attend the movies or off-campus trips you offer. They provide another way to make your events diverse and accommodating to your school's population. And including faculty and staff who do not otherwise attend your other events can help you pursue an additional aspect of involvement on your campus.

Also, you may be able to make your charitable events open to the public. At my university, most of our events are open only to our students. But by having a charitable event open to the community, we can build relationships with the residents and local businesses. If you can also do this, it will allow your school to strengthen ties with the surrounding community and include it in the exciting things your campus is doing.

Creating a Dedicated Position

It is important to understand why a dedicated position may be justified when it comes to coordinating programming for charities. Charitable events take a lot of passion, commitment and effort. In addition to planning the actual event, there is the work of researching possible donors, collecting donations, inviting the community, and determining follow-

up opportunities. At my university, this position grew out of another position because we found charitable programming entailed too much responsibility to combine with other events. In order to have the best focus and results, there should be one position dedicated solely to charitable events.

Developing Ideas

So now that you are excited about charitable events, you might need a few ideas on how to bring your first event to life. There are numerous platforms for charitable events on any campus. A great first event to take on, though, is a live auction because there are no major costs. You can get all the items donated, so the only thing on which you need to spend money is advertising and decorations. At my university, we utilize our resources as efficiently as possible, so when we hold an auction, we have a popular professor host it and use our student center ballroom as the event site.

Donations can come from anywhere as long as they are unopened and in good condition. We have received items ranging from couches to iPads, all donated by faculty and local businesses. Local businesses love to donate to events like these and hear their names mentioned as donors at the auction. But the real secret to obtaining donations is offering a clear request letter containing information about the auction. For example, it should include:

- When the auction is being held,
- Where the donations are going, and
- When the donated items are needed.

Once this letter is finalized, have your team to distribute it to the surrounding community. The level of response you get from this letter can be overwhelming.

We also offer service letters to clubs and organizations on campus if they donate baskets. Again, this is another way to reach out to a population that might not regularly attend your events.

When the date of the auction finally arrives, remember to invite all of your donors. They will want to see how much their donations bring in and they will likely bid on other items, as well!

The best part about this type of event is that it is affordable for students and there is something for everyone! In our experience, students often try to outbid fellow students, so they are the ones determining the price points.

It is also a great idea to have your students invite their professors with handwritten notes and speak to their classes about the auction. Again, seeing students invested in something like this gets other students excited and makes them want to get involved.

A Brief How-to

So there you have it, a brief how-to for planning charitable events. I hope you can't wait to get started and want to offer this to your campus. These events take a lot of work and emotional investment, but knowing you are making your community better is a significant reward.

Please feel free to contact me with any questions you might have. I would love to help bring these events to other campuses! Contact me at Samuel75@students.rowan.edu.

About the Author

Carly Samuels is pursuing a bachelor's degree in management and entrepreneurship at **Rowan University (NJ)**, where she is director of Signature Events (Student University Programmers), and is a resident assistant and a Higher Education Intern for the College for Graduate and Continuing Education. She has been named to the President's List, Dean's List and the Beta Gamma Sigma Honors Society and has earned scholarships from Eagle Wealth Management, the Student Government Association, the Charis M. Wilson Memorial and others. She was recently named a recipient of an NACA® Foundation Mid Atlantic Undergraduate Scholarship.

LEADERSHIP LESSONS FROM THE CLASSROOM

Tips and Tricks from Elementary School Teachers

By
JESSIE McNEVIN
University of South Carolina

Our elementary teachers are some of the first leaders we have in our lives and there is much to learn about leadership from how they manage their classrooms.

Think back to your elementary school. What do you remember? What did your school look like? Who was your favorite teacher? What did you like to do at recess? After recess, do you remember filing back into the classroom full of energy and excitement? Isn't it a miracle that teachers are ever able to get a classroom full of rambunctious students to learn anything after recess or lunch?

The reality is that good teachers use simple classroom management techniques to refocus the class and these techniques can help you better lead your organization, too. I would like to offer you specific tips that elementary school teachers use to strengthen your leadership abilities, create better relationships within your organization, and even improve your events.

Know Your Audience

There is a reason why a math curriculum doesn't jump from mastering multiplication tables to finding a derivative in a calculus problem. The instructor factors in the students' readiness and interest before determining the next topic to cover. Similarly, student leaders need to make sure they are in touch with the abilities, needs and interests of the audience their programs are intended to reach. What are their interests? When are they available? When would it be most convenient for them to attend an event? If you aren't sure of the answers to these questions, just ask! Create a simple survey to distribute at the beginning of the semester or host an open forum to get student input. Get creative with it. Have a bake sale where you accept ideas instead of money! Taking the time to consider your audience's needs and input in the beginning can increase attendance and satisfaction at your event in the long run.

Start with Objectives

All lesson plans begin with objectives that clearly state the goals for each class. As the class progresses, teachers may adapt their teaching methods based on the needs of the students, as long as they meet their intended learning outcomes. Likewise, good programming starts with identifying the objectives for the event. As Simon Sinek (2009) encourages us, start with "why?" Why are you hosting the event? Once you know that, you can be more flexible with the "how" if everyone understands the "why." For example, if you hold an event with the intention of raising money for a local charity and bringing the community together, there are many ways you can attain that. As you plan the event, you may hit roadblocks, but you can always adapt your path as long as you complete your goal.

Control the Room with Your Voice

Any kindergarten teacher knows that speaking low and slowly will calm children down. Next time there is a heated debate between two members of your organization, try speaking softly to get their attention. Quietly share that you understand both sides' perspectives and remind them of the organization's mission statement. Then, ask both sides about how to creatively solve the issue in a way that aligns with the organization's mission. The last thing you want to do is to yell at them because it will only increase the tension level and exacerbate the problem.

However, when your team seems to be tired or unmotivated, speak more loudly and faster to generate excitement. Use an enthusiastic voice when announcing a new event or idea to convey your passion and enthusiasm! Mixing up your tone of voice and the rate at which you speak will help you hold your audience's attention. Alternate low and slow with loud and fast as appropriate.

Choose Good Line Leaders

Elementary school teachers know how to move their kids efficiently to various class spaces, shuffling them from the classroom to the library, gym or cafeteria. Everyone walks in single file behind the designated line leader. Can you recall the sense of pride you felt when it was your turn to serve as line leader?

Remember the fact that everyone likes to take the lead once in a while in your organization. Delegate responsibilities to your team members and let them take complete charge of their assigned projects. By trusting people and giving them ownership of a project, you increase their motivation to complete the project and you may even inspire them to run for a leadership position in the future.

Praise in Public and Reprimand in Private

Elementary school teachers know how important it is to publicly praise their students when they do something exemplary. It teaches everyone in the class about what appropriate behavior looks like. One of your most important roles as a leader is to thank your team members and tell them how much you appreciate their hard work. Doing so builds confidence and strengthens trust.

On the other hand, teachers also know the importance of reprimanding students in private. Sometimes, leaders forget this fundamental rule as they become more focused on the end result and lose sight of the process and the people involved. Tearing people down in public humiliates them and makes everyone in the organization is afraid to make mistakes, fearing they may be "called out" as well.

See Mistakes as Learning Opportunities.

There are bound to be missteps along your journey and that is okay! Elementary school teachers expect all of their students to make mistakes, but they also emphasize learning from those missteps. My first major programming event as a student leader was a big barbeque prior to a football game. I ordered hundreds of hamburgers and hotdogs, decorated the area, and even bought giveaways. Much to my disappointment, when game day arrived, the attendance at the event was dismal! Determined to learn from my mistake, I assessed what happened and quickly realized I didn't really know the needs and desires of my intended audience. There were multiple conflicting events that day and the location was too far away from the rest of the campus action. Armed with this valuable information, I was able to prevent those same mistakes from happening again by consulting the campus calendar and choosing a more centralized location for upcoming events.

As student leaders, you can capitalize on the techniques your elementary school teachers used to teach and manage their classrooms to better lead your organization. Focusing on your audience and objectives will make your events more meaningful. Delegating, strategically using your voice and praising others publicly while criticizing privately will strengthen your leadership abilities. Learning how to confront others and deal with failures are also important skills that will help you excel as a leader.

So, the next time you are grappling with a problem within your organization, consider how it might be settled by an elementary school teacher – it may not provide a complete solution, but it is a great place to start!

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About the Author

Jessie McNevin is pursuing a master's degree in higher education in student affairs at the **University of South Carolina**, where she facilitates alcohol education workshops for the Office of Student Conduct and serves as ACE (academic success) coach for the University Advising Center. This summer, she completed an internship with Miami University's (OH) Cliff Alexander Office of Fraternity & Sorority Life and Beta Theta Pi Fraternity Headquarters. In addition, she serves as a Graduate Assistant at the National Resource Center for The First-Year Experience and Students in Transition. She holds a bachelor's degree in middle grades preparation from West Chester University of Pennsylvania.

THE REALITY IS THAT GOOD TEACHERS USE SIMPLE CLASSROOM MANAGEMENT TECHNIQUES TO REFOCUS THE CLASS AND THESE TECHNIQUES CAN HELP YOU BETTER LEAD YOUR ORGANIZATION, TOO.

DON'T JUST TRANSFER YOUR CREDITS,
TRANSFER YOUR SKILLS
Using Your Two-Year Experience at a Four-Year Institution and Beyond

By
JENNIFER WHEELER
Rock Valley College (IL)

Transferring what you learn at a two-year institution when moving to a four-year college or university may seem daunting, but it can be as easy as one-two-three when you know how to acquire, recognize and convey your skills.

The task of transferring to a four-year college or university from a two-year institution can seem daunting. Will everything transfer correctly? Was I involved in the right things? Will I even get in? Despite these challenges, there are ways you can ease your anxiety. The first is by having a clear understanding of not only how you can transfer your credits, but also the skills you have gained outside the classroom. Being able to convey both your classroom and student involvement experience on paper or in person will help you succeed at your four-year university (and beyond).

Before you are able to effectively articulate your skills, though, you must how to define them, as well as how the concept of "transferable skills" fits into that definition. According to Merriam-Webster, a skill is "the ability to do something that comes from training, experience, or practice." From communication to analytical skills, and everything in between, you can have numerous skill sets. These can be easily measured or they might be more qualitative. Either way, the notion of a skill being transferable is universal.

The basic premise of this concept is using a set of skills gained and developed in one environment (i.e. the classroom/leadership positions in an organization) and applying them (transferring) in another (i.e. in a career/technical position). Given that you have probably gained numerous

skills throughout your life thus far, the idea of figuring out which skill sets you have that might be able to be applied elsewhere seems overwhelming. This is where the acronym ARC can be useful. ARC represents a three-step plan for success when it comes to being able to not only transfer your credits, but also your skills:

1. Acquire Skills
2. Recognize Skills
3. Convey Skills

Steps for Success
1. Acquire Skills

As a current college student at a two-year college, you are well on your way in this first step. Skills can come from the classroom, involvement in organizations, internships, and on- and off-campus jobs, etc. Although your time at a two-year institution may be short, the skills you develop there are the foundation for the rest of your collegiate career.

Along with acquiring these skills comes assessing your strengths and weaknesses with respect to specific skill sets. No matter what career path you may choose to pursue, most employers are looking for a solid set of skills that are transferable across numerous industries. We will call these the Universal Skill Set, which may include:

- Critical thinking
- Analytical thinking
- Strong communication skills
- Motivation and goal setting

- Research and development
- Teamwork
- Basic academic skills
- Creative thinking and decision-making
- Project management
- Interpersonal skills
- Leadership

Although it is important to be knowledgeable about the skill sets that companies are seeking when hiring, it is also important to know where your strengths and weaknesses lie within the Universal Skill Set. To do this, follow the directions in Figure 1.

Figure 1: Assess Your Transferable Skills and Strengths

Directions:
A. On a scale of 1-10 (10 being the highest), rate your skill level in the categories listed below. Put that number on the line next to each category.
B. Circle what you believe to be your best sub-skill under each category.

Analytical thinking _____
Quantitative/statistical methods – Apply logic and reason to form a plan – Understanding the whole by breaking down into parts

Basic academic skills _____
Reading/writing – Math/science – Technical/computer

Creative thinking and decision making _____
Clear understanding of steps of effective decision making – Creatively apply information – Evaluate effects of an idea

Critical thinking _____
Sound judgments – Assessing validity of a situation – Understanding of reasoning vs. rationalizing

Interpersonal skills _____
Conflict resolution – Strong understanding of people/feelings – Communication skills

Leadership _____
Motivating others – Delegating tasks – Adaptability/flexibility

Motivation and goal setting _____
Enthusiasm and positive attitude – Clear understanding of SMART goals – Self-motivation

Project management _____
Creativity – Problem solving – Planning – Decision making

Research and development _____
Write reports based on findings – Use tools specific to the area of research to gather information – Evaluate findings

Strong communication skills _____
Oral communication – Written communication – Listening – Presentation

Teamwork _____
Respect and tolerance – Ability to give/receive constrictive criticism – Provide own strengths during group work

Adapted from Fordham University and the University of Wisconsin-Eau Claire.

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2. Recognize Skills

Now that you know you have acquired skills and have assessed your strengths and weaknesses in the Universal Skill Set, it is important to know what skills/qualities you have gained in your two-year collegiate journey and, most importantly, HOW and WHERE you developed these skills. Being able to recognize this will help immensely when you need to convey those skills on a résumé or during an interview.

Although you may have developed skills in the classroom or through jobs, internships, student organizational involvement, volunteering, or just life experience, for our purposes here, we will focus on two broader categories: classroom and co-curricular.

To better help narrow down each of these categories, see the lists of common classroom and co-curricular activities included in Figures 2 and 3. This list may vary from person to person, depending on your collegiate goals and organizational involvement, but Figures 2 and 3 will help you recognize the skills you have gained.

Figure 2: TransferableSkill Development: Classroom

Directions:
A. Below is a list of activities often done within the classroom in which you may have engaged. In the center column, indicate the activities in which you think you have gained particular strength/skill.
B. In the last column, lists the classes you have taken that have helped you gain those skills listed under the activities.

Common classroom activities		Classes taken that relate to these skills
Ability to make decisions and solve problems		
Math: Compute, calculate, compare, and/or record numbers		
Organization of data; testing validity of said data		
Reading: processing, interpreting, analyzing, and what you read		
Research, investigate, hypothesize, and/or discover concepts with ability to evaluate and assess those concepts		
Small group work; working towards a common decision or goal; facilitating group discussion		
Technical work; word processing, internet, other computer software		
Understanding of foreign languages/ culture		
Use of creativity; photography, decorating, painting, sculpting, etc.		
Use of lab equipment; accuracy, measurement and tracking		
Verbal Communication: speeches, debates, discussions, oral exams		
Working with diverse perspectives		
Written Communication: essays, research papers, technical writing, journaling, lab reports, literature reviews		
Other		

Adapted from Fordham University and the University of Wisconsin-Eau Claire.

Figure 3: TransferableSkill Development: Co-Curricular

Directions:
A. Below is a list of many other activities/skills in which you may have engaged during your collegiate career. Indicate in which activities you have participated in the center column.
B. In the last column, list in what and when you participated that really helped you gain and master those skills.

Co-curricular Activities		Details (what, when, etc.)
Academically focused student organizations		
Athletic teams; intramurals		
Campus ambassador/student worker		
Conferences, seminars, workshops		
Committees		
Competitions		
Cultural programming		
Event planning		
Hobbies or pastimes		
Honor societies		
Independent study courses		
Internships		
Licenses/credentials earned/awards received		
Media and journalism		
Orientation Leader		
Outdoor recreation		
Part-time jobs		
Politically based student organizations		
Religious involvement		
Student government		
Study abroad/travel		
Theatre/arts/entertainment		
Tutoring/peer groups		
Volunteering/community service		
Other		

Adapted from Fordham University and the University of Wisconsin-Eau Claire.

3. Convey Skills

Now that you recognize the skills you have gained, either in the classroom and/or through co-curricular involvement, the final step is to convey those skills. Whether it be orally or in writing, articulating transferable skills you have gained is extremely beneficial when you are considering transferring. Before we get into how you can convey your transferable skills, it is best to summarize your strengths and reflect/put into place an action plan for those skills that still need developing.

Step 1: Pay attention to the skills you have noted to be your strengths. These are the skills you want to emphasize during interviews or on an application, cover letter or résumé. Explore your top three skills to figure out why they are the strongest and reflect on where it was you developed them.

Step 2: Take note of those skills you still feel you need to develop. Consider your current college and/or career

YOU WILL BE SURPRISED BY WHAT THE EXPERIENCES YOU HAVE GAINED AT YOUR INSTITUTION— **BOTH THE SKILLS GAINED WITHIN THE CLASSROOM AND THE REAL-WORLD EXPERIENCE YOU HAVE ACQUIRED IN ORGANIZATIONAL INVOLVEMENT**— WILL GET YOU.

goals and what skills might be necessary in the specific industry you are pursuing. Identify three skills you would like to develop and consider what classes, activities and/or projects would help you better develop them. If you still have a semester or a year left at your two-year institution, get involved in an organization that will strengthen these skills or take a class that will develop you as a more well-rounded student. If you are already in the midst of transferring, consider these to be the skills you want to further develop at your four-year institution.

There are various ways you may be asked to convey your skills, but a co-curricular transcript or record is one you can easily develop for yourself. A co-curricular transcript is an all-inclusive record of your involvement and achievements outside the classroom while enrolled at a specific college and/or university. It is often student initiated and can take the form of an official college document or transcript or of an unofficial version that is deemed a co-curricular record. This supplemental form can be used to provide speaking points for job interviews, or when applying to a four-year college or university or graduate school, and it gives you the ability to showcase leadership experiences.

Tips and Techniques for Follow Up

Here are some tips or techniques on how to highlight your strengths, as well as develop those skills you believe to be your weakest.

- Visit the career services office at your college (if applicable). It not only offers resources about careers and internships, it can also provide you ways to put your action plan into place.
- Create a co-curricular record/transcript on your own or through a system your college offers (i.e. OrgSync/CollegiateLink).
- Choose "filler" classes that you not only think are interesting, but that will benefit you in your skill set. Even if they do not fit within your major/career path, becoming more well rounded is always a positive attribute.
- If offered, take opportunities to participate in mock interviews or résumé reviews. This gives you an excellent outlet to be able to showcase your strengths and receive constructive criticism without the pressure of a job, internship or being in the process of transferring.

Above all, take the experiences you have at your two-year institution (and if you choose to attend, your four-year, as well) seriously, both inside AND outside the classroom. You would be surprised what the combination of skills gained within the classroom with the real-world experience you have acquired in organizational involvement will get you. You may even land your dream job or internship because of it!

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Author's Note: This article was based on my presentation at the 2015 NACA® National Convention. If you would like a copy of the transferable skill worksheet in its entirety, email Jennifer Wheeler at j.wheeler@rockvalleycollege.edu.

About the Author

Jennifer Wheeler is a Student Event Specialist at **Rock Valley College (IL)**, where she provides oversight and support for all student organizations, serves as the Campus Activities Board advisor and coordinates educational, cultural and community experiences for the College on behalf of the Student Life Department. She has participated in NACA® regional conferences and the National Convention as both a student and staff delegate. She holds a bachelor's degree in communications and public relations from Monmouth College (IL), where she served as Association for Student Activities Programming (ASAP) President and Marketing Co-Chair and Office of Campus Events Intern. She was also active in the Pi Beta Phi Fraternity for Women, holding several leadership positions in the organization.

Surviving the Dog Days of Finals

Hosting a Pet Therapy Event on Campus

By
SUNDI MUSNICKI
Eastern Washington University

Finals often mean long nights of study and stress. However, furry friends visiting campus can offer much comfort to harried students and staff.

At the end of every semester or quarter, the distant groans of college students preparing for finals can be heard on college campuses everywhere. The mounting pressure from weeks of homework and studying results in a furious frenzy to prepare for one final push to the finish line. In an effort to support these students, most colleges and universities organize a series of events aimed at providing relief from studying, ranging from late-night pancake or spaghetti feeds to massages and pillow fights.

One activity in particular that is a mainstay at institutions like Emory University (GA), Kent State University (OH), and the University of San Diego (CA) brings together two student favorites – pets and play time. Finals relief pet therapy programs offer students an opportunity to get in some quality time with a furry friend in between hitting the books. These interactions do more than just reduce stress; they can also have other positive effects on students' physical and mental health. Can a few minutes with Fido really do all of this? A growing number of universities (and their students) would say that it can and does.

Benefits of Pet Therapy

For most people, growing up in a household with animals is something they might have taken for granted, but they would likely agree that some of their happiest and most cherished memories include spending time with a family pet. We think of them as being a part of our family, like a child or sibling. What we don't necessarily recognize is how beneficial owning a pet can be for our physical and mental health. The Center for Disease Control and National Institute of Health report that owning a pet can decrease our blood pressure, cholesterol levels and feelings of insecurity, while improving memory (Centers for Disease Control and Prevention; Misra & McKean; Beetz, et al).

Now, it's not likely that all of this can be achieved by spending 15 minutes with a cat or dog, but it demonstrates the positive impact that interaction with animals can have on us. "You see (students') shoulders drop and see them smile. This is a great way for them to keep life in perspective. That really is the most significant part of the program. With academic stress, it's not uncommon for students to get tunnel vision during finals. Five minutes with a cat or dog, it clears their head" (Christensen).

The greatest impact of pet therapy programs is to see the look on the faces of students as they walk into the room and see the animals for the first time. Stress and anxiety are

quickly replaced with a sense of child-like glee as they sit or lie down with the animals, rub their bellies and hug them. In an instant, they mentally and emotionally return to a place of comfort and safety.

This program's ability to instantly disarm guarded or stressed out students is not accomplished by the animals alone. The animals' handlers are equally instrumental. They strike up a conversation and share stories about their volunteer experience, or talk about how many other furry "children" they have, and are able to quickly connect with even the quietest and most introverted of students. Their ability to build rapport with people is undoubtedly what has led to their success working in a variety of different settings with a wide range of groups.

Program Qualifications

Pet therapy sessions on college campuses mirror similar activities held at elementary schools, hospitals and libraries, in which certified therapy animals (usually dogs), along with their handlers, visit with people in groups or individually. Animals that participate in these programs are usually certified and dispatched through community organizations such as the Reading Education Assistance Dogs (R.E.A.D.) program in Wisconsin or Pet Partners of Washington. These groups range in size and complexity, but many depend on volunteers.

Certified therapy animals affiliated with programs such as Pet Partners and R.E.A.D. can sometimes be mistaken for service animals, but they are actually quite different. A service animal is assigned or trained for a person with a documented disability and because of the Americans with Disabilities Act, a service animal can accompany their owner virtually anywhere. Therapy animals do not possess the same legal rights as service animals. They are trained to help people who are under duress—for example, people who have survived natural disasters, sick patients at hospitals, or even stressed-out college students preparing for finals. They can be any age, breed or size, and their main purpose is to provide comfort.

Therapy animals must complete a series of tests to ensure they have the right temperament (Beck). They are also not limited to just dogs; cats, horses, rabbits, pigs, birds, llamas, guinea pigs and even rats are eligible for evaluation (depending on the organization offering certification) (Pet Partners). The ability for an institution to do this type of event, or to bring one type of animal versus another, may be based on availability, space, or any one of a variety of aspects that must be considered by organizers.

The Right Pet Providers

Before moving forward with a pet therapy event, you'll first want to conduct research to find a local organization like the R.E.A.D. program and Pet Partners to serve as collaborators. Most larger cities have at least one such group, and since events like this are at the root of their purpose and mission, they would probably be more than willing to be involved. If an organization like R.E.A.D. or Pet Partners does not exist in your area, you may be able to find individual owners/

handlers who would be willing to bring their pets to your campus. This option may just take a little more time and legwork on your part.

A great resource to find information about individual owners/handlers would be local hospitals or hospices that may have an established relationship with these teams and can point you in the right direction with regard to contacting them. They would also be able to provide you with references as to how the animals have behaved and/or how the participants respond to them. This information can be helpful to provide to your risk management office should they want to know more about the organization(s) you are working with and the animals you want to bring to campus.

Service Fees

Something to consider and ask about when contacting pet providers is if there is a cost involved in contracting their services. Some organizations may charge a nominal fee to help pay for future classes or certifications. Others may not charge anything, but can accept donations. If your institution does not allow donations to be made, but will permit the purchase of prize-type items, consider buying food, toys or gift cards for the animals as a "thank you," and give those to the coordinator to distribute. If this is not an option, you could also donate these items to a local animal shelter or humane society in the organization's name.

Payment is something you'll want to discuss early on, as it impacts your ability to move forward with the planning process, but there are a number of choices that can make a positive impact on the group partnering with you, or on animals in your community.

Liability and Institutional Policies

Once you have found a community group to work with and have established payment/compensation, one of the next challenges that must be addressed is related to liability and institutional policies regarding animals on campus. Does your campus allow animals other than in a service capacity? Even if the answer is "no," don't be afraid to go through the appropriate channels to see if there are options to work around any restrictions or concerns involved.

Our campus has a standing "no animals allowed" rule, but we worked with our risk management office and were able to get the all clear. We provided documentation about the organization we chose to work with and guaranteed that all of the animals and their handlers were trained and certified. We also agreed to display disclaimers on all of the promotional materials and on signage at the event reminding students that outside of extenuating circumstances, animals were not allowed without the appropriate documentation and approval.

When it comes to liability, each institution has different policies, with some being more restrictive than others. For example, our school is very conscientious when it comes to students and staff with pet-related allergies, so we had to either hold our event(s) outside or find a space with an HVAC system. Ultimately, we opted for our multi-purpose room in

THESE INTERACTIONS DO MORE THAN JUST REDUCE STRESS; THEY CAN ALSO HAVE OTHER POSITIVE EFFECTS ON STUDENTS' PHYSICAL AND MENTAL HEALTH.

CAN A FEW MINUTES WITH FIDO REALLY DO ALL OF THIS? A GROWING NUMBER OF UNIVERSITIES (AND THEIR STUDENTS) WOULD SAY THAT IT CAN AND DOES.

Photos courtesy of Eastern Washington University Campus Programs.

our student union that has linoleum floors (that make it easy to clean up dander, etc.). During the event, we posted signage on all of the entries warning that animals were present so anyone with an allergy would know not to enter.

Depending on your institution, you may need to create a liability waiver for students to sign prior to participating, just to ensure that if something happens, you, your department, and the university are not held responsible. Once you have addressed the liability/risk issue, you'll find that the remainder of the planning process becomes significantly easier.

Scope of the Event

The last major decision you will have to make is to determine how big or extensive you want your event to be. Does support and funding limit you to a single day? Or could you incorporate this into other finals relief events taking place on your campus and do it over the course of several days? The University of Connecticut's program, for example, runs for a full week during finals and includes 20-25 dogs working in shifts to provide almost continuous coverage from 10 am until 8 pm (Schwartz).

On our campus, we decided to start out with just a two-hour shift on one day to gauge student response. The first trial run went so well that the next time around, we offered the program over multiple days on our main campus and for one day on our downtown campus to ensure all of our students had an opportunity to participate. Given the ease with which this event came together and its success with our students and staff, we expect it will continue to expand to meet our campus' needs.

The Right Fit for Your Campus

Determining how you might cater an event like this for your individual campus can involve everything from location

choices to marketing opportunities. Maybe you'll host your event on the campus mall or quad to catch students as they come and go between classes. Or you might be able to hold it in the library. For example, Harvard University (MA) and the University of San Francisco (CA) give students the option to either check out a pet through the library's card catalog system or visit a resident pup during their established office hours (Schwartz; Glynn).

Admission Charge?

Another choice you might make is to charge students to participate, with options for proceeds to go to fund other finals relief events, enter students into a raffle for prizes, or serve as a donation to a local animal shelter or humane society. Students at Indiana University have the opportunity to rent a dog for $5 for a half-hour, and can even adopt them afterwards if they so choose (Malinger). Charging students a minimal fee for an event like this allows students to potentially give back to the community or aid in the funding of future events, and helps them to see where their money is going.

Comfort and Solace

Most animal lovers would agree they can't put a price on time spent with their favorite furry friend. It is easy to see people's spirits instantly lifted as they interact with a dog or cat, and they are transported to another time and place, even if only for a moment. Organizing an event with therapy animals is much the same, and there is very little that is more gratifying than giving college students an opportunity to find comfort and solace during an otherwise hectic and tense time. However brief their break might be, they're then able to return to their studies refreshed, refocused and ready to finish strong!
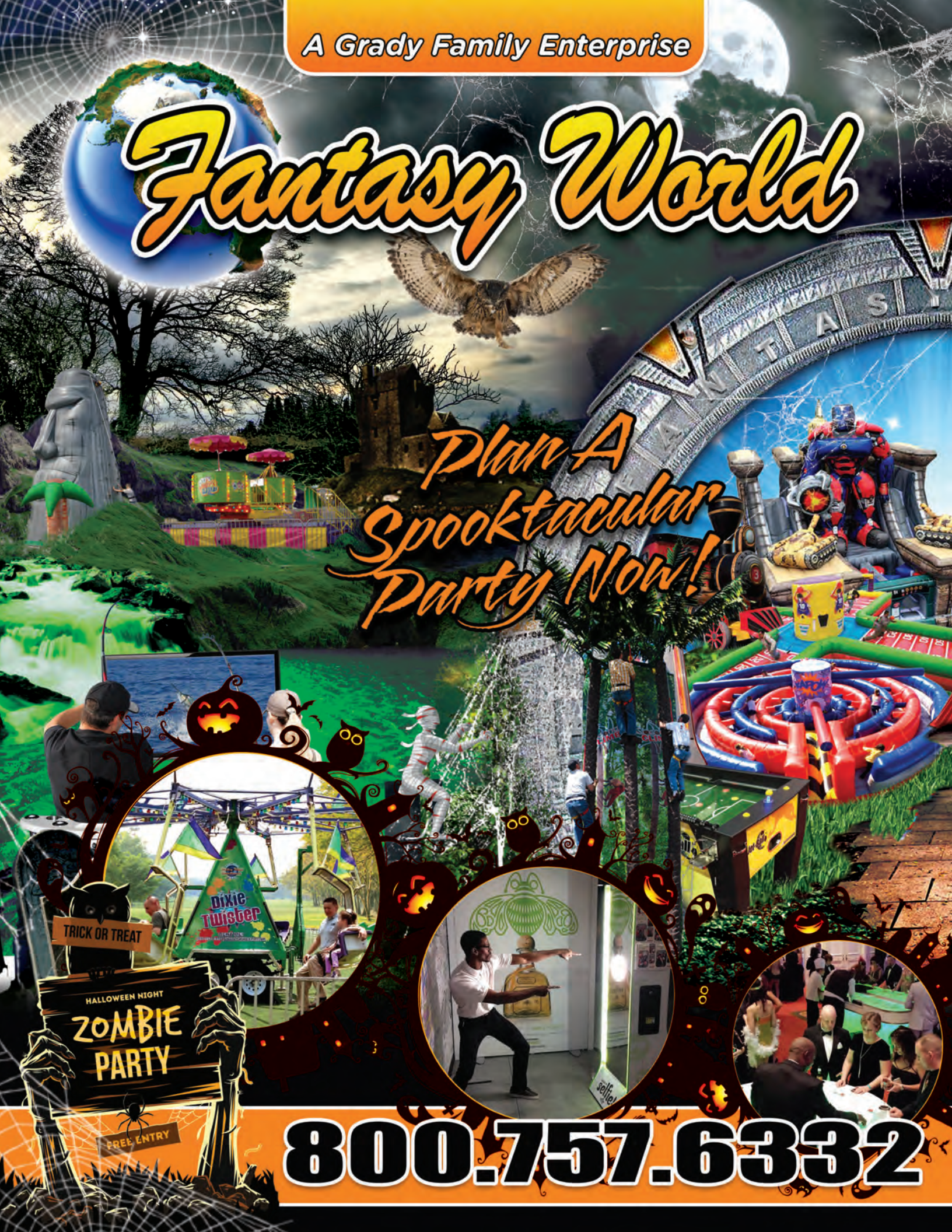
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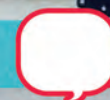
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Programming for the New Majority:
NON-TRADITIONAL STUDENTS

ZPN Family Halloween Party participants enjoy a magic show while showing off their Halloween costumes.

By
DAVID VALE
The University of Akron (OH)
and
ALLISON E. ROAT
The Ohio State University

NON-TRADITIONAL STUDENTS are now the majority on America's college campuses, and programming to meet their needs requires a unique mix of approaches.

The fall semester is well underway and campus activities and student programming boards across the country have worked all summer and through the first six weeks of the fall semester to plan a variety of programs and events for the rest of the academic year. When planning programs on your college campus, which audience are you trying reach?

The majority of college campuses cater to the traditional student profile. Accordingly, the general public has a long-held perception of what a traditional college student should be. A common description would include a student in their late teens or early 20s who recently graduated from high school. The student would most likely live close to campus and would attend classes during the day (Bell, 2012). Focusing solely on this population is a concern for student affairs professionals who understand the changing demographics of the college population across the country.

Defining the Non-traditional Student

The National Center for Education Statistics (2014) defined the seven qualities categorizing a student as "non-traditional," which describe a student who:

- Delays enrollment or does not enter postsecondary education in the same calendar year that he or she finished high school.
- Attends part time for at least part of the academic year.
- Works full time (35 hours or more per week) while enrolled.
- Is considered financially independent for purposes of determining eligibility for financial aid.
- Has dependents other than a spouse.
- Is a single parent (either not married or married but separated).
- Completed high school with a GED or other completion certificate, but does not have a high school diploma.

These characteristics are often not considered when defining the "typical" college student. However, the majority of students attending postsecondary institutions fall into one or more of these categories. According to Complete College America, an Indiana nonprofit, only 29% of college undergraduate students would be considered "traditional" students (Casselman, 2013). This leaves 71% of current students who are considered part of the non-traditional student population in college. In addition, there are plenty of other characteristics students identify with that fit the "non-traditional" definition. Commuter students, international students, and postsecondary students are also not targeted populations when it comes to planning events and programs on a college campus.

This is not to advocate a complete turnaround when planning event schedules. Focusing programming efforts strictly towards this "new" majority population on a college campus would be unwise. The non-traditional student has more on their plate then classes and figuring out which events to attend on campus. In addition, each non-traditional student has a unique set of circumstances, which lead to challenges regarding their ability to be involved on campus or even stay on campus at all.

In fact, because of various personal responsibilities and schedules, the non-traditional student has little time for extracurricular campus activities (Ely, 1997). However, student programming boards can still concentrate on how best to reach the 71% of their students by creating and implementing a diverse range of programs and events.

Programming Goals

Student programming boards want their events to be successful. What constitutes a successful event is predetermined by the goals of the board itself. Goals can include increased collaboration and cooperation with various campus departments/organizations, the development of individual students on a particular topic, and increased awareness on the part of the campus community, just to name a few.

An additional criterion always making this list is the overall attendance at an event. This tends to be a major focus when planning and preparing for future events, which makes sense as a priority goal, because an audience of any size is needed to meet any of the other goals. We student affairs professionals must remember attendance numbers do not and should not be the sole factor in determining whether an event is successful. The non-traditional majority on campus should also be given the opportunity to reap the benefits of increased co-curricular involvement.

The goals of the student programming board should not be blinded by attendance numbers, but instead must be inclusive of the entire campus community. Considering non-traditional students make up 71% of the average campus population, programming boards should strive to be inclusive of these students when planning programming and events.

Alexander Astin's Theory of Student Involvement shows academic performance is correlated with student involvement. What a student appears to gain from being involved is directly proportional to the extent to which they were involved, in both quality and quantity (Astin, 1999). The advantages of student involvement do not exclusively benefit the individual student, but can, in turn, benefit the university as a whole. A positive correlation has been shown between student involvement in co-curricular activities and student retention, as well as academic success (Kuh, et al, 2005). Institutions of higher education want students to succeed and strive to get students to graduation (hopefully within four years). Involvement at university programs and events benefits students by not only giving them social and educational activities, but can assist them towards getting their degree and developing on personal and professional levels.

Student Body Trends

The increase in the non-traditional student population is not going away (Bell, 2012). With rising college costs, decreased state funding, increased student debt, and high rates of unemployment, the student coming straight out of high school has a lot to think about regarding the value of a college degree. As previously noted, this high school student is not necessarily representative of the broader population with regard to attending college. More and more students are choosing to attend community colleges, to work full-time, or to delay the start of their college career.

In fact, nearly 38% of students enrolled in postsecondary education are currently over the age of 25. This number will continue to increase and the National Center for Education Statistics (2014) predicts it will be up to 48% by 2019. Putting it another way, before the students entering college this fall graduate, 48% of college attendees will be over the age of 25 (Casselman, 2013). This is not necessarily the "typical" college student portrayed on television and in film.

With this rising population of non-traditional students on campus, it is beneficial for campus activities and student programming boards to direct their focus away from students fitting the "traditional" definition and put forth greater effort to reach the majority population now ruling the student body. This intentional brainstorm for future events allows the programming board the freedom to experiment with program ideas geared towards diverse student populations that are often forgotten.

Combating Complaints

There are a few common responses non-traditional students express to campus programming boards regarding their reasons for not attending events. These are often structured around the challenges they face in their collegiate experiences, which could include struggling with advancements in technology and the use of such technology in the classroom, establishing a social network on campus, and, like the majority of college students, finding balance.

It is imperative programming boards are prepared to combat these challenges and complaints by structuring events around the needs of the non-traditional student population. For example, a common complaint could be, "I don't have time for that 'fun stuff' when I have a family to get home to every night."

As we mentioned earlier, non-traditional students have busy schedules often revolving around multiple jobs and families or children of their own, as well as a long commute to campus. To combat a complaint such as this, programming boards need to brainstorm ways to plan events in the hours most convenient to non-traditional students, such as daytime programs or lunchtime series. Another possibility is to open events to families of university students in order to better accommodate their specific needs (Evans et al, 2010).

Another complaint programming boards face when planning events for the non-traditional student population is lack of financial freedom for attendees. When the

Participants of the ZPN Family Night in the Rec enjoy playing in the leisure pool and lazy river located in The University of Akron Student Union.

IT IS IMPORTANT TO KEEP IN MIND NOT EVERY PROGRAM NEEDS TO BE EXPENSIVE, AS LONG AS WHAT IS INCLUDED IN THE PROGRAM IS INTENTIONAL, MEANINGFUL, AND APPEALS TO THE NEEDS OF THE TARGETED POPULATION.

Parents and children take advantage of the Candy Bar at the ZPN Family Night in the Rec.

Photos courtesy of the University of Akron's Zips Programming Network.

average non-traditional student is funding their own college experience and possibly working multiple jobs, spending an extra few dollars on an event on campus is not a priority. While taking this challenge into consideration, programming boards should consider offering events geared towards the adult and family population at a free or reduced cost. Allowing family members to attend events for low or no admission can encourage involvement. Students involved will not only devote more time and energy to academics, but they will also become more invested in the institution as a whole.

Application to Programming

When creating events aimed towards the non-traditional student population, it can be challenging for students to incorporate all their needs into one event. There are a few ways to tackle this challenge, and depending on the size and structure of each programming board, solutions can vary among institutions.

To start, a strong foundation for creating events more applicable to non-traditional students is to be intentional with programming. Specifically, programming boards should begin creating events each semester that are strategically and intentionally geared towards this population. Use buzzwords in the promotional marketing to indicate the purpose of the event. Examples include phrasing such as "Family-Friendly" for events in which students can bring their children or siblings, "Commuter Convenient" for events

taking place at the most logical times for commuter students to be on campus, or "Between the Bell" for quick programs taking place during the daytime class hours. Of course, throwing in the word "free" never hurts, either!

Apart from intentional programming and strong marketing, campus activities boards can also take a greater step towards inclusion for the non-traditional student population by designating a chairperson or committee to specifically coordinate these types of events. Obviously, this option will depend on the size and scope of the activities board, but this designation encourages a consistent effort to program for this population. It also allows for the opportunity to build connections with other campus entities or offices that aim to provide for non-traditional students.

UA's Success with ZPN

At The University of Akron (OH), the Zips Programming Network (ZPN) has had an Adult and Family Chair on the Executive Board for five years. This individual spends their office hours formulating collaborations across campus to bring innovative and exciting events to the non-traditional student population. The largest event, Family Night at the Rec, takes place each year in mid-March at the campus recreation center.

At this event, University of Akron students have the opportunity to invite their family members to the campus recreation center, free of cost, for the evening. The theme

varies each year, depending on current pop culture trends. In March 2014, ZPN chose to go with a *Frozen* theme, which greatly appealed to a family-friendly audience. Participants were able to view a movie at the indoor swimming pool, climb the rock wall, and use open courts for basketball and leisure games.

In addition, there were incentives such as *Frozen*-themed prizes, free pizza, pop and snacks, as well as a photo booth and caricature artist to capture the magic of the evening. This event was particularly successful because it enabled students to interact with their families in a campus space not typically open to the public, and it encouraged collaboration between campus departments.

In addition, ZPN has planned small-scale events, such as a Valentine's Day Dance or Halloween Party, which are low budget for the programming board, but have high attendance rates. It is important to keep in mind not every program needs to be expensive, as long as what is included in the program is intentional, meaningful, and appeals to the needs of the targeted population.

For additional programming ideas, as well as any questions regarding ZPN events, please contact zpn@uakron.edu.

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FAMILY-FRIENDLY PROGRAMMING
The Ins and Outs

By **ANNA HUYNH**, University of Washington-Tacoma

Photos are from the Hoops for Dimes: Faculty/Staff vs. Students Basketball Game at the University of Washington-Tacoma. Staff/faculty team members are in yellow and student team members are in purple. Photos by UW-T student Zvon Casanova.

Family-friendly programming may be easier to plan and execute than you might have expected, and it doesn't have to appeal to only those students on your campus who have children. At some point in their college careers, everyone will enjoy a family-friendly event.

Family programming is a relatively new offering on college campuses and many students may not be all that aware of it. When I started out as a Family Programs Coordinator at the University of Washington-Tacoma two years ago, I initially thought developing family programming meant planning events for students with children or students with families. What I have since realized is that I had boxed myself into planning events that only students with children would attend.

But, by my second year in the position, I had tweaked the definition of family programming quite a bit so that it included family-friendly events on campus for a variety of different audiences, such as students with children, families, graduate students, and undergraduate students. The intended audience members didn't necessarily need to have children; the key aspect to remember, however, was that the programming was family-friendly.

My Experience

When I began as Family Programs Coordinator, I had no experience in family programming whatsoever. My first year consisted of much learning on my part and the events I developed were simply geared towards students with kids. Some of those events included Family Play Night, Ice Skating Night, Make it and Take it: Stuffed Animals, and Disney Movie Night. The common reoccurring themes of all of my

events were they were all family-friendly.

Family Play Night was the very first event I produced. It was simple and involved collaboration with a local children's museum so that students, faculty and staff at UWT could bring their children to the Children's Museum of Tacoma during a 6-8 pm time slot. The event was completely free to attendees and one of my favorite things about it was seeing the interaction between parents and their children, who were able to learn through play at the event. I received much positive feedback from attendees, who reported they enjoyed it very much.

Another highlight of my first year was Make it and Take it: Stuffed Animals. We scheduled this event during Valentine's Day week, offering an experience similar to a Build-A-Bear Workshop®. At NACA® West in 2013, I had the pleasure of meeting a few vendors offering stuff-your-own toy animal products. Back on campus, I contacted one of the vendors and ordered 100 unstuffed animals. Initially, I thought this would be plenty, but during and after the event, I realized I underestimated the number of attendees it would attract.

We scheduled Make It and Take It: Stuffed Animals in two time blocks – during the lunch hour (12:30-1:30 pm) and in the evening (5-6 pm) so we could target a variety of different audiences. The University of Washington-Tacoma is a commuter campus and everyone follows different schedules. By having two sessions, I believed the event would attract more people. I had split the stuffed animals 60/40

with respect to lunch and evening times, but during the first 10 minutes, we ran out of supplies and there was a line out the door! It was probably one of the most stressful events I produced that year, but it also was the most rewarding.

During my second year, I was much more familiar with how to effectively program family-friendly events and I knew more of the "ins" and "outs" involved. Because I had already accomplished many of the events I wanted to pursue as a first-year family programmer, I was a bit stuck when it came to deciding what events to plan during year two. I wanted to be more creative and think outside the proverbial box. During my first year, I had focused primarily on students with children and I knew I wanted to shift my focus. As a goal for myself, I wanted to plan events that were family-friendly, not only for students with kids, but also for our undergrad students, grad students, and faculty and staff.

I also wanted to plan events that had never been done before on our campus. As a result, some of my most memorable events this past year included things such as Glow in the Dark Zumba, Hoops for Dimes: Faculty/Staff vs. Students Basketball Game (see accompanying photos), and Bubble Soccer.

Glow in the Dark Zumba was an event I conceived after attending a Zumba Class at the University Y (a new gym built through a collaboration between the University of Washington-Tacoma and the YMCA). I realized that while

I love to do Zumba, I do not like having people watch me dance. I thought that by adding the glow-in-the-dark component, participants would feel much more comfortable dancing and exercising. I was able to collaborate with the YMCA to get a certified Zumba Instructor and the event was opened to everyone. Students, Zumba instructors, children, and community members attended the event. Everyone had a blast and received a great workout and the event was very successful.

The Hoops for Dimes: Faculty/Staff vs. Students Basketball Game was also a huge success. These kinds of games are nothing new. Many college campuses feature them, but I wanted to make my event unique. To accomplish that, I wanted to add an educational and beneficial component. To make it beneficial, I set up the event as a charity basketball game, with all proceeds going to the March of Dimes. To make it educational, I collaborated with a campus student organization called PATH (Partners in Action to Transform Healthcare). I wanted all our students to be educated about pre-natal health and the associated risks, as well as how the March of Dimes works with the issue. The event meant a lot to me. It not only affected me personally, but likely has affected other students on campus. This event was also very successful. Everyone had fun and the event raised about $200 for the March of Dimes. Any time I can help give back to my community, I am always up for it!

Serving as Family Programs Coordinator turned out to be an amazing journey for me. For someone who started not knowing anything about family programming, or how to plan an event for that matter, I definitely learned a lot and have put it to good use. So, with those two years of family programming under my belt, I'd like to share what I consider to be the "ins" and "outs" of family-friendly programming.

The Ins

Here are the "ins," or positive aspects of family-friendly programming.

1) **Creativity:** One of the best things about family programming is how versatile it can be. From athletic events to movie nights, as long as the event encompasses a family-friendly feel, it can be deemed a family event. When planning such an event, always make sure it can be considered rated G to PG-13. Anything above PG-13 is not family-friendly. For example, when planning a movie night, it is extremely important to select movies that are rated G (*Frozen,* for example) to PG-13 (*The Hunger Games*). It would be inappropriate to show an R-rated movie in this context.

2) **Flexibility:** Family-friendly events do not necessarily need to be held on campus. Sometimes, these events can consist of ticket sales for activities that occur off campus and that are produced by community organizations or businesses. Ticket sales usually attract a variety of students because they enable them to choose attending an event based on their schedules. The most popular ticket sales on my campus have been for movies (*The Hunger Games: Mockingjay Part 1, Pitch Perfect 2*), baseball games (Seattle Mariners), and Zoolights (Christmas lights at the local zoo). Being flexible in this way can be crucial to your ability to provide family-friendly programming.

3) **Think outside of your "campus box":** Not only can you sell tickets to off-campus events produced by other organizations, you can plan your own events in off-campus locations. Family-friendly programming is unique in this regard. For example, having an event at the local zoo, bowling alley, or ice skating rink is always a good alternative to hosting events on campus. It will give students a nice change of scene. Keep in mind, though, that off-campus events should not require students to drive too far. If they do, provide transportation.

4) **Be willing to try something new and different:** Sometimes, an event idea may seem extreme, but never shy away from giving it a try. Because pursuing family-friendly programming is such a versatile job, there are countless events you can consider. If, at first, the idea seems too out of the ordinary, ask your students what they think. If they like the idea, that will provide some reassurance. There have been many times when I thought an event idea might be too far out, but after getting positive feedback from a number of students, I was sure it would work.

5) **Collaborate:** This is very important to family-friendly programming. No matter whether you are collaborating with organizations around campus, organizations in the community, or other event coordinators, collaboration is always a great idea because it can spark a range of ideas and provide additional assistance. When in doubt, collaborate!

The Outs

There are difficult aspects to everything and it is no different when it comes to family-friendly programming. Here are a few "outs" to keep in mind.

1) **Attendance:** Sometimes, attendance can be relatively low, but that is okay! Not all events can attract 100-plus students. One of the toughest things with family programming of any kind is getting students with children to attend. It is not because the events are not fun; rather, students with kids have other priorities, such as making dinner for their families, helping their children with homework, etc. If attendance is low, do not be discouraged. See it as a learning experience and determine how the event can be adjusted to attract more people.

2) **Time:** As with attendance, trying to figure out what time to schedule an event so it will attract students with children, as well as traditional students, can be tough. During the first few family-friendly events, try different times of the day and different days of the week to see what works. For my campus, events on Wednesdays and Thursdays during the lunch hour work best for traditional college students, while events on Thursday and Friday nights work best for students with families.

I feel fortunate to have discovered there are more ins than outs to family-friendly programming. It is an enjoyable type of program to offer and appeals to more different kinds of students than you might expect. All students, at one point or another during their college careers, will want to attend events that are family-friendly. Although I am no longer the Family Programs Coordinator at my school, I am glad I can share these experiences with you and I wish you well in your efforts to provide family-friendly programming on your campuses.

ABOUT THE AUTHOR

Anna Huynh is a student at the **University of Washington-Tacoma** where she is pursuing a bachelor's degree in health care leadership, with a minor in criminal justice. She served as Family Programs Coordinator for the Student Activities Board for two years and was named the Students' Choice Outstanding Student Leader for 2014-15. She volunteered for NACA® West in 2013 and 2014.

Are You **#Engaging** Your Students through Social Medi@?

By
Cara White
University of Delaware

#Hashtags @handles and followers! Social media has become the emerging hub of virtual connectivity, networking and sharing. There are many components to social media and several platforms available to enhance these shared communications. But are you using social media in ways that #engage your students?

Social media can be utilized in different ways and can serve as a great means for interactive engagement. But when engaging your students this way, you want to ensure you have the basic tools you need. Whether you are acting as a department, office or student group, there are many different social media platforms available. Therefore, it is important to identify which platform(s) are most appropriate for your overall goals.

#TBT – Throwback Thursday

What social media platforms are you currently using to connect with your students? Are you keeping up with growing trends? Are you still using platforms of the past, such as MySpace, Hi-5 and Facebook? That's right, Facebook is slowly becoming "a thing of the past." Studies have shown that most Facebook users are now generally very passive (Olson, 2015). No longer is there active engagement through comments and posts; users are more often just browsing.

In the past, Facebook was one of the largest and most popular social networks in existence. Surpassing the likes of MySpace and Hi-5, Facebook had a wide appeal to teens and young adults. These days, however, the Facebook demographic has shifted to a much older generation, and the young adults who once actively used it are moving to other platforms (Brumely, 2014).

What does this mean for you? If you want to actively engage with your students, this type of platform would not be the best means to do so. While Facebook is still a viable option, students are increasingly attracted to fast-paced, interactive, creative and social networks such as Instagram, Snapchat and Twitter. Although Twitter has faced a minor decrease in use over the years, it still appeals to the younger generation as a means to share rapid, brief posts. Instagram and Snapchat seem to be the platforms that are growing most in popularity with students. Whatever platform you are using, you want to be sure you are building a trend and/or brand that excites and resonates with your followers!

#TBH – To Be Honest …

Another way to engage with students on social media is to see "how they really feel." What do your students think about your events? How do you gauge feedback? Social media can be used as a great assessment tool for your programs and events. Something as simple as the use of hashtags can help you identify what students are saying about your program or brand! In addition, you can also do a quick online poll through social media to get instant feedback on ideas.

Although it is important for your social media presence to have an active voice, you also want to make sure you are actively listening. Listening to what your followers are saying can have a great impact on how you engage with students. Generally, we find that people are more likely to share their honest thoughts or opinions online. Therefore, we must actively engage with our followers when they do so they know we are listening and we hear them.

#FunFact – There Are Many Ways to Use Social Media!

There are several platforms available for you to engage with your student population. Here are a few popular platform types and examples:

Social Networks – Among the most popular for social media, social networks allow users to create profiles and interact with one another. Examples may include Facebook or Google+.

Microblogs – Similar to a typical online blog, microblogs include shorter content or photos. Examples may include Twitter or Tumblr.

Media Sharing – These are simplified social networks that still allow a user profile; however, content focuses solely on media sharing, such as photos or videos. Examples may include Vine, Instagram or Snapchat.

Anonymous Applications – These allow users to post or share anonymously. Examples include Whisper, Secret and Yik Yak.

Live Streaming Platforms – One of the newest trends to hit social media, live streaming applications allow you to stream to your followers in real time. Examples include Periscope or Meerkat.

Sample Snapchat Proposal

During the Spring 2015 Semester, the Student Centers Programming Advisory Board (SCPAB) at the University of Delaware rolled out a Snapchat initiative. The proposal, which follows, was created and implemented by students.

Beginning of Semester Ideas:

- **Day of launch (Feb. 9 Tentative):** The first 20 (or 10 – however many) people to add us on Snapchat and message us their username on Facebook win a gift card? Cool Student Center Programming Advisory Board (SCPAB) swag if we have any? Two free movie vouchers?
- **Phone requests:** Are we allowed to have marketers go on their phones and request Delaware contacts only? This could be a huge way to gain friends. (Anyone requested has the option to ignore/block our request so this isn't forcing anyone into adding us.)
- **Social media kiosk:**
  - Scratch offs (would need to order swag and offer one big item).
  - "Food for follow" – have a kiosk with cool food and to get it, you have to follow us on Snapchat and at least one other social media outlet. A school from the Programming Board Jam conference did a potato bar; we could offer insomnia cookies, a hot chocolate bar – we are open to any ideas.

April/the Senior Fling Announcement Coming Soon:

Announce on other social media outlets that we'll be giving hints and revealing the Senior Fling artist on Snapchat and encourage everyone to follow us there.

On Facebook:

- So, you want to know what artist is coming to perform at Senior Fling? Then you better add SCPABatUD on Snapchat! That's where we'll be giving hints and making the big reveal! (Make a flyer to post along with this.)
- Don't forget – we'll be announcing this year's Senior Fling performer on Snapchat! If you want to be the first to find out, make sure you add us at SCPABatUD!

On Twitter:

- Make sure you've added SCPABatUD on Snapchat if you want to find out what artist is performing at Senior Fling!
- Don't forget – we'll be announcing this year's Senior Fling performer on Snapchat! Make sure to add us: SCPABatUD!

General Uses:

- Add only to Snap story. Do not send directly to friends.
- Don't have Snap story exceeding 45 seconds. (Senior Fling and other big events in the future will likely be an exception.)
- Always be creative and eye-catching. Don't just use regular pictures – use emojis, typing and handwriting and change sizes.
- Snap at events while they are in progress/about to start.
- Behind the scenes Snaps of anything else cool we're doing (if we get cool new swag in the office, etc.).
- Use as part of Senior Fling hints, artist reveal, meet-and-greet giveaway, and day-of-event marketing and behind the scenes.

Opportunities Abound

There are many opportunities and different platforms available to help you engage with your students through social media. The key in finding which avenue to take relies on the purpose, goal and functionality of your area. For example, the registrar's office would most likely want to use Twitter as opposed to Instagram because it allows for instant interaction. Having an understanding of the best way to utilize your social media engagement will also contribute to the success of your efforts. Be unafraid to try something new! Take a chance to explore all of the different platforms, especially those that have been deemed "controversial," such as Yik Yak. Once you decide what platform(s) would work best for you, take full advantage of all that it offers.

Social media should be about engagement, interaction and making connections; and it certainly should not be one sided. Utilize this ever-evolving tool for marketing, assessment and overall networking. Take advantage of these opportunities and really connect with your students. They value active engagement, so go above and beyond in your efforts. Host virtual contests with the use of hashtags, share live tweets regarding the acts you may see during NACA® events, or even share a photo of a moment from your event! Help shift the views of "controversial" applications such as Yik Yak by sharing positive content regarding your campus, students and events! Whatever you decide, be sure to actively engage!

> Although it is important for your social media presence to have an active voice, you also want to make sure you are actively listening. Listening to what your followers are saying can have a great impact on how you engage with students.

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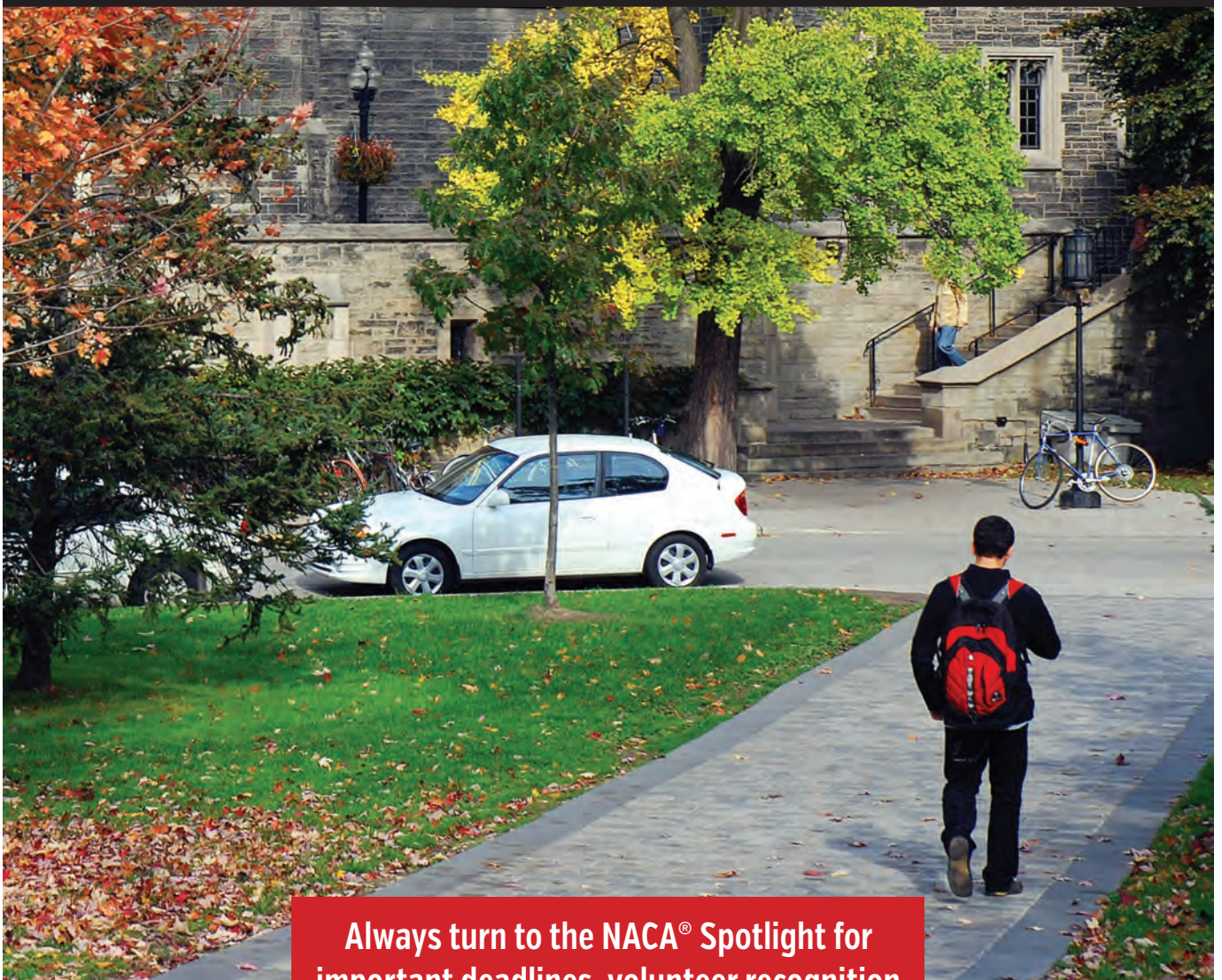
About the Author

Cara White is a Program Coordinator for Student Involvement at the **University of Delaware**. She holds a bachelor's degree in communications from Augusta State University (GA) and a master's degree in higher education from Old Dominion University (VA). Active in NACA, she has attended several National Conventions, where she also presented. She currently is a 2014-2015 NACA® Leadership Fellow from the NACA® Mid Atlantic Region. She is also affiliated with the Association of College Unions International, serving as co-leader for the Late Night Programs Community of Practice.

NACA® SPOTLIGHT

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

NATIONAL CONVENTION UPDATE

By
MICHELLE WHITED
2016 National Convention Program Committee Chair

Members of the National Convention Program Committee visited Louisville, KY, over the summer to see the convention center and learn more about the city. We are very excited to share that there are many opportunities for delegates to augment the educational components of the Convention. We encourage delegations to arrive early or extend their stay in Possibility City (www.possibilitycity.com) to take advantage of some of these offerings, most of which are within walking distance of the Convention hotels. Highlights include:

- Muhammad Ali Center (https://alicenter.org/)
- Louisville Slugger Museum (www.sluggermuseum.com/)
- Museum Row on Main, which features contemporary art, history, science and more (www.museumrowonmain.com/)

There are also plenty of restaurants, both chain and local, within walking distance of the hotel or a short cab or Uber trip away.

The city of Louisville offers a variety of experiences for our delegates, so, as you plan your budgets to attend, please consider using your time there as an educational opportunity beyond the Convention dates. The hotel rates will be honored three days prior to the Convention and three days after. Imagine the Possibilities that can come from discovering the city hosting our great event.

Michelle Whited
Coordinator of Student Activities
& Involvement
Illinois State University
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2016 NACA® National Convention Program Committee

KRIS VATTER
St. Olaf College (MN)
*Business Networks
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HEATHER MILLER
Wentworth Institute
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*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*

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

The **2016 NACA® National Convention Portal** (http://naca.ws/1L4o7Hu) is now online, featuring 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/1NToTrQ)
- 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 associate members. Check the portal often for continuing updates. More information will be added as the event nears.

BLOCK BOOKING WITH NACA
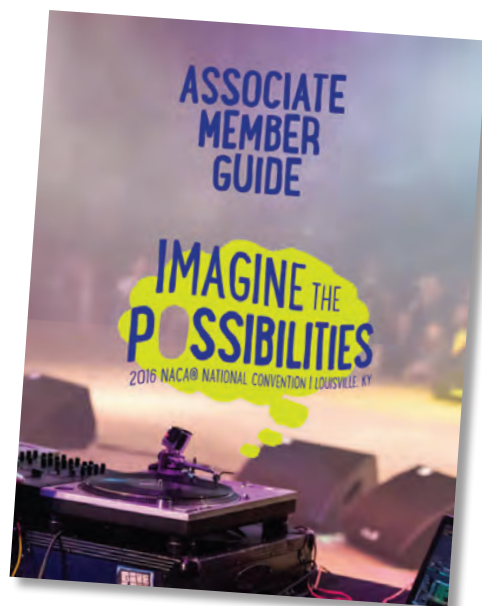
Book any time, anywhere.
Visit **https://blockbooking.naca.org** for more info.

BEWARE OF HOTEL SCAM

Several companies inaccurately representing themselves as NACA's "housing vendor" may be contacting NACA® members, soliciting business. Specifically, they will offer to make hotel reservations within the NACA® block on your behalf, or even offer you a discount from the NACA® rate. **NACA is not utilizing the services of this or any housing service for any events.** Reservations should be made directly with the event hotel, either by phone or via its web reservation system. If you provide your credit card information to any of these unauthorized vendors, your card may be charged, but you may not have a reservation when you arrive. This is a scam.

Submit Proposals for Educational Programs!

Educational program submissions are now being accepted for the 2016 NACA® Northern Plains Regional Conference, the 2016 NACA® Mid Atlantic Festival and the Webinar Series. Visit http://naca.ws/1SZ3gXN for more information and mark the following deadlines on your calendars:
- **NACA® Northern Plains** – Nov. 3, 2015
- **NACA® Mid Atlantic Festival** – Nov. 3, 2015
- **Webinar Series** – open submission

2015-2016 *Associate Member Regional Conferences Guide*

The ***Associate Member Regional Conferences Guide*** contains all the information you need to purchase exhibit space and register delegates for NACA's upcoming regional conferences.

Take time now to become familiar with all event policies. Review them and keep them on hand. You will be responsible for knowing policies and following them. You're spending your money, so be sure you understand where it's going and how the process works. Our website includes links to the *Guide*, as well as links to purchase your booth space and submit to showcase. It's all in one handy location (**www.naca.org/RegionalConferences**).
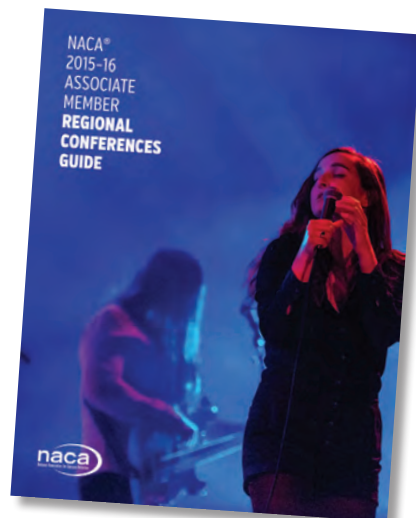
Dates, Locations for Future Conventions, Regional Conferences

Here are dates and locations for NACA's future National Conventions and regional conferences. Mark your calendars now!

REMAINING 2015 REGIONAL CONFERENCES
NACA® Mid Atlantic, Oct. 22-25, Buffalo, NY
NACA® Mid America, Oct. 29-Nov. 1, Grand Rapids, MI
NACA® Northeast, Nov. 5-8, Hartford, CT
NACA® West, Nov. 12-15, Spokane, WA

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
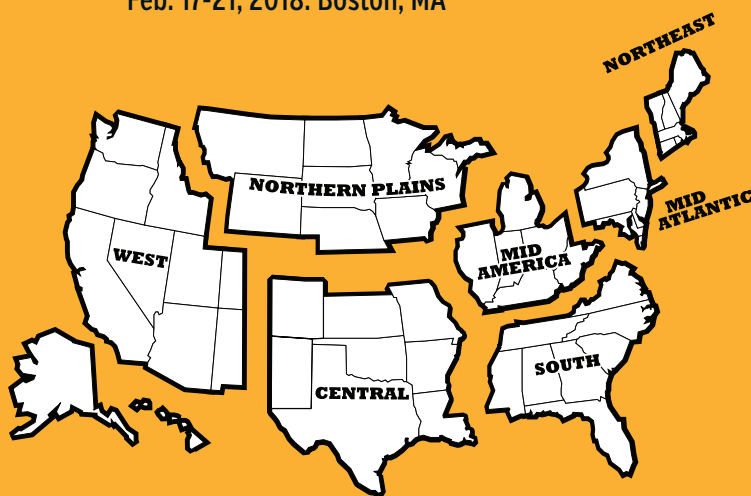
NACA: Telling Our Story

GREG DIEKROEGER

Assistant Director, Campus Activities
University of Wisconsin-Stevens Point

Why I Volunteer ...

"One of my mentors once told me to be successful in any profession, it was important to develop relationships and resources. My volunteer experience has enriched my life with relationships that were created many years ago along with the new friends and colleagues I meet through NACA. The resources I have developed through NACA are rich and deep and have assisted me in doing the best possible job I can for the students and professionals I work with throughout my career."

Diekroeger served as Chair of the NACA® Board of Directors in 2006-2007. His long volunteer history also includes service as Vice Chair for Regions on the Board, as a member of the National Convention Program Committee, and as a Regional Staff Member At-Large in the former Wisconsin Region. He currently serves as a member of the NACA® Foundation Development Steering Committee. In addition, he continues to periodically write articles for *Campus Activities Programming®* magazine, often focusing on contracts and related issues, and has hosted the annual Foundation Trivia Tournament.

Members and Volunteers: Tell Us Your Story!
Would you like to share your story of how NACA® involvement has benefited you, your educational institution or agency? Why have you maintained NACA® membership over the years? Why do you volunteer? Tell us your story in 50 to 75 words. In addition to sharing your experiences with colleagues, your story may also be used in NACA® membership recruitment to demonstrate value in NACA® membership. Contact Glenn Farr at glennf@naca.org.

NACA® News

Student Affairs Collective Publishes *Beyond Meetings: Real-Life Lessons from Club, Organization Advisors*


Kane

Fick

The Student Affairs Collective has published the ebook *Beyond Meetings: Lessons and Successes in Advising Student Organizations,* a volume containing real-life lessons from 31 student club and organization advisors from around the country.

Co-edited by **Cindy Kane, PhD,** Director of Student Involvement and Leadership at **Bridgewater State University (MA),** and **Becca Fick,** Director of the Center for Student Involvement at **Ohio Dominican University,** the book is intended to bring more focus to the student organization advisor role. Contributors include many who are or have been NACA® members and volunteers:

- Ashley Jones, Residential Education Graduate Assistant, Office of Housing & Residence Life, Youngstown State University (OH)
- Annalise Sinclair, Assistant Director of Student Involvement and Greek Life at Presbyterian College (SC)
- Kayla Harvey, Marketing Coordinator, Office of Admissions, University of Arizona
- Candace DeAngelis, Associate Director of Student Activities & New Student Orientation, Eastern Connecticut University
- Casey Mulcare, Coordinator for Student Programs, Bridgewater State University (MA)
- Liz Conley, Assistant Director of Student Activities & Leadership Development, Dean College (MA)
- Michael Giacalone, Student Activities Program Coordinator at Rhode Island College Coordinator of Clubs and Organizations, Curry College (MA)
- Kimberly White, Internship Coordinator, rise3 Initiative, Birmingham-Southern College (AL)
- Ryan Bye, Residential Learning Coordinator, Valparaiso University (IN)
- Brian Lackman, Area Coordinator & Coordinator of Residential Curriculum, Davidson College (NC)
- Jason Meier, Director of Student Activities, Emerson College (MA)
- Becca Fick, Director of the Center for Student Involvement, Ohio Dominican University

- Lindsay Ritenbaugh, Program Coordinator for Student Organizations, DePaul University (IL)
- Juhi Bhatt, Coordinator of Judicial Affairs & Student Information, Bergen Community College (NJ)
- Meagan Sage, Director of Student Involvement, Southern New Hampshire University
- Amy Corron, Assistant Director of Student Activities, Rensselaer Polytechnic Institute (NY)
- Kim Irland, Director of Campus Life, Jamestown Community College (NY)
- Chris Conzen, Assistant Director of Student Life, LIM College (NY)
- Cindy Kane, PhD, Director of Student Involvement and Leadership, Bridgewater State University (MA)
- Tricia Brand, Associate Dean of Student Development, Portland Community College (OR)
- Nathan Meints, Hall Director, Bemidji State University (MN)
- Erin Morrell, Assistant Dean for Campus Activities & Orientation, Albertus Magnus College (CT)
- Kristin Staine, Assistant Director of Student Activities, Bay State College (MA)
- Tiffany J. Driver, Student Life Coordinator, Houston Community College-Northwest College (TX)
- Christine Wilson, PhD, Assistant Vice President for Student Affairs, Director of Student Activities, University of Connecticut-Storrs
- Krista Klein, Assistant Director for Student Affairs, Rutgers University Honors College (NJ)
- Regina Young Hyatt, PhD, Vice President for Student Affairs, Mississippi State University
- Jeff Pelletier, Ohio Union Operations, Ohio State University
- Joe Ginese, New and First Year Student Experience Specialist, Borough of Manhattan Community College (NY)
- Bradley Karasik, PhD, Higher Education and Non-Profit Professional, New York (NY)
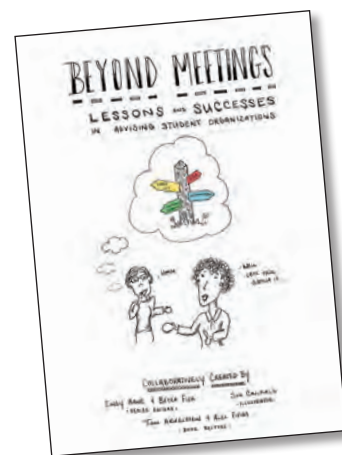
The book is available online (http://naca.ws/1VbcYVt) for $7.95, with a portion of the proceeds going toward conference scholarships for student affairs graduate students that are offered by the Student Affairs Collective.

Ransom Named Associate VP at Prairie View A&M

Steve Ransom, a past Chair of the NACA® Board of Directors, has been named **Associate Vice President for Student Affairs** at **Prairie View A&M University (TX)**. He now oversees the Student Recreation Center; Student Counseling Services, Relationship and Sexual Violence Prevention (RSVP); the Women's Center; Career and Outreach Services; Student Engagement; Disability Services and Diagnostic Testing; Veteran Services; and Student Conduct.

"I am excited about working with the staff to develop our strategic plan, because it provides us the perfect opportunity to reflect on and analyze our strengths, weaknesses, oppor-

tunities and threats in order to set the vision for the next five years," said Ransom.

"I anticipate making further progress on LGBT issues, establishing a Women's Center, developing additional programs and services for our growing commuter population, and developing a Student Affairs fundraising arm. And our newly opened Student Recreation Center and our Bowling Center will be beacons for increased campus/community relations," he added.

Ransom served as Chair of the NACA® Board of Directors in 2009-2010. He also served as the Association's Treasurer, as a Finance Committee member, as a general member of the Board of Directors, and as a writer for *Campus Activities Programming®*, in addition to fulfilling a number of other responsibilities.

Chinese CEOs Exchange Ideas with NACA® Office Staff

CEOs from various regions in China visited the NACA® Office on Monday, Sept. 21, to discuss potential partnerships with NACA, the Association's programs and higher education opportunities. The delegates are in the US to identify and select CEOs from throughout the country to participate in a CEO mentoring program. While in the NACA® Office, they met with senior staff and exchanged ideas after an NACA® presentation.

Franco Brings "Magic" to NBC

Mat Franco, Season 9 winner of *America's Got Talent* and a past NACA® volunteer and showcasing artist, brought his special, *Mat Franco's Got Magic,* to NBC on Sept. 17 at 9 pm. He also made a guest appearance the previous night on the *America's Got Talent Finale.* In NACA, Franco served as the Associate Member Liaison (2012-2013) and as the Associate Member Projects Coordinator (2014) for the NACA® Northeast Regional Conference Program Committee.

Advertise in the *NACA® Spotlight* Electronic Newsletter

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

Advertise in NACA® Publications: Upcoming Deadlines

If you'd like to get your advertising message to NACA® members through our hard copy publications, please be aware of these advertising contract deadlines:

- January/February 2016 *Campus Activities Programming®* – Nov. 6
- 2016 National Convention *Program* – Dec. 28.
- March 2016 *Campus Activities Programming®* – Jan. 15, 2016
- 2016 NACA® Northern Plains Regional Conference *Program* – Feb. 3, 2016

Contact **Bill Spilman** at advertising@naca.org or call 803-217-3469 today for more information about advertising in these publications. Request a media kit, which includes NACA's current advertising rate sheet and contract.

Find more information about advertising by visiting the *Campus Activities Programming®* page (http://naca.ws/1FMqKq6), then click on the advertising opportunities link.

Devils on Mill

2015 Winner, Schools with 5,001-Plus Full-Time Enrollment

Game Day Starts Here!

By **LINDSAY HEFFRON**
and
MACKENZIE BADER
Arizona State University-Tempe

Food vendors help make the pre-game experience during Devils on Mill more enjoyable for all involved.

Devils on Mill takes place three hours before kick-off of every home football game and is located in the heart of downtown Tempe just off historic Mill Ave. It continues to evolve each year and has become a staple in the Sun Devil pre-game experience.

Devils on Mill is Arizona State University-Tempe's ultimate tailgating experience that fosters spirit, pride and tradition. This event provides an exhilarating Game Day experience for students, staff and the surrounding Sun Devil Community.

The 2015-2016 ASU football season marks the fourth year of the event. Devils on Mill was created to attract Arizona State fans to a centralized location in order to provide an amazing Game Day experience. It takes place three hours before kick-off of every home football game and is located in the heart of downtown Tempe just off historic Mill Ave. It continues to evolve each year and has become a staple in the Sun Devil pre-game experience.

In the early years of Devils on Mill, there were five to seven student organizations that participated in the new tradition. Today, Devils on Mill hosts over a dozen student organizations, a variety of local food vendors, live entertainment, multiple performing student organizations, local radio stations, a Little Devil Zone, a Chill Zone (to cool off from the Arizona heat), a Spirit Zone, and carnival rides and games. The interest in this event has grown exponentially because

of the tireless efforts of Arizona State University and the Program and Activities Board (PAB) to fund, organize and promote it.

There are specific elements of Devils on Mill that foster spirit, pride and tradition. This free-of-charge event attracts thousands of Sun Devil fans because of the environment it creates. One of the key components involves the student organizations and their interaction with the Sun Devil community. Student organizations are present to create energy and interact with all attendees. Devils on Mill also provides a space for these student organizations to promote their causes. With the involvement of ASU student organizations, students feel directly connected to Devils on Mill because of the opportunities it creates.

Along with designing a welcoming atmosphere for students, Devils on Mill was also created to give Sun Devil families a place to be a part of the Sun Devil experience. The Little Devil Zone is an area for future Sun Devils to be involved and have fun! Within the Little Devil Zone, there are activities such as crafts, face painting and games for children.

The Spirit Zone is where students compete in games to receive exclusive game-specific giveaways of items of Sun Devil attire so ASU's Maroon and Gold can be more broadly represented. Items such as bandanas, drawstring bags, foam fingers and foam horns add to the atmosphere of the game. The giveaways are branded with ASU and the Devils on Mill logos to show these attendees are ready to cheer on the Sun

Carnival rides enhance the pre-game atmosphere at Devils on Mill.

Devils. The Spirit Zone also gives Programming and Activities Board members at other ASU locations an opportunity to be involved with the athletic programs at the Tempe location.

Lastly, to top off the pregame experience, activities such as carnival rides, spray tattoo artists, caricature artists, and photo booths, as well as grilled food, are also available. These engaging activities drive student attendance and keep them coming back for future events. Each of the interactive activities vary from game to game and keep the atmosphere fresh and unpredictable.

In the future, the Programming and Activities Board hopes to raise the expectations and excitement of the Sun Devil community for Devils on Mill. We are proud for Devils on Mill to be the destination of thousands of Sun Devil fans before every home football game.

ABOUT THE AUTHORS

Lindsay Heffron is a sophomore double majoring in mathematics and secondary education at **Arizona State University-Tempe**, where she served as Game Day Director for 2014-2015. Because her father has coached high school football for almost 20 years, she couldn't help but fall in love with the sport and athletics, in general. She participated in seven seasons of flag football and one season of Pop Warner Tackle football while growing up. She also traveled the world racing BMX, playing softball, basketball, badminton and baseball. By the time she graduated high school, she was recognized as an eight-time varsity letterman, and as the United States Marine Corps Athlete of the Year. Unfortunately, on senior night of her high school softball season, she tore her ACL for the second time and, as a result, lost her college softball scholarship. "Looking back now, I am so thankful that my injury lead me to Arizona State University and the Programming and Activities Board," she said. "I couldn't be more pleased to have been the Director of Game Day as a freshman at the largest university in the country and to have been honored with such a prestigious award. Go Devils!"

Mackenzie Bader is a junior at **Arizona State University-Tempe** seeking a bachelor's degree in interdisciplinary studies, with a focus on sustainable tourism and special events management. She is a recent transfer student from Mesa Community College (AZ), where she earned an associate's degree. She has been a planner all her life, which is why she decided to follow her passion and make a career out of it. Immediately out of high school, she began working for a local event planner that puts on events for non-profit organizations. Last year, she completed an internship at Desert Botanical Garden, which involved working with weddings, corporate events, festivals and other special events. "As a transfer student, I was looking for opportunities to be involved on the ASU campus," she said. "I heard about the Programming and Activities Board and applied. I was thrilled to be given the position of Student Director of Game Day. This has allowed me to be involved in every step of planning an event. It has been an experience that has been both challenging and rewarding. I truly feel I am making the most out of my Sun Devil experience."

Lindsay Heffron (left) and Mackenzie Bader pose with the ASU mascot.

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NACA welcomes these new members, effective Sept. 16, 2015.

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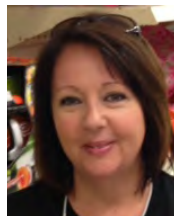Petersburg

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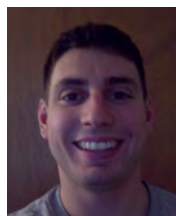Bass/Schuler Entertainment (IL)

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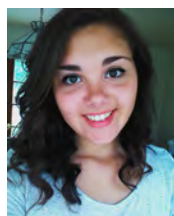
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10 QUESTIONS WITH...

Ekpeju Ed E-Nunu

Coordinator for Student Organizations & Activities

Western Oregon University

1. Leadership/management book you are currently reading?

I am reading *The Tanning of America*, which addresses the impact of hip-hop in mainstream culture and early forces that contributed to its growth. It is a must-read for student affairs professionals because of its creative approaches to reaching new audiences while staying connected with existing groups.

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

Each year, Fraternity and Sorority Life organize a training opportunity called the Greek Summit, during which students interact with their peers and with visiting guest speakers to discuss trends in fraternity and sorority life, as well as hazing prevention, sexual assault awareness, and more. It exceeded my expectations because the collaborative efforts of all presenters and participating students showed not only an active commitment to their individual organizations, but also to the vision of our office.

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

Our Shatter Your Succstress event held during our Dead Week programming during Winter 2014. It helped students preparing for finals to study hard, eat well, think better and relax. Students were given an opportunity to smash their stress by writing something that was stressful on porcelain plates donated by the Associated Students of Western Oregon and breaking them. Seeing students awkwardly ask for clarification on why and how they could smash a plate was almost as much fun as watching the act itself. Besides one broken bookstore window, the event was a smashing success.

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

My computer and its two monitors, my event advisement manual, and a Staples Easy Button. The first two I use to work efficiently as a student organizations advisor and in planning campus events, while the "That Was Easy" button guarantees a smile after chats with students and others who come to my office.

5. Best teaching tool for your students?

I frequently think of a quote I've heard that said, "A leader cannot lead until he knows where he is going." I integrate it in my daily interactions with students by encouraging them to know not only what they want to accomplish with their events and ideas, but also with respect to the grand scheme for their organization.

6. Technology that most benefits you at work?

Adobe Photoshop. I like to create departmental posters and advertising material. Photoshop provides a blank canvas for me to creatively paint and map out ways to advertise programs.

7. Most challenging aspect of your job?

Not jumping in to save the day for students with respect to issues that influence their well-being or academic growth. I've learned that enabling students to learn from their experiences in situations that are manageable provides opportunities for growth. Flying in to save the day prevents opportunities for students to grow from miscues and roadblocks.

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

It is something with which I struggle, but I am learning it's best to not check your email at home and especially not when on vacation. Balance means leaving work at work and find things outside the office to entertain and keep you vibrant. I am working on it.

9. Best programming advice you've ever received?

My dad taught me that, "Anything worth doing is worth doing well." I use this approach to make sure I commit myself to all events I organize or to which I contribute as a programmer.

10. Something unique about your programming board?

The Student Activities Board at Western Oregon University is an eclectic group of leaders who voluntarily devote their time to better student life. As they live Astin's Theory of Student Involvement, I enjoy seeing them rise to the occasion, sacrifice their time and commit their creativity to the betterment of campus life.

The Paradiddle–Try Something New!

By **Jason LeVasseur**

I AM A DRUMMER. I love playing the drums. I am also a teacher. I love teaching the drums. Today, I want to teach you some drums. I want you to play along with me! All that I ask of you is that you have a great attitude, stay open to learning something new, and follow the instructions.

Ready to play along? Your answer is a resounding, "YES!!!" That's great. Thanks for participating!

One of the first steps in learning to play the drums is to learn the fundamentals. In the world of drummers, the basic drum patterns are called "rudiments" and I am going to teach you a rudiment called the "paradiddle." A "paradiddle" is called a "paradiddle" because it has a pair of diddles! That's a drum teacher joke. It's funny to drum teachers.

Below is the pattern you will play with your hands. Helpful tip: "Right" refers to your right hand and "Left" is your left. Please play along by beating on your knees or desk (or if there are people in your office, try quietly tapping the pattern with your feet on the floor).

Play: RIGHT - LEFT - RIGHT - RIGHT - LEFT - RIGHT - LEFT - LEFT
Try again slowly.
Play: RIGHT - LEFT - RIGHT - RIGHT - LEFT - RIGHT - LEFT - LEFT

The second time through, repeat it immediately. Keep going right back to the beginning (the first RIGHT) and do it over and over.

Great job! I am sure some of you got it! Don't worry if you haven't. Please try a few more times. Just repeat it again, keeping a steady rhythmic pattern. Remember, when you come to the end of the sequence, return to the beginning so there is no beginning or end. Once you get in the groove of the pattern, you may begin to move your body a bit and get into it. Don't forget to breathe. Now, pretend you are the drummer in your favorite band. You are a rock star!

Still need help? To make it easier, you can say the corresponding RIGHTS and LEFTS out loud as you play the pattern. Many drum students find that helpful. Also, if you say it loud enough, you will entertain anyone within earshot! Perhaps your colleagues will become interested and you can teach them the paradiddle, too!

Many of you were probably able to play the pattern after one or two attempts. Some of you may have taken a bit longer to coordinate all of your movements. That is OK and normal. We all learn in different ways. That's why this example works. Learning the paradiddle is a metaphor for all of the new things to which we are introduced every day. Some things make sense right away and are easily understood and some take time to understand. It is our attitude towards the new activity and our willingness to participate that is most important.

We are advisors, educators and student leaders. And, as persons of influence on our campuses, we must always be willing to explore the new ideas and activities to which we are introduced, whether they come from new students or seasoned industry experts. Every day we will be introduced to "paradiddles" (ideas, activities, concepts) and we can approach them with an open or closed mind, to explore or not to explore. It is most important that we keep our minds always open to the possibilities. That is our secret sauce for growth and success!

What if the next semester's big event is something you have never attempted on your campus? What if your biggest success as an advisor is helping a student with an activity you will soon learn about at one of the fall regional conferences. Are you open or closed to the ideas? Are you willing to try something new? Think back a few minutes: were you willing to play the paradiddle?

Maybe you grumbled a bit to yourself just then. But as the "paradiddle" becomes more familiar to you, and you spend even a little time on learning the drum pattern, your attitude towards it will change. You can rock the paradiddle! And, you will rock every new metaphorical paradiddle that comes into your life. All the new ideas, activities, concepts, novelty games, bands, comedians, family programs, spiritual programs, and even mobile petting zoos may at first seem foreign and maybe even scary. But, as you familiarize yourself and begin to understand their "groove," you will begin to understand what they can do to enhance life on your campus. Thanks for staying open to the possibilities. Thanks for playing along!

P.S. Want another challenge? Try the paradiddle pattern below and play the **BOLD** ones louder by raising your hands higher and hitting the desk harder on just those beats.

RIGHT - LEFT - RIGHT - RIGHT - **LEFT** - RIGHT - LEFT - LEFT (repeat)

"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.