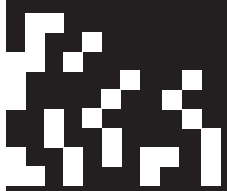# Technology in College Unions and Student Activities:

A collection of technology resources from the ACUI community

Podcasting | Video Podcasting | Building a Multimedia Production Center
Cloud Computing in the Student Union and Student Activities
Cloud App Speed Dating | Graphic Design + You: Working with Designers
and Design Principles | Choosing a Digital Signage Platform

ACUI

Association of College Unions International

Table of Contents

Podcasting

SUBMITTED BY JEFF LAIL, UNIVERSITY OF NORTH CAROLINA–GREENSBORO

**Podcasting is pretty simple and easy to do. As with any technology, you need to decide how you hope to use this technology.
A few questions to ask....**

1. Do you want to be live?

3. Are you interested in doing video or just audio? (which fits your message the best)

2. What kind of equipment do you have and are you interested in purchasing equipment for podcasting?

4. How do you anticipate listeners (or viewers) accessing the podcast?

For the BreakDrink Podcast, we use a service called BlogTalk Radio (BTR). It gives the ability to broadcast live on the Internet and take live callers. BTR's free service can be used for an hour of live streaming. The BlogTalkRadio interface connects with iTunes automatically and listeners can download the podcast from iTunes and directly interface with their media player. It also features a player that can be embedded into another page.

One of the nice things about BlogTalkRadio is that the basic player can be used with the telephone, not necessitating trips to a recording space to do the show. I usually call in from my desk phone or from Google Voice. You also can use Skype.

Audacity (*http://www. audacity.sourceforge.net*) can be used to record and edit audio for podcasting. If you're looking to record something prior to sharing publically, Audacity is a free and easy recording software that enables editing. You also can pull the audio file from iTunes and tweak to enable editing with audacity (if you use BTR).

How BreakDrink uses BlogTalkRadio

View online at *http://screencast.com/t/ilm5b1dBcts*

Best practices examples to check out:

✳ The U Report *http://theureport.posterous.com*

✳ An interview with Shannon Ritter, the host of the U Report Breakdrink conducted on the Campus Tech Connection Podcast at *http://breakdrink. com/2010/10/26/campus-tech-podcast-with-guest-shannon-ritter*

✳ The Advising W Podcast, *http://depts.washington.edu/advpdcst*, from the University of Washington hosted by Clay Schwenn and Kurt Xyst

✳ An interview from the Campus Tech Connection Podcast at Campus Tech Connection Podcast, *http://breakdrink.com/2010/10/06/campus-tech-pod-cast-talks-podcasting-advising*

Video Podcasting

SUBMITTED BY ED CABELLON, BRIDGEWATER STATE UNIVERSITY

Ed Cabellon shares how he does his video podcast sharing resources and equipment he uses (*http://edcabellon.com/tech/video*).

Here are some considerations for starting your own video series:

1. Choosing the Right Equipment

Cameras:

I knew I would need two cameras: a quality webcam for broadcasting a live video feed from my laptop and an high definition video camera to simultaneously record the "playback" video. If you are just getting started, you could use just use a webcam that could record and broadcast. I recommend the Logitech HD Pro Webcam C910 (*http://www.logitech.com/en-us/webcam-communications/webcams/devices/6816*) and Sony HDR-XR150 Camcorder (*http://store.sony.com/webapp/wcs/stores/servlet/ProductDisplay?catalogId=10551&storeId=10151&langId=-1&productId=8198552921666073287*), as both have been great to work with.

Microphones:

To get basic sound, you can simply use the built in microphones on the webcam and camcorder. If you choose to do a live broadcast, I recommend using a wireless microphone (handheld or lapel) with its output going directly into the laptop. If you have access to more funds, getting a mixing board and having wireless lapel microphones for each person on the interview would be even better so each of you has a dedicated sound feed being recorded. Using any Shure microphone product is recommended.

2. Online Broadcasting Tools

As many of you know, I am a huge fan of Ustream (*http://www.ustream.tv*) as a live online broadcasting tool. It is a very easy system to use once you get a few productions under your belt. Justin.tv (*http://www.justin.tv*) is another great tool if you find Ustream isn't your thing. However, playing with Ustream Producer can get your imagination brewing and the ideas flowing!

UPDATE:

Since writing this article, Mike Hamilton and Ed Cabellon have moved to using Vokle (*http://www.vokle.com*) for broadcasting because of its ability to allow them bring in multiple interview guests at once, plus they don't have to be in the same room, offering more flexibility in their guests.

3. Developing Content/ Building an Audience

Once you have decided on which tools you want to use, it is time to develop your content areas and decide who your audience will be. In my case, I knew that my audience would be student affairs staff members in higher education, interested in technology integration. With that in mind, I thought of people from Twitter that I admired, respected, and learned from and wanted to get to

know better. My initial requests for interviews would go out in an email, followed up with a phone call. With two women outside of the higher education sector, I had to be a bit more persistent. Both were so accommodating and gracious. Sometimes all you have to do is ask.

Once your content is set, make sure you share the information with your online community. Whether they are interested in watching your broadcast live or recorded, make sure they know about it.

4. Management

Finally, you need at least two people to do a broadcast well: the interviewer and the producer. The interviewer must be comfortable in front of a camera to ask the questions and facilitate the conversation. The producer must be versed in all the equipment and broadcasting tools to troubleshoot when you are live. The producer also is integral in the backchannel conversations that you might want to facilitate as well, whether on Twitter or other means. Mike Hamilton has done this for me and is a great person to talk to should you need a producer perspective.

5. Post Production

There are few things to consider in post production of any video content. The first is how you want your recorded version posted online. With few exceptions, I have taken the HD recordings, trimmed the ends of them using Windows Movie Maker, added title and credits, and uploaded to Vimeo, which is a great HD video-sharing site. (I thought about using YouTube, but you can only upload 15 minutes of content at a time, and most of the videos were at least 50–60 minutes.) The other thing I have thought about doing is taking all six productions and creating short 5–10 minute recaps of the conversation for portability on your mobile device. This, of course, takes time.

The second thing to think about is how you measure success. Will it be through the number of live and recorded viewers, the backchannel conversations, or other measures? This has been the greatest challenge for me since I do this for the sheer interest. Numbers have been consistent, averaging around 50 viewers a broadcast. This is an area of growth for me and something to consider moving forward.

Building a Multimedia Production Center

SUBMITTED BY NATHAN BYRER, INDIANA UNIVERSITY-PURDUE UNIVERSITY–INDIANAPOLIS

Nathan Byrer, reviews the process that Indiana University-Purdue University–Indianapolis (IUPUI) used to build their Multimedia Production Center (MPC) and how this may apply to your campus. While not everyone has the resources to have an MPC, there are some things you can do to enhance technology and student learning on your campus.

Development

REASONS FOR IUPUI MULTIMEDIA PRODUCTION CENTER DEVELOPMENT:

* No resources for student organizations
* Increase awareness of student organizations
* Drive traffic to student organization areas
* Centralize technology resources
* Provide marketable skills

Partners

* Undergraduate Student Government (USG)
* Campus and Community Life (CCL)
* University College (UC)

All of the partners used to share one building and worked together on several projects.

Seed Funding

UNDERGRADUATE STUDENT GOVERNMENT

* Space
* Staffing

CAMPUS AND COMMUNITY LIFE

* Furniture
* Printers
* Space
* Staffing
* Printing Costs

Current Funding

UNIVERSITY COLLEGE

* Computers
* Software
* Printers
* Auxiliary Equipment
* Technology Support

What are the technology needs for your campus and student organizations?

BEFORE IUPUI STARTED THE MPC

* Disorganized and ineffective marketing
* Handwritten flyers
* Websites out of date by over a year
* Not leveraging skills of the students in the organizations effectively
* No place on the campus for student organizations to get help or use tools
* About 100 student organizations

Multimedia Production Center v1.0

The first version of the IUPUI MPC was housed in a small space, not much larger than a hallway, and had the following resources:

* Five PCs and one Mac
* One part-time student worker

Multimedia Production Center v2.0

The current version of the MPC has grown to include:

* Eight PCs
* One full-time staff
* Four part-time student workers
* One unpaid intern

Services

WEBSITE DEVELOPMENT
* Access to DNN Portal
* Access to Webserve

IUPUI EMAIL ACCOUNTS

POSTER/FLYER DESIGN
* Posting on JagTV
* Design work for Campus and Community Life
* Consulting design work for student organizations

VIDEO RECORDING/EDITING
* Partnership with Communications & Marketing, University College, Campus & Community Life

VIDEO STAFF
* Six interns (five video, one journalism focused)
* One full-time staff member

EQUIPMENT
* Three intern PC workstations and two Faculty PC workstations, all with Abode products (with Adobe Premiere as our editing platform)
* JVC GY-HD100U & GY-HD100U
* Sony wireless microphone kits
* Lowel light kits

SERIES PRODUCTIONS
* The Spot
* Amazing Student
* Outstanding Faculty and Staff

HIGHLIGHTS
* More than 100 videos produced over each semester
* Everything is student produced
* More than 200 videos on Youtube
  http://www.youtube.com/iupui
* All videos since fall 2008 have be captioned
* All video since fall 2007 contain a transcript

TRAINING
* Partnership with University Information Technology Services
* Adobe CS4
* JAGtv
* Make your own font
* Why is my picture fuzzy?
* Student Link training

PRINTING/DUPLICATION
* 80 free color prints per month
* Poster printing available at a reduced cost
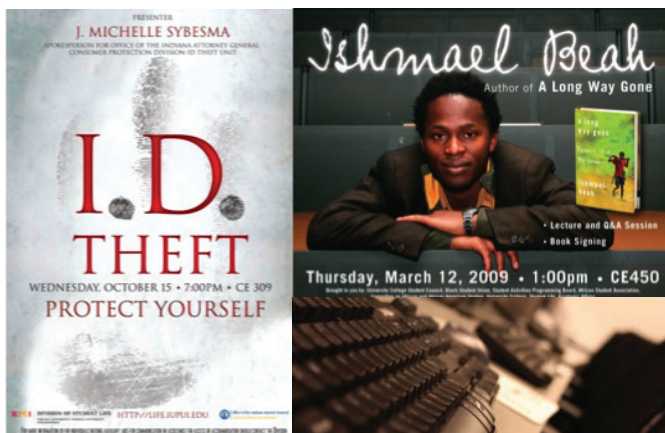
Connect Benefits to Campus-Wide Learning Outcomes and Initiatives

Principles of Undergraduate Learning
- Core communication and quantitative skills
- Critical thinking
- Integration and application of knowledge
- Intellectual depth, breadth, and adaptiveness
- Values and ethics

Core Communication and Quantitative Skills

[Definition:]
The ability of students to express and interpret information, perform quantitative analysis, and use information resources and technology—the foundational skills necessary for all IUPUI students to succeed.

[Outcomes:]
CORE COMMUNICATION AND QUANTITATIVE SKILLS ARE DEMONSTRATED BY THE STUDENT'S ABILITY TO:

a. Express ideas and facts to others effectively in a variety of formats, particularly written, oral, and visual formats;
b. Comprehend, interpret, and analyze ideas and facts;
c. Communicate effectively in a range of settings;
d. Identify and propose solutions for problems using quantitative tools and reasoning;
e. Make effective use of information resources and technology.

Multimedia Production Center Connections
- Design work in print and electronic media using written and visual skills
- Knowing the audience through advertising
- Various forms of media, print, video, web, using most effective communication methods
- Gaining feedback and redesign

Benefits to Students

TRANSFERABLE SKILLS
- Promotions and Marketing
- Event Planning
- Specific program experience (Adobe Creative Suite: Photoshop, Illustrator, InDesign, Dreamweaver)
- Design skills
- Communication
- Web publications
- Problem solving and conflict management
- Critical thinking

STUDENT ORGANIZATION MARKETING
- Printing
- Improved promotional items
- Professional quality items
- Electronic medias
- More connected to the campus, community building
- Networking with other student organizations
- Physical location: housed directly next to the student organization cube/desk space in the Campus Center
- Student Staff: academic learning, transferable skills

Integration and Application of Knowledge

[Definition:]
The student's ability to use information and concepts from studies in multiple disciplines in their intellectual, professional, and community lives.
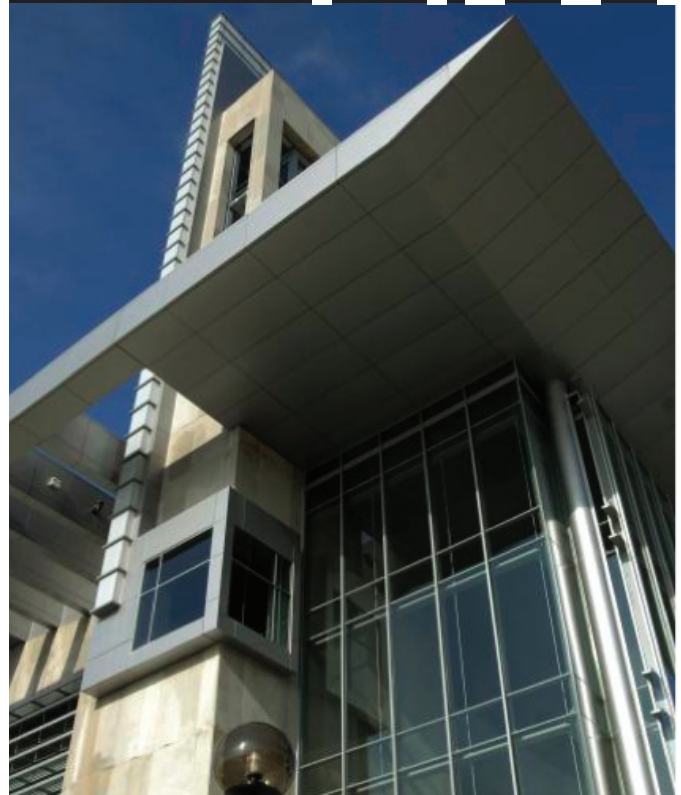
[Outcomes:]
Integration and application of knowledge are demonstrated by the student's ability to:

a. Enhance their personal lives;
b. Meet professional standards and competencies;
c. Further the goals of society; and
d. Work across traditional course and disciplinary boundaries.

Multimedia Production Center Connections:

* Gain a marketable skill useful in many different settings
* Academic benefits for a variety of majors: marketing, journalism, computer graphics technology, new media, informatics
* Using marketing as a tool to gain attention, promote advocacy for a variety of causes
* Supplemental to course work
* Fulfilling course requirements (internship)

Critical Thinking

[Definition:]
The student's ability to engage in a process of disciplined thinking that informs beliefs and actions. A student who demonstrates critical thinking applies the process of disciplined thinking by remaining open-minded, reconsidering previous beliefs and actions, and adjusting his or her thinking, beliefs, and actions based on new information.

[Outcomes:]
The process of critical thinking begins with the ability of a student to remember and understand, but it is truly realized when the student demonstrates the ability to:

* Apply
* Analyze
* Evaluate
* Create

knowledge, procedures, processes, or products to discern bias, challenge assumptions, identify consequences, arrive at reasoned conclusions, generate and explore new questions, solve challenging and complex problems, and make informed decisions.

Multimedia Production Center Connections:

* Training Sessions: Application of skills learned
* Critically look at created projects and make changes as necessary
* Using information about audience to create targeted marketing
* Incorporating organization values into marketing

Building a multimedia production center

Intellectual Dept, Breadth and Adaptiveness

[Definition:]
The student's ability to examine and organize disciplinary ways of knowing and to apply them to specific issues and problems.

[Outcomes:]
Intellectual depth, breadth, and adaptiveness are demonstrated by the student's ability to

a. Show substantial knowledge and understanding of at least one field of study;
b. Compare and contrast approaches to knowledge in different disciplines;
c. Modify one's approach to an issue or problem based on the contexts and requirements of particular situations.

Multimedia Production Center Connections:

* Substantial contributions/knowledge gained for specific majors
* Understanding of different approaches to advertising based on community, institution, medium, and audience

Understanding Society and Culture

[Definition:]
The student's ability to recognize their own cultural traditions and to understand and appreciate the diversity of the human experience.
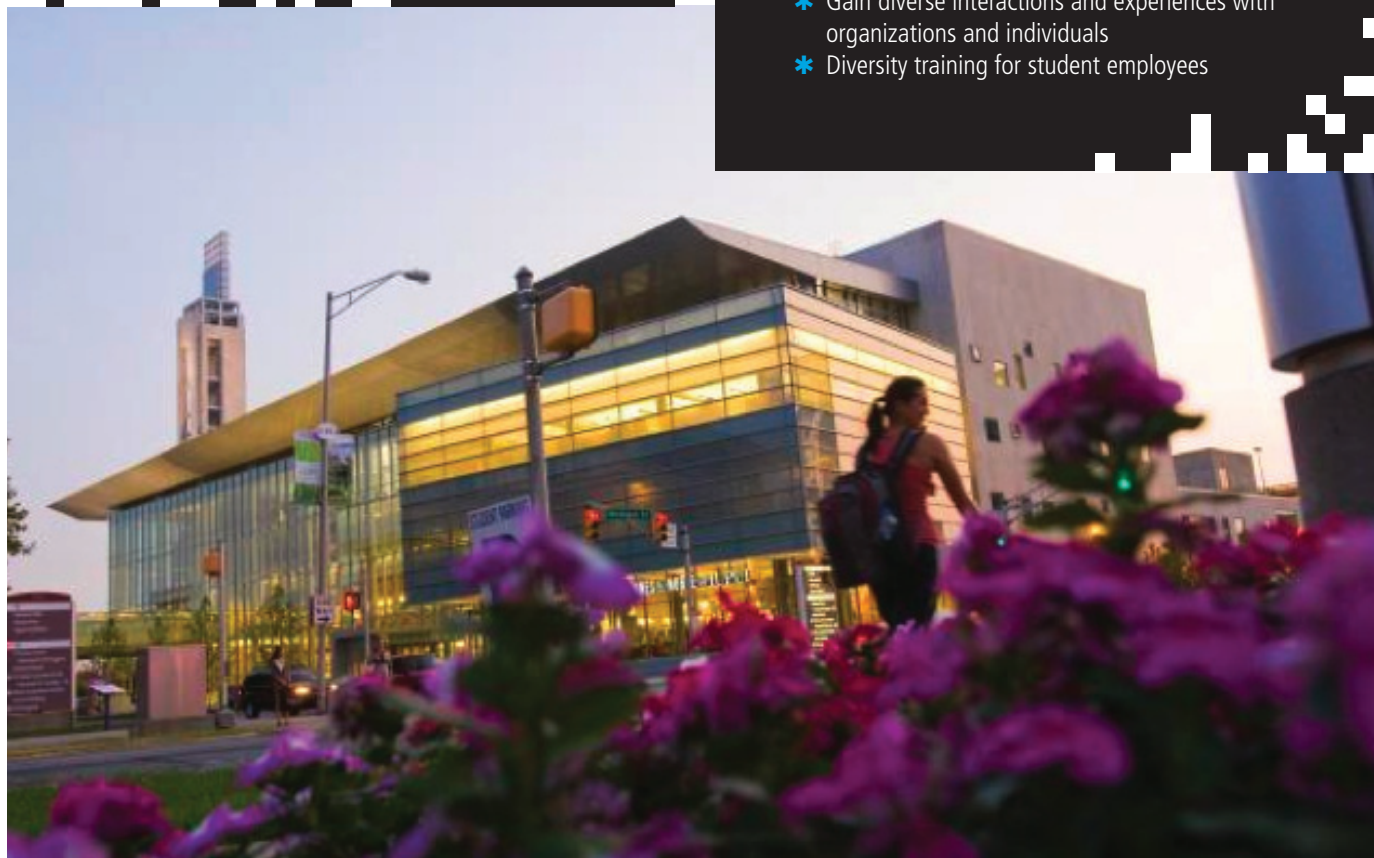
[Outcomes:]
Understanding society and culture is demonstrated by the student's ability to

a. Compare and contrast the range of diversity and universality in human history, societies, and ways of life;
b. Analyze and understand the interconnectedness of global and local communities; and
c. Operate with civility in a complex world.

Multimedia Production Center Connections:

* Using personal and organizational values on diversity to inform work
* Cultural Heritage Months: challenging the use of stereotypical images
* Gain diverse interactions and experiences with organizations and individuals
* Diversity training for student employees

Values and Ethics

[Definition:]
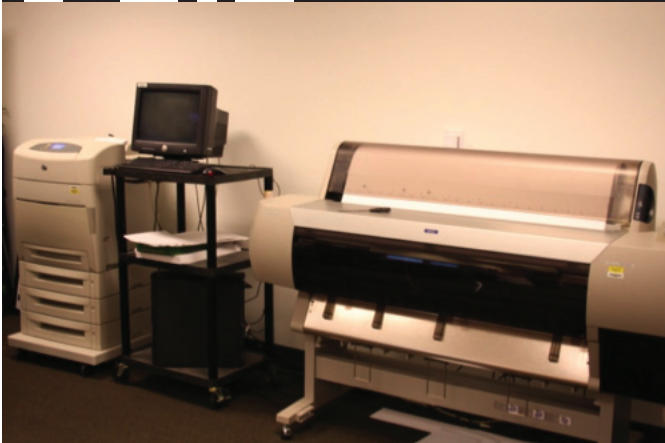The student's ability to make sound decisions with respect to individual conduct, citizenship, and aesthetics.

[Outcomes:]
A sense of values and ethics is demonstrated by the student's ability to:

a. Make informed and principled choices and to foresee consequences of these choices;
b. Explore, understand, and cultivate an appreciation for beauty and art;
c. Understand ethical principles within diverse cultural, social, environmental and personal settings.

Multimedia Production Center Connections:

* Using personal and organizational ethics to inform decision making and marketing choices
* Discussion about controversial images
* Celebrating and displaying the design work of students

Budget and Supplies

BUDGET
* One full-time staff member
* Part-time student assistants
* Supplies: $15,000
* Income from printing: $3,000

Budget source:
* Student activity fee

SUPPLIES

Ink and paper:
* 80 free prints/month
* 15,000 print cap per semester

Campus and Community Life Printing:
* $3,000 cap for the year

Printers:
* HP5550
* Epson Stylus Pro 10000

Challenges/Vision for the Future

CHALLENGES
* Budget for supplies
* Funding for student workers

VISION
* Two full-time staff (one print design and one web design)
* Five student workers
* Five interns

Lessons Learned, Advice

* Be responsive to student needs
* Develop partnerships (University Technology, Academic Units, Communications & Marketing, Student Government)
* Know the unique needs of your campus and what resources you have available
* Tell your story
* Involved technology provider

CLoud Computing
in the Student Union and Student Activities

SUBMITTED BY:
TJ WILLIS, NORTH CAROLINA STATE UNIVERSITY
JAMIE DRESHER, MACALESTER COLLEGE

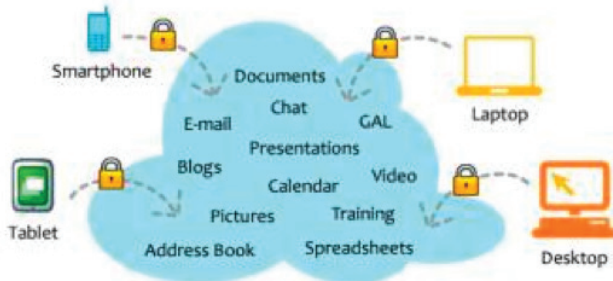## What is Cloud Computing?

A SIMPLE DEFINITION FROM WIKIPEDIA

* The delivery of computing as a service rather than a product, whereby shared resources, software, and information are provided to computers and other devices via a computer network, rather than from a local computer.
* Users or clients can submit a task without actually possessing the software or hardware.

Cloud Computing
Having secure access to all your applications and data from any network device

Cloud computing is a hot topic in technology, from Google Documents to Zoho to Cloud Storage on Amazon and new cloud services from Apple and Google. Originally presented as a Technology Community of Practice facilitated flash session, this article will give you an idea of how student activities and student union professionals are using the cloud to facilitate their daily work. To find out more about theses sessions, visit *http://www.acui.org/programs/online/programs.aspx?pType=arc*.

Technology Community Of Practice

The Technology Community of Practice builds a network of professionals passionate about integrating current and emerging technology into the core practices of the college union as well as advancing skills, knowledge, and behaviors in the core competency of technology. The community will share recommended practices in, but not limited to, software, hardware, mobile, and social media applications. The community will make recommendations to Association members about current and future trends through The Commons, Twitter, and others to collaborate and share our findings through educational sessions and with other student affairs associations whenever possible.
http://www.acui.org/groups/group.aspx?id=12331

North Carolina State University
Cloud Computing Examples

* Wikis
* Organization management systems
* Google Apps

Wikis

A wiki is a website that simplifies the process of creating web pages and allows documents to be developed and edited in a collaborative mode. "Wiki" means "rapidly" in the Hawaiian language.

Union Activities Board
ALLOWS FOR:
* More detailed information
* Alternative to a website

POTENTIAL PITFALLS:
* Relies on updates
* Time intensive

WOLFWIKI STATS AS OF AUG. 26:
Users: 12,050
Pages: 4,258
Uploads: 6,350
Views: 9,916,939
Edits: 119,748

http://wikis.lib.ncsu.edu/index.php/Main_Page
http://wikis.lib.ncsu.edu/index.php/Union_Activities_Board

Student Affairs Communications
This wiki is to document ideas, best practices, tips and tricks related to communications, marketing and public relations. It contains the following sub-groups:

* Publications
* Marketing/Public relations
* Web
* Social media
* Miscellaneous
* Meetings

http://wikis.lib.ncsu.edu/index.php/Student_Affairs_Communications
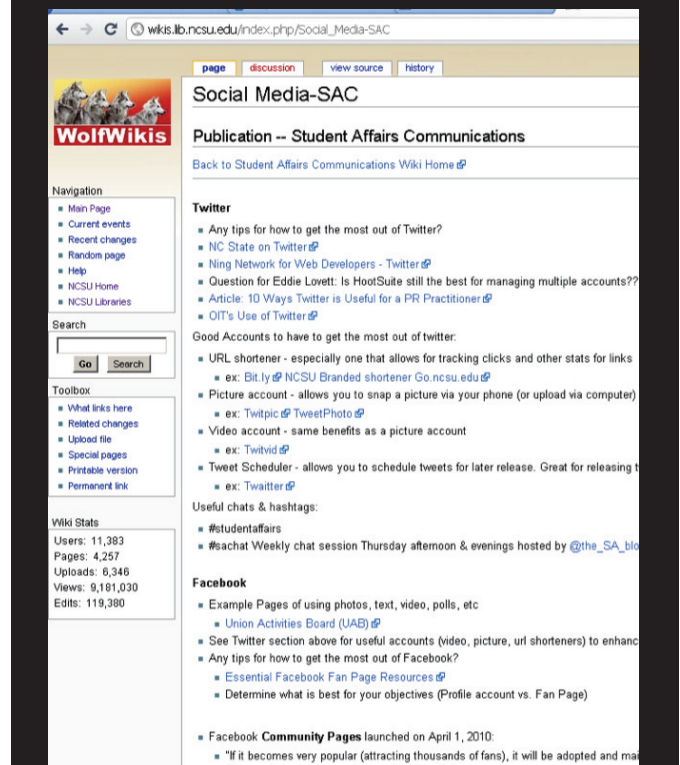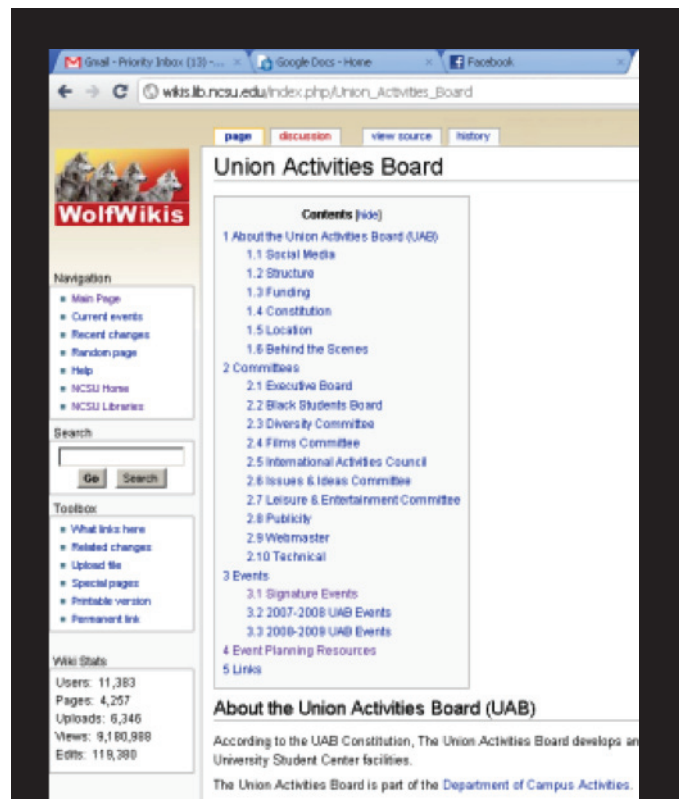
Cloud Computing

North Carolina State University
Student Organization Management System

Event Planning Resources

ALLOWS FOR:
* Sharing resources/knowledge
* Smooth transitions
* Notes in contacts
* Organization

POTENTIAL PITFALLS:
* Permissions

Task Lists & Delegation

ALLOWS FOR:
* Tracking
* Delegation and volunteering
* Prioritization
* Ability to see prior lists

POTENTIAL PITFALLS:
* Relies on good management

Forms & Tracking

ALLOWS FOR:
* Tracking
* Reviews and approvals
* Ability to sync with calendar

POTENTIAL PITFALLS:
* Permissions

Google Apps

Welcome Week Concert

WORKSHEETS:
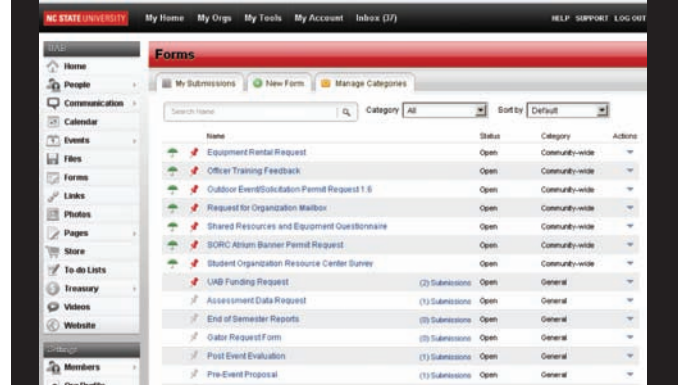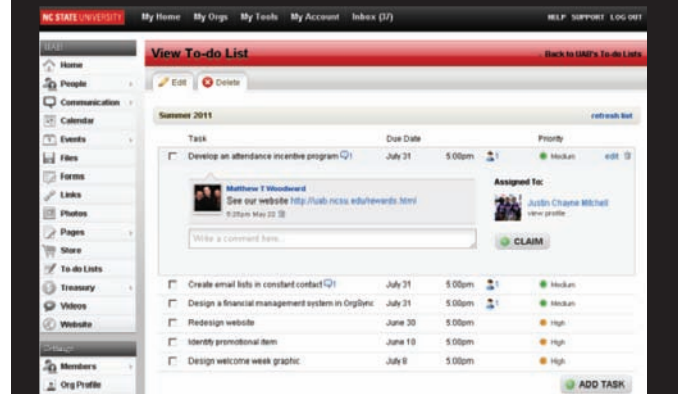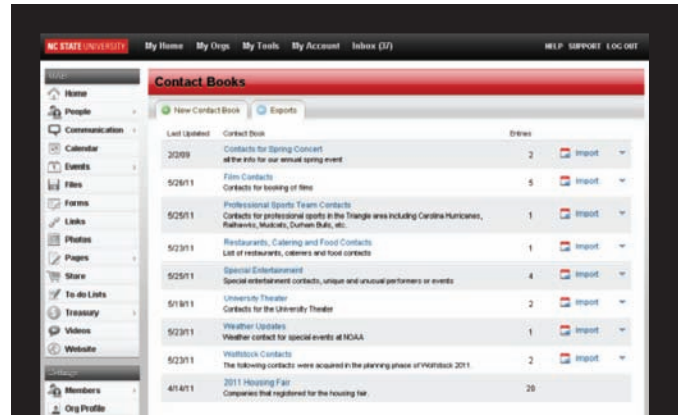* Event overview
* Budget
* To do list
* Five-day delivery/pick up schedule
* Contacts
* Sponsorships
* Ticket reports
* Hospitality

ALLOWS FOR:
* Real-time info
* Everyone has all information
* Tracking changes (history)

POTENTIAL PITFALLS:
* Relies on updates

14
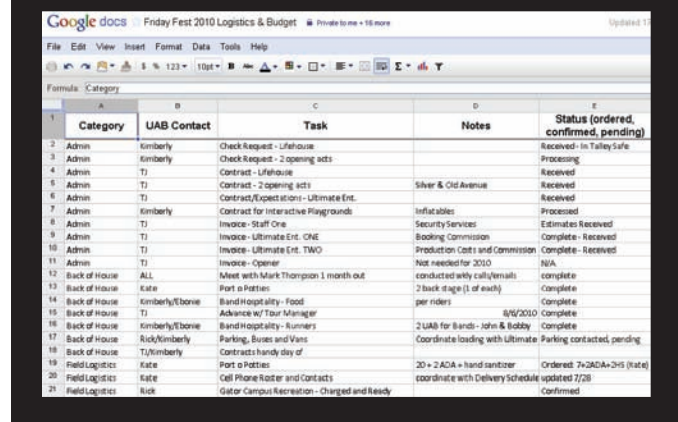
Macalester College

Cloud Computing Examples
- ✳ Google forms
- ✳ Building manager reports

Google Docs

UPLOAD

Google Docs allows you to upload and store files in the cloud. You can upload both files and folders, including an array of file types ranging from document types to image types to video formats.

CREATE NEW

Offers these options:

- ✳ Document
- ✳ Presentation
- ✳ Spreadsheet
- ✳ Form
- ✳ Drawing
- ✳ Table
- ✳ Collection

- ✳ Similar to Excel
- ✳ Has tabs at bottom for multiple sheets
- ✳ Can share with many people and give editing rights to collaborate

Cloud Computing

Macalester College

Google Forms
* Questions can be in different forms (i.e., multiple choice, drop down, paragraph text)
* Answers go directly into a Google spreadsheet

Google Sites
* Create sites and share with the public, a network, or a few people
* Access from anywhere with Internet connection and leave notes

Things to know...
* Google site doesn't really allow for creativity in design
* You may lose formatting when copy/pasting something from Word
* Once you've got the site set, it is very easy to maintain and update
* You can revert to older versions of a page at any time and see who made the latest edit

How many people are on the second floor? *
Conference rooms (not including meetings), study spaces, etc.

How many people are using the SORC computers? *

How many people are in the art area of the SORC? *

How many people are on the first floor? *
Do not include inside Cafe Mac.

How many people are on the lower level? *
Inside student lounge, study spaces, SPO. Do not include events in JBD

Building Manager *
Jamie Dresher

Please write in notes for the following Building Managers of broken suspicious activity, questions you have, etc.
**Make sure you are reading the google document to see what others ha

* This is a Google form that the building manager staff fill out during their shifts. Google forms go right into a Google spreadsheet, tallying information needed is much easier.

Home
Departmental Expectations
EMS
How To:
Ballroom
Board Room
Close the CC
Conference Rooms
Davis Court
DirecTV Channel Guide
JBD
JBD Audio Record
Kagin Storage Locations
Lighting
Mac Cable Channel Guide
MGO
Open the CC
Rounds

How To: >
Ballroom

Power On/Off

1. If touchscreen is blank, tap it lightly.
2. Touch **SYSTEM ON** button to turn on equipment. System turns all microphones to default volume level and all equipment should be ready for use.
3. After event is over, touch **SYSTEM OFF** on the touchscreen to power down the system. Lights need to be turned off separately. Please see the lighting section for more details.
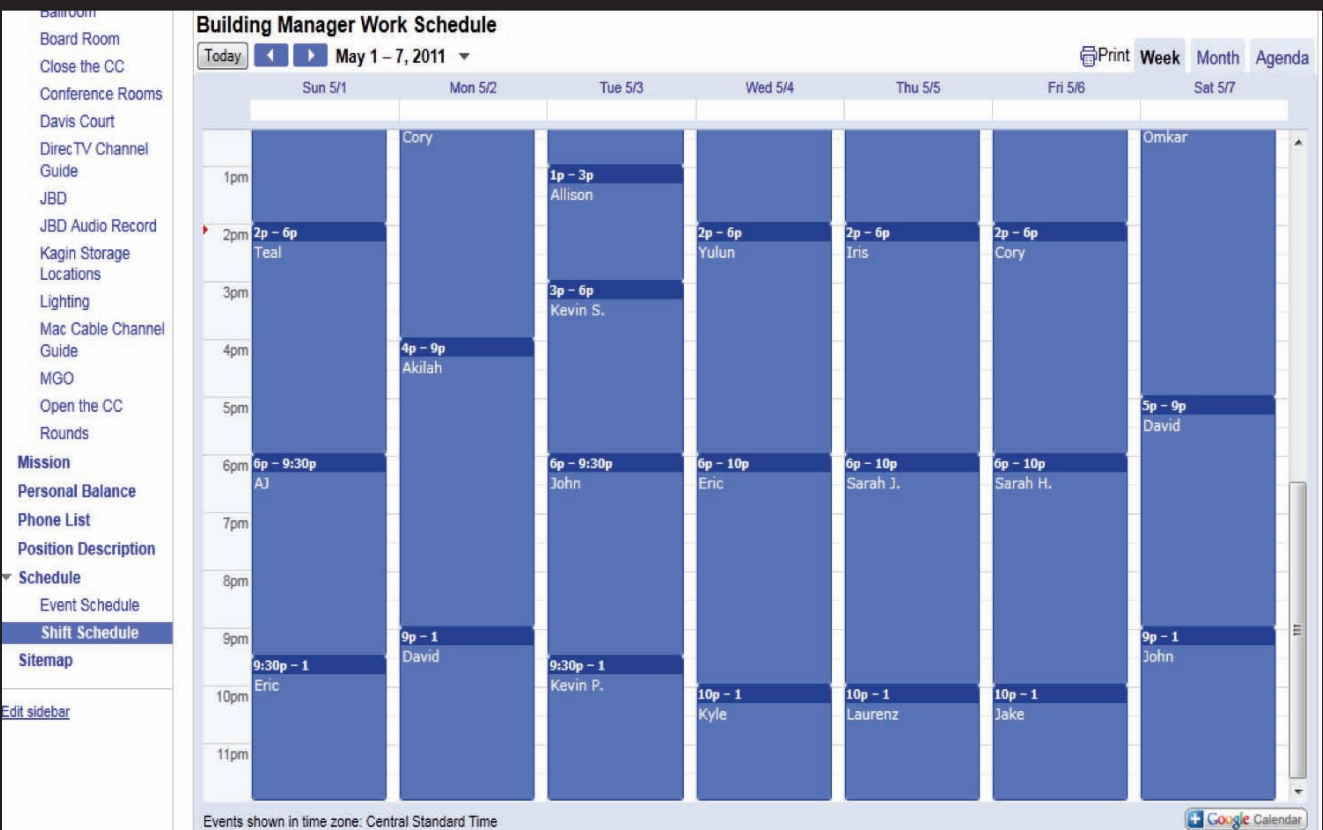
Equipment Use

Note that "left" and "right" throughout this section refers to the left and right when standing on stage looking out at the doors

Podium

Contents
1 Power On/Off
2 Equipment Use
3 Podium
4 Cable TV
5 Lighting
6 Laptops
7 Microphones
8 VCR
9 DVD
10 CD Player
11 Mixing Console
12 Troubleshooting Tips for the Ballroom

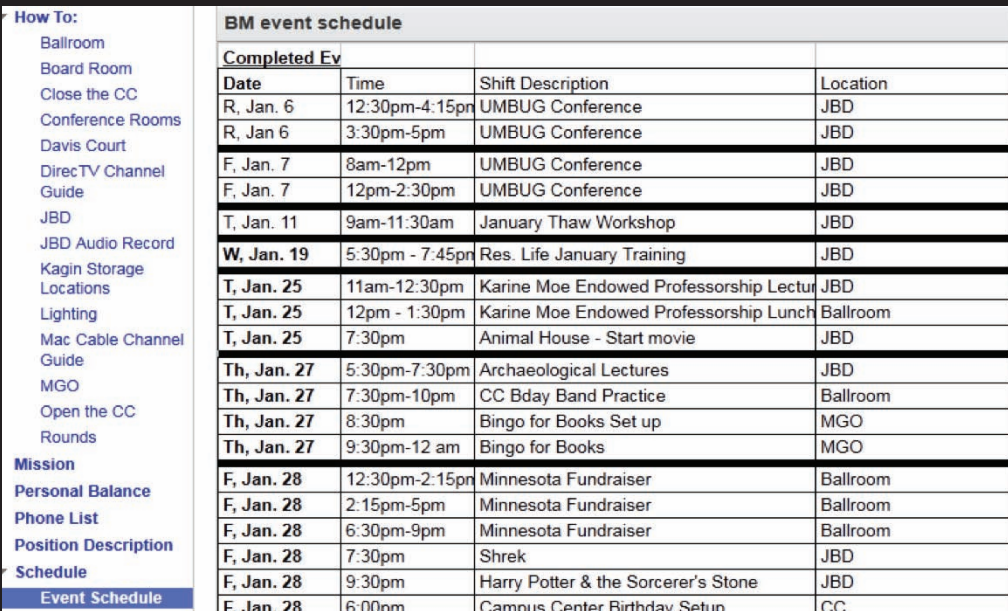* Sites allows you to add in a table of contents so things are easy to find on a page.

✳ You can embed a Google calendar into the site. This is the regular shift schedule. My student supervisors have edit rights on the calendar and can now go in and make the changes.

✳ This is another example of how we do our event scheduling. This is an excel sheet that gets uploaded into Google docs. The Google doc is inserted onto the site and automatically updates when you make a change to the doc.

Cloud App Speed Dating

SUBMITTED BY RYAN O'CONNELL, STUDENTVOICE

At the 2011 ACUI annual conference, I presented a 20-minute technology demonstration where I attempted to describe 10 free online apps that can be useful in the higher ed-scene. I was inspired by a rebroadcast of a "This American Life" piece on National Puiblic radio (NPR), which tried to run through 20 short stories in 60 minutes (a pace of epic proportions for that program). The NPR piece was inspired by the Chicago experimental theater production of *Too Much Light Makes the Baby Go Blind* (30 plays in 60 minutes). It seemed appropriate to attempt this feat at the Chicago conference.

I'm excited to say that I made it in 19 minutes!

Here's a rundown of the 10:

Communication

1. BRIGHTKITE
A group SMS application that let's you create text message distribution lists of up to 25 people. The Conference Planning Team used this application to stay united throughout the conference this year. It is a great way to stay connected during a large scale event.

http://brightkite.com

2. MIN.US
A quick way to share things via social media. Just drag things like images, files, or videos into your web-browser and it will quickly share it across your networks. Internet Explorer users may not have as cool of an experience. Simplicity!

http://minus.com

Time Management

3. TUNGLE
An application that connects with Outlook and other calendaring systems to publish your availability to the outside world. A great feature is that it allows you to set the ground rules (duration, amount of suggestions, etc.) by which someone who wants to schedule a meeting with you must abide.

http://www.tungle.me/Home

4. SPLENDID BACON
A simple project management solution that lets you add partners, assign tasks, and hold an extended discussion about a team project. And it has a cool name.

https://splendidbacon.com

5. SUPER SAAS
Another scheduling app, however this one is super flexible and does not connect with your personal calendar. A great way to have students sign up for advising appointments or other on-demand activities.

http://www.supersaas.com

Presentations

6.

PREZI
An extremely popular alternative to PowerPoint presentations. This app is designed to help your presentation show relationships in context, however it's usually used to display liner content in an animated way.

http://prezi.com

Lists and organization

7.

REMEMBER THE MILK
A quick way to create to-do lists online and via smartphone apps. The lists are taggable, searchable, and shareable.

http://www.rememberthemilk.com

8.

GLIFFY
I'm a huge fan of this relationship charting tool (flow charts, organizational charts, distribution maps, etc.) I also like to use Gliffy to do real-time visual sketching with student groups or other organizational teams because of its large library of images, shapes, and icons. It helps to visualize your advising in front of your advisee.

http://www.gliffy.com

Photo editing

9.

PIXLR
Free. Online. Photoshop. Quick photo and image touch-ups and tweaks. The easiest to describe and my favorite new find. There is so much power in the simplicity of message isn't there?

http://pixlr.com/editor

Sharing

10.

REVIEW PAD
A site where you can upload a document or image to share and have your friends or colleagues review, annotate, and comment on the file. There are some cool potential uses for this site in the review of organization constitutions, conference presentations, or any other project that needs annotations and several drafts.

http://www.reviewpad.net

SOURCE: *http://www.higheredryan.org/highered/edutech/cloud-app-speed-dating*

Graphic Design + You

Working with Designers and Design Principles

SUBMITTED BY KATE STROTMEYER, UNIVERSITY OF VERMONT

Great design is an art and a science. We'll take a look at the concepts and composition decisions that lead to great communication with graphic designers. Online design resources will be shared to inspire your next design conversation.

Hiring a Designer

Your end of the deal
* Scope of the work
* Timeline – sticking to it, be realistic
* Budget
* Ask around, look around
* Check out portfolios, narrow your search
* Ask for a quote: design and print
* Copy and high resolution images up front
* Be approachable
* Know your nonnegotiables

ASK YOURSELF
* Do you know precisely what you want? Or, are you open to new ideas?
* Is this a one-time project or will you continue to work with a designer in the future?
* How will you manage the approval process? Do you give approval or will your supervisor?

Designer's end of the deal
* Quote, quantifies scope
* Meet deadlines
* Accessible to you
* Keep on budget
* Communicate your vision
* Deliverables
* Choices up front
* Honed concept, proofs
* Final product and files

ASK OF THE DESIGNER
* Do you like their style?
* Does their portfolio align with the goals of your project? Do they have transferrable experiences in higher education?
* Do you see yourself working well with this person?

Working Together:
Common client pitfalls

* Being unprepared
* Copy
* Images
* Process
* Communication

* Unrealistic expectations (timeline, budget)
* Expert-ism
* Design by consensus
* Making changes piecemeal

* Second guessing, design-by-committee
* Overtweaking
* Not trusting your designer

Elements of design

LINES

Lines are used to divide space, direct the eye, and create forms. At the most basic level, straight lines are found in layouts to separate content, such as in magazine, newspaper, and website designs. This can of course go much further, with curved, dotted, and zigzag lines used as the defining elements on a page and as the basis for illustrations and graphics. Often, lines will be implied, meaning other elements of design will follow the path of line, such as type on a curve.

TEXTURE

Texture can refer to the actual surface of a design or to the visual appearance of a design. In the first case, the audience can actually feel the texture, making it unique from the other elements of design. Selection of paper and materials in package design can affect actual texture. In the second case, texture is implied through the style of design. Rich, layered graphics can create visual texture that mirrors actual texture.

COLOR

Color is an interesting element of graphic design because it can be applied to any other element, changing it dramatically. It can be used to make an image stand out, to show linked text on a website, and to evoke emotion. Graphic designers should combine their experience with color with an understanding of color theory.

SHAPES

From ancient pictographs to modern logos, shapes are at the root of design. They are used to establish layouts, create patterns, and build countless elements on the page. With graphics software such as Illustrator, creating and manipulating shapes is easier than ever, giving designers the freedom to create them at will.

ART, ILLUSTRATION AND PHOTOGRAPHY

A powerful image can make or break a design. Photographs, illustrations, and artwork are used to tell stories, support ideas, and grab the audience's attention, so the selection is important. Graphic designers can create this work on their own, commission an artist or photographer, or purchase it at all price levels on many websites.

TYPE

Type, of course, is all around us. In graphic design, the goal is to not to just place some text on a page, but rather to understand and use it effectively for communication. Choice of fonts (typefaces), size, alignment, color, and spacing all come into play. Type can be taken further by using it to create shapes and images.
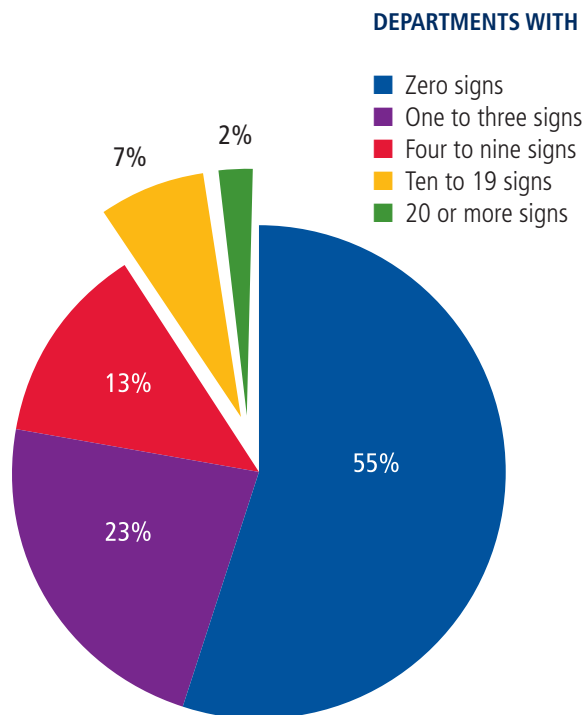
SOURCE: *http://graphicdesign.about.com/od/elementsofgooddesign/tp/elements.htm*
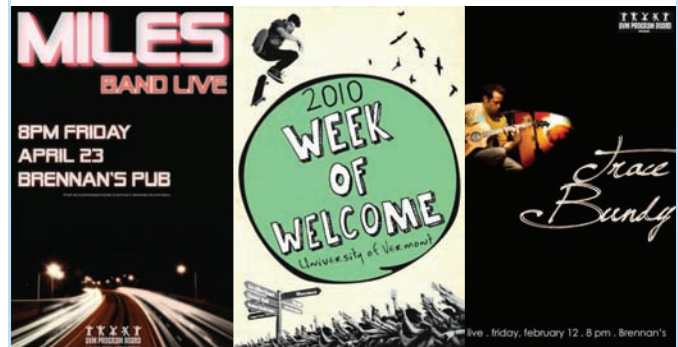
Choosing a Digital Signage Platform

SUBMITTED BY NATHAN BYRER, INDIANA UNIVERSITY-PURDUE UNIVERSITY–INDIANAPOLIS

Nathan Byrer, technology director for University College at Indiana University-Purdue University–Indianapolis, shares his knowledge about choosing a digital sinage platform. Byrer is technical advisor to the IU Digital Signage Committee and manages the Digital Signage Network, including three cable networks and 83 displays in more than 20 buildings on four campuses.

Distribution of Signage
on all Indiana University Campuses

DEPARTMENTS WITH

- ■ Zero signs
- ■ One to three signs
- ■ Four to nine signs
- ■ Ten to 19 signs
- ■ 20 or more signs

7%
2%
13%
55%
23%

Distinct Content

CONTENT ON EACH DISPLAY IS …
- ■ Different
- ■ Same

22%
78%
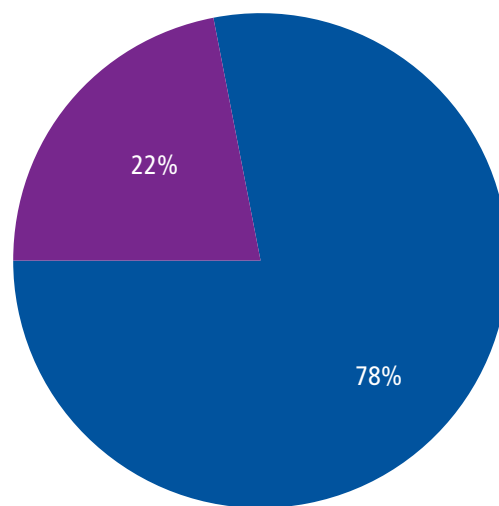
**CUSTOMIZE CONTENT PER LOCATION
VS.
CONSISTENT MESSAGE IN MULTIPLE LOCATIONS**

Vended System Vs. PowerPoint

VENDED:
Visix, Fourwinds Interactive, CoolSigns, Scala

POWERPOINT:
Custom solutions

Mix 25.6%

Vended 35.9%

PowerPoint 38.5%

Annual Maintenance Costs

No 63%

Yes 37%

RESPONDENTS SAID:

* About $100 per screen
* $1,600
* $300
* Intern at $9 per hour to update content
* $138 for two channel players
* $300 per sign

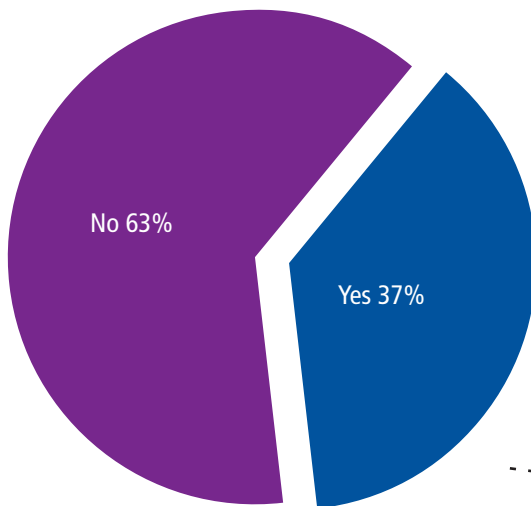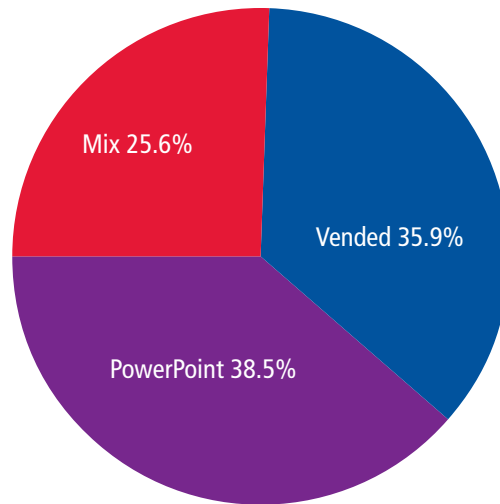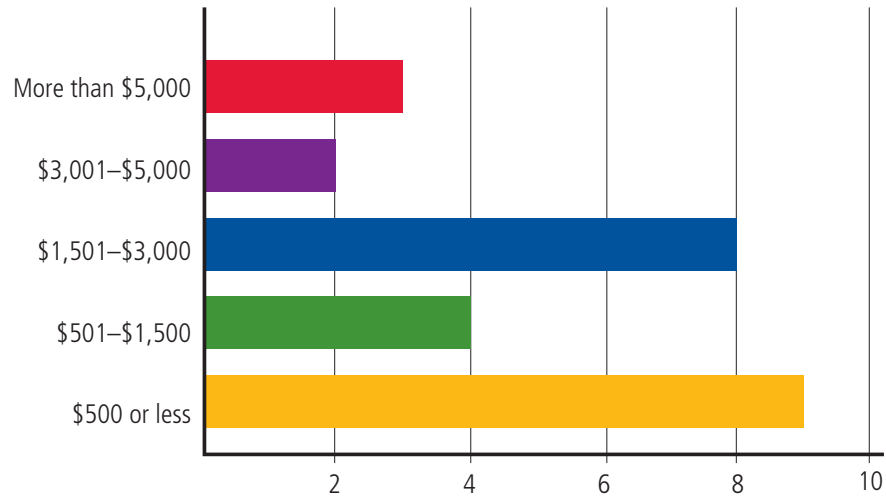Types of signage are varied and may include projected images, video walls, screensavers, large televisions, computer monitors, multimonitor installations, scrolling marquees. Digital signage to meet modern-day needs may incorporate the following:

* The ability to create, schedule, upload, and reuse content
* The ability to push content to RSS feeds, Twitter, Facebook, and text messaging services
* Connections to external content
* Interface capability with different types of devices
* Reporting features
* Workflow management capability
* Necessary customization capability
* Remote management capability, including the ability to turn displays on or off, adjust resolution and volume, and alter content based on the proximity of people to the screen
* Liberal licensing and support (enterprise licenses, training, telephone support, etc.)
* A central server and the ability to fetch media from other servers
* A range of supported formats (Flash, PowerPoint, JPG, TIF, WMV, MOV, Mpeg4, FLV, AVI, WAV, etc.)
* Automated weather data
* Modes of operations (normal, alert, special event, fire, tornado, etc.)
* Interface capability with emergency notification systems and capability to override existing messages
* Interface capability with room scheduling systems
* Live video (camera, broadcast television, closed circuit, web streaming, etc.)
* The ability to sync playlists
* Optional sound
* Interactivity for the user (touch screen, ability to provide feedback, etc.)

In addition, ensure campus partners' required specifications can be met. In many instances, it makes sense to seek partners when adding digital signage to the array of media available on campus. Unions considering digital signage might team up with building coordinators, communications and marketing departments, food service and retail outlets, technology services, emergency management offices, parking and transportation services, student government and campus life organizations, cable television operators, or physical plant administrators. Funding sources might come from campus partners as well as sponsors or advertisers. Unions might also consider building signage costs into remodeling projects or new construction budgets.

System Cost Per Location

Category	Value
More than $5,000	3
$3,001–$5,000	2
$1,501–$3,000	8
$501–$1,500	4
$500 or less	9

(x-axis: 2, 4, 6, 8, 10)

Installation Cost Per Location

Category	Value
More than $10,000	2
$3,000–$6,000	3
$1,001–$2,000	6
$501–$1,000	6
$500 or less	6
$0	3

(x-axis: 1, 2, 3, 4, 5, 6, 7)
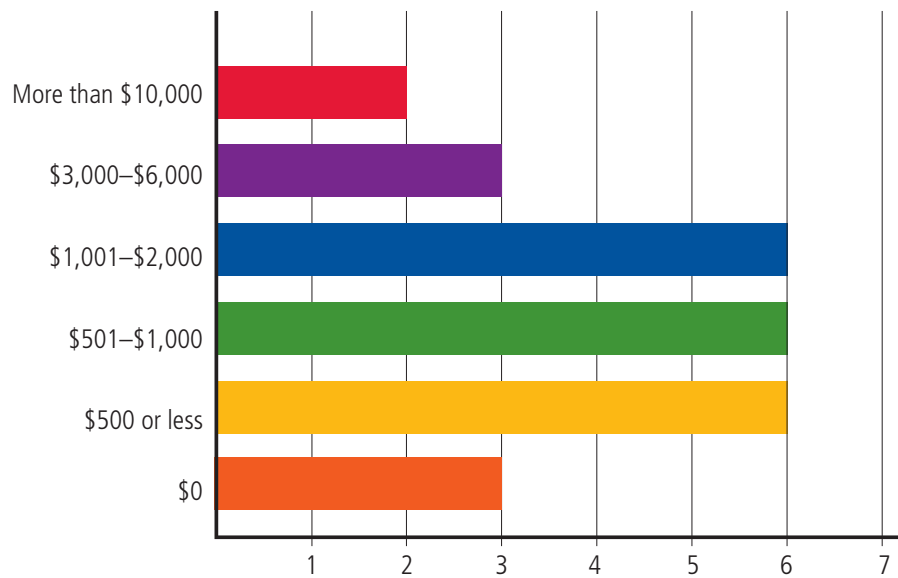
Additional Resources

Archived Online Programs

Recordings of past ACUI online learning programs are now available for you to view on your own time. Each program includes a video recording and downloadable program materials.

Archived online programs are included in your ACUI membersship, so members can access these resources at no additional fee. Below is a selection of programs that may interest you:

Technology

An App Can Do That?

CORE COMPETENCIES:
MANAGEMENT, TECHNOLOGY
ORIGINALLY PRESENTED ON JULY 13, 2011

There are many mobile and web applications that can improve your productivity at work. Learn about apps that could assist you with taking notes in a meetings, keeping track of tasks, saving and accessing documents, and managing websites in this 30-minute flash session presented by the Technology Community of Practice.

Google Plus and the Student Union

CORE COMPETENCIES:
TECHNOLOGY
ORIGINALLY PRESENTED ON SEPT. 9, 2011

As Google Plus launched this summer, it was met with more excitement than any new social network has in the past. Check out this online learning program presented by the Technology Community of Practice to learn more about how it can be used to help increase efficiency, provide quality customer service, and build online communities.

Social Media

Measuring Social Media ROI

CORE COMPETENCIES:
HUMAN RESOURCE DEVELOPMENT, MANAGEMENT,
PLANNING, TECHNOLOGY
ORIGINALLY PRESENTED ON JUNE 14, 2011

This program addresses metrics by which to evaluate return on investment in social media. These tools may include calculators, analytics, tracking mechanisms, and coupon codes. Additionally, the topics of resource allocation planning and simple goal-based evaluation techniques will be covered. Campuses, corporations, and nonprofit arenas are used as examples.

Social Media and You

CORE COMPETENCIES:
COMMUNICATIONS, LEADERSHIP, MANAGEMENT,
MARKETING, PLANNING, TECHNOLOGY
ORIGINALLY PRESENTED ON JUNE 14, 2011

Admitting that you need help with understanding social media basics is the first step. This program gives you the basics of the two most prolific platforms your audiences are using (Facebook and Twitter) and provides examples from auxiliary services and college union professionals.

Social Media Practice and Policy

CORE COMPETENCIES:
COMMUNICATIONS, LEADERSHIP, MANAGEMENT,
MARKETING, PLANNING, TECHNOLOGY
ORIGINALLY PRESENTED ON JUNE 14, 2011

Are you openly ignoring the fact that your departments, staff, students, and campus colleagues are using social media platforms to share information or promote products? If you don't have an effective social media policy then you are doing just that. Take the lead in developing the appropriate policy for your department on campus before it is too late.

Communities of Practice

ACUI's communities of practice support the mission, values, and strategic directions of the Association in several ways. Communities of practice allow ACUI members to access information and resources in a specific area of interest, to participate in the creation of best practices and knowledge in these areas, and to build a network of colleagues who are passionate about the same area. Not only do these professional networks increase the connecting points of members to the Association, but the knowledge being produced by them is an intellectual asset of the Association.

COMMUNITIES OF PRACTICE INVOLVE
THREE ESSENTIAL INGREDIENTS:

* A community of people who have something in common
* A set of issues community members are interested in
* A commitment to develop practices that help community members be more effective with the set of issues

Technology Community of Practice

The Technology Community of Practice builds a network of professionals passionate about integrating current and emerging technology into the core practices of the college union as well as advancing skills, knowledge, and behaviors in the core competency of technology. The community will share recommended practices in, but not limited to, software, hardware, mobile, and social media applications. The community will make recommendations to Association members about current and future trends through The Commons, Twitter, and others to collaborate and share our findings through educational sessions and with other student affairs associations whenever possible.

http://www.acui.org/groups/group. aspx?id=12331