REGISTERED STUDENT ORGANIZATION ADVISOR MANUAL

The Office of Student Involvement
Cohen Center Room 258

Office Hours:
8am - 6pm, Monday- Thursday
8am-5pm, Friday

Office Number:
239-590-7739

Fax Number:
239-590-1762
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“Involvement” is defined as any activity outside the classroom which enhances and contributes to student learning (Astin, 1993).

A national survey of over 260,000 freshmen and seniors at 523 four-year colleges and universities found that students who participate in collaborative learning and educational activities outside the classroom are more satisfied with their education and are more likely to remain in college (National Survey of Student Engagement, 2006).

Studies such as Dr. George Kuh’s at the Center for Postsecondary Research at Indiana University reveal that involved students:

- Develop advanced critical thinking skills
- Take a greater interest in the well-being of others
- Are more self-confident
- Build stronger decision-making skills
- Are better prepared for post-collegiate life

Advisors are critical in helping promote these areas of development. Because they often work on the “front lines” with students, advisors serve as conduits to the university, connecting students more closely with education and campus life. The most effective advisors are those who take the time to think about their own philosophy of advising and then put it into practice.

Astin’s (1993) research shows that student involvement in co-curricular activities, such as student organizations, correlates positively with persistence, achievement, satisfaction, career advancement and educational development.
Greetings,

Thank you for your service as an advisor to a student organization. Florida Gulf Coast University provides students with a wide variety of opportunities to become involved on campus and throughout the community.

There are over 200 registered student organizations here at FGCU including academic, athletic, cultural, religious, political, honor societies, social groups, and fraternities and sororities. As an advisor, you can make a difference to these organizations and the way they influence student life at FGCU. Student organizations provide students an opportunity to expand and enhance their overall educational experience, interact with others, gain self-confidence, take on responsibility, acquire leadership skills and succeed in what they do.

This handbook intends to serve as a resource for you in your efforts to advise a student organization. The Office of Student Involvement (OSI) is a resource for student organizations to use in order to have the most fulfilling co-curricular experience at FGCU. As Assistant Director for Student Engagement, I am dedicated to assisting students as well as advisors.

Look for “TIPs” from me throughout the manual on frequently asked questions and important topics.

My office is located in the Cohen Center, Room 252. Please feel free to come by to ask questions, engage in discussions about how to improve your organization or anything else!

Sincerely,

Ashton R. Hartley, M.Ed.
Assistant Director for Student Engagement
Office of Student Involvement
Cohen Center 252
Phone: 239-745-4410
Email: arhartley@fgcu.edu
OSI website: http://studentservices.fgcu.edu/StudentInvolvement/rso.html
Located on the Second Floor of the Harvey and Janet Cohen Center
258A Open Monday-Thursday: 8am-6pm; Friday: 8am-5pm

**Main Office**
Cohen Center Room 258A
Phone: 239-590-7739
Email: osi@fgcu.edu

**Julie Gleason – Director of Student Involvement**
Office: Cohen Center 258
Phone: 239-590-7722
Email: jgleason@fgcu.edu

**Sue Hertle – Office Manager**
Office: Cohen Center Room 259
Phone: 239-590-7740
Email: shertle@fgcu.edu

**Ashton Hartley – Assistant Director for Student Engagement**
Office: Cohen Center Room 252
Phone: 239-745-4410
Email: arhartley@fgcu.edu

**Torrie Jackson – Assistant Director for Fraternity and Sorority Life**
Office: Cohen Center Room 261 B
Phone: 239-590-7729
Email: tbjackson@fgcu.edu

**Rebecca Crumb – Coordinator for Fraternity and Sorority Life**
Office: Cohen Center Room 261 A
Phone: 239-590-1299
Email: rcrumb@fgcu.edu

**Lynbea Toombs – Coordinator for Student Programming**
Office: Cohen Center Room 260
Phone: 239-590-7727
Email: ltoombs@fgcu.edu
**Dean of Students’ Office**
Front Desk: 239-590-7900
Student Conduct: 239-590-7904
Multicultural and Leadership Development: 239-590-7990
Student Government: 239-590-7739
Eagle News: 239-590-7945

**Campus Reservations**
Conference rooms, Classrooms, Cohen Center: 239-590-1090
Alico Arena, Tennis courts, Basketball Courts, Softball & Baseball Fields: 239-590-7013

**Campus Recreation**
Aquatics Center: 239-590-7700
Fitness Center: 239-590-7935
Facilities: 239-590-7702
Intramurals: 239-590-7938
Outdoors Pursuits: 239-590-3963
Sports Clubs: 239-590-7332
Waterfront: 239-590-3964

**Other Important Numbers**
Adaptive Services: 239-590-7956
Career Development Services: 239-590-7946
Housing & Residence Life: 239-590-1700
Outreach Programs: 239-590-7834
Prevention & Wellness: 239-590-7685
Wellness Center: 239-590-7733
Dean of Students’ Office

Dean of Students: Dr. Michelle Yovanovich

Responsibilities include the following program areas:
Office of Student Involvement, Multicultural and Leadership Development, Student Conduct, Eagle News & Student Support Services

Office of Student Involvement

Director of Student Involvement: Julie Gleason

Responsibilities include the following program areas:
Fraternity and Sorority Life, Programming Board, Student Government, & Registered Student Organizations

Student Programming

Coordinator: Lynbea Toombs
Office: CC 260
Phone: 239-590-7727
Email: ltoombs@fgcu.edu

Fraternity & Sorority Life

Coordinator: Rebecca Crumb
Office: CC 261 A
Phone: 239-590-1299
Email: rcrumb@fgcu.edu
INTRODUCTION TO REGISTERED STUDENT ORGANIZATIONS (RSOs)

What is a Registered Student Organization?
A Registered Student Organization is defined as a minimum of four members (typically consisting of a President, Vice-President, Treasurer, and Secretary) uniting to promote a common interest. RSOs are managed, run, and organized by students and are required to do the following in order to be granted certain privileges by the Office of Student Involvement:

- Complete the registration process once a year
  - TIP: This can take place during designated registration windows in the Fall and Spring
- RSO Presidents and one additional officer must attend mandatory RSO Orientations each year
- RSO Treasurers must attend Treasurer training once a year
- Accept responsibility for sponsoring and supervising programs
- Assure that University facilities are used only for the purpose for which they were scheduled by the organization
- Maintain an copy of the Organization’s constitution with the Office of Student Involvement

Registration Eligibility
Eligible organizations are permitted to register and maintain registration during the academic year unless the university finds that the organization:

- Seeks to accomplish its objectives, goals, purposes, or activities through the use of violence
- Engages in activities that materially or substantially interfere with the discipline and normal activities of the university or with the rights of others
- Seeks personal gain
- Engages in activities that present a danger to property, personnel, and/or orderly function of the university
- Refuses to comply with federal or state laws, including the Americans with Disabilities Act of 1990, Board of Regents’ policy, or university rules and regulations.
In denying or revoking registration, Florida Gulf Coast University considers among other factors:
Individual members’ past conduct
Organization’s past conduct
Organization’s stated objective
Failure to meet financial obligations to the university

*If registration is denied or revoked by the Office of Student Involvement, the organization may appeal the decision unless the denial or revocation was initiated under the Student Code of Conduct. For more information visit http://studentservices.fgcu.edu/StudentConduct/

A Registered Student Organization’s Relationship to the University
Registration of Student Organizations by the University shall not imply support for any student organization’s purpose, philosophy or activities. With the exception of Student Government, student organizations and clubs are entities independent of the University, and the University assumes no legal liability for any student organization's activities.

Benefits of a Registered Student Organization
Registered Student Organizations (RSOs) are granted privileges including:
- Ability to request funds from Student Government
- Use of university facilities for meetings/functions
- Permission to recruit on campus
- Use of the University’s name as part of the organization’s name
- Ability to invite guest speakers and performers to campus
- Use of the University’s address for business purposes
- Ability to establish dues and sponsor fundraising projects
- Permission to grant awards and honors to organization members

Categories of Registered Student Organizations
- **Cultural** - focused on providing support and fostering community within various cultures, races, religions and orientations represented among the student body

- **Social Fraternity** - a social, fraternal organization composed of all males with membership in the FGCU Interfraternity Council, the Multicultural Greek Council, or the National Pan-Hellenic Council

- **Honor Societies** - local and national honor societies that provide service and/or leadership opportunities and recognition for students with academic honors

- **Special Interest** - an organization whose purpose is to provide an opportunity for individuals to discuss and share information regarding a specific, non-academic related topic of interest

- **Media** - an organization whose primary function is to communicate via the media

- **Political/Governance** - Student groups that encourage expression, debate, and support of political issues, views, and/or candidates
• **Academic/Professional** - an organization representing a specific profession or career path

• **Religious/Spiritual** – an organization that provides spiritual and/or religious development for students

• **Service/Social Justice** - an organization whose chief function is to serve the campus and/or community

• **Sport Club** - an organization whose purpose is to encourage participation and engage its members in competitive, extramural sports. Registered Sports Clubs are housed within the Campus Recreation Department and are subject to policies and procedures of that department. For further Sport Club guidelines please consult the Team Manual at http://www.fgcu.edu/CampusRec/SportClubs/resources.html

• **Social Sorority*** - a social, fraternal organization composed of all females with membership in the FGCU Panhellenic Council, Multicultural Greek Council, or the National Pan-Hellenic Council

*As defined by the University regulation: FGCU-PR 4.009

**Eligibility for Membership**
Membership in any RSO requires enrollment in a degree-seeking program as an undergraduate, graduate, or postgraduate student.

It is important to know that student organization membership should be open to ALL students unless otherwise permitted under applicable federal law. FGCU, in accordance with applicable federal and state law, prohibits discrimination, including harassment on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation or veteran status.

**Eligibility of RSO Leadership Positions / Officer Qualifications**

- Must be currently enrolled in a degree-seeking program and pay an Activity and Service Fee (A&S) during the term declaring enrollment status in an undergraduate, graduate or postgraduate program at FGCU.
- Undergraduate students must be registered for nine (9) credits each semester (including enrollment in a credit-bearing course in Summer Session A, B, or C), and maintain a minimum 2.5 cumulative G.P.A.
- Graduate and professional students must be registered for six (6) credits in each semester (including enrollment in a credit-bearing course in Summer Session A, B, or C), and maintain a minimum 3.0 cumulative G.P.A.
- Students in the last semester before graduation are eligible for holding leadership positions if they are enrolled in the required number of credits needed for graduation in that term and maintain the required G.P.A.
- Students who are currently in a leadership position of a student organization must meet these minimum requirements to continue holding a leadership position. Students not meeting the eligibility requirements as outlined in this policy will be required to relinquish their position. A student may submit a written appeal to a committee appointed by the Vice President for Student Affairs for review and determination if they may remain in their position for the remainder of the semester.

*For the entire Student Activities Eligibility Regulations please see Appendix I or
Officer Eligibility Regulations

In the Fall, Spring and Summer semesters, the Office of Student Involvement performs Officer Eligibility checks after the RSO Registration period closes to ensure that student organization officers meet the officer criteria as set forth by the university. Students will be notified of their ineligibility and will have the option to appeal this decision. If they wish to appeal, they may do so within five (5) school days by submitting the Student Leadership Eligibility Appeal Form. This form can be obtained from the Office of Student Involvement website at http://studentservices.fgcu.edu/StudentInvolvement/forms2.html. Those who are found ineligible to hold an officer position have 10 school days to find a replacement officer and must email the Coordinator for Student Organization Development stating who their new officer(s) will be.

If students wish to appeal, they will be placed on suspension status from their position during the duration of their appeal process. While on suspension, they should not conduct any business on behalf of the organization until a decision by the appeals committee is reached.

Inactive Status

Student Organizations that violate any law, University regulation or policy, or Student Government policy will be subject to disciplinary action pursuant to the Student Code of Conduct. An RSO may be classified inactive at any time. If an RSO is declared inactive, the RSO will lose all University privileges until reactivation is completed. The following are examples of why an RSO may be declared inactive:

- Violation of any local, state or federal laws
- Violation of University or Office of Student Involvement policies or procedures
- Failure to register by the Office of Student Involvement’s deadline on EagleLink
- Failure to adhere to the Organization’s constitution and/or Bylaws
- Traveling without proper authorization

*Inactive RSOs do not have access to on campus funds nor receive any of the privileges given to RSOs noted in the section titled “Benefits” under “Introduction to Registered Student Organizations”.

Insurance

Florida Gulf Coast University does not provide insurance for student organizations. RSOs are responsible and liable for the actions and behaviors of their members and officers. Any damages to persons or property need to be covered by the personal insurance of the participants. In addition, if the organization contracts to receive services from a third party, the organization should confirm that the third party has sufficient insurance. A copy of the vendor’s insurance policy should be included with the Event Registration Forms.

Affiliating with a Parent Organization

Registered Student Organizations may choose to be affiliated with a local/state/national organization, such as a charity, faith community, political party or fraternity/sorority. The student organization must state the name and nature of the affiliation (often the parent organization has a sample constitution for college student organizations to model). The campus organization must obtain in writing a statement from the parent organization that the Florida Gulf Coast University chapter has permission to use the
name and represent the organization. Control of the student organization must reside with the students, with all the operating decisions made by the students.

*Social Fraternities and Sororities must comply with the University Regulation: FGCU-PR4.009.*

**Hazing**
Acts as defined in Section 1006.63, Florida Statutes, as well as any action or situation which recklessly or intentionally endangers the mental or physical health or safety of a student for purposes including, but not limited to, initiation or admission into or affiliation with, or as a condition of continued membership in, a University registered group or organization. Express or implied consent of the Impacted Student will not be considered as a defense. All provisions of Section 1006.63, Florida Statutes, are applicable to an allegation of hazing.

**Gambling and Fundraising**
Gambling is not allowed on campus and is defined as: an unlawful game of chance for money or for anything of value on University premises or at any affair sponsored by a student organization. To sell, barter, or dispose of a ticket, order, or any interest in a scheme of chance by whatever name on University premises or at any affair sponsored by a student organization. To wager on a University team or organization in a competition with a direct interest in the success of the competition. Fundraising projects must be conducted in a lawful manner and in compliance with University regulations. State law prohibits raffles and lotteries except within very specific perimeters involving sales promotion activities which are strictly regulated. Organizations may operate "drawings by chance" utilizing material prizes, cash prizes are prohibited. The law requires specific disclosures and procedures, 849.0935, FS. Permission for student organizations to organize "drawings by chance" on University premises or at any sponsored affair must be secured from the Office of Student Involvement prior to an announcement of the event.

**Non Discrimination**
In order to comply with the University's commitment to non-discrimination, no discrimination shall be made on the basis of gender, race, color, creed, age, religion, disability, national origin, marital status, sexual orientation, parental status or veteran status.

**Concerns**
Below are steps to follow if any member of an RSO has a concern regarding their student organization:
1. The concerned party should notify the Office of Student Involvement and document the situation
2. A staff member from the Office of Student Involvement will meet with the student and the Student Organization to attempt to remedy the situation
3. If the concern constitutes a violation of the Student Code of Conduct, the issue will be forwarded to the Office of Student Conduct and/or Dean of Students Office for review and further action, if necessary.
**Activities and Service (A&S) Account**

Activities and Service Fee Funding is the money all RSOs may apply for their primary budget each fiscal year or additional money through a Senate Bill that the Student Government allocates from student fee money. The Student Government fiscal year runs from July 1st to June 30th and money awarded each fiscal year does not roll over from year to year. RSOs must be registered and in good standing before mid-fall semester to submit funding requests. RSOs are not required to have an A&S account. The general budget process is as follows:

1. Budget packets will become available during the fall semester
2. RSO Presidents and/or Officers (on file with the Office of Student Involvement) will be notified by email when packets are available and notified of all submission deadlines
3. Packets should be completed as thoroughly and as accurately as possible and submitted to the Student Government Executive Secretary by the assigned deadline
4. The SG Appropriations Committee submits a bill to SG Senate with total budget for all Registered Student Organizations and Departments
5. Once the bill is approved by Senate, Eagle News publishes the funding received by every RSO.

*If a representative from the student organization fails to attend their scheduled meeting; the student organization will automatically be disqualified from receiving funding during the Annual Budget Application process for that fiscal year.*

**Purchasing**

*Purchase Orders*

Purchase orders should be used when requesting to spend funds from on campus bank accounts. There are two methods to remit payment to a vendor:

- Check request for a Vendor
- University Purchase Card

*Please refer to the Treasurer Manual for further information*

**Reimbursement**

The Payee Invoice should be used when goods or services have been purchased by the student on behalf of the RSO out of pocket. Recently we’ve encountered both officers and advisors who have attempted to utilize the payee invoice only to discover that they cannot be reimbursed for several different reasons including:

- The RSO does not have any money in their account;

Or
The purchase violates the Student Government Finance Code.

As a result the Office of Student Involvement has created a Pre-Authorization Reimbursement Form to be submitted in addition to the Payee Invoice. This will authorize the reimbursement of your purchase. This form should be completed and approved before any out-of-pocket purchases are made.

Here’s how the approval process for this form will work:

- The A&S Budget Assistant will ensure that the student or advisor has the available funds in their account.
- The Student Government Treasurer will ensure that the purchase does not violate the finance code.
- The Coordinator for Student Organization Development ensures that the organization is a Registered Student Organization under the Office of Student Involvement; and that the necessary paperwork has been completed.

Submit this form along with a Payee Invoice and all original receipts or invoices to the Office of Student Involvement, Cohen Center Room 258.

**TIP:** Overestimate the reimbursement cost, that way it can be verified that the funds are available and the purchase is an allowable expense. The pre-approval and reimbursements do not need to be exact matches in price.

**Student Government Senate Bill for Funding**
During the academic year RSOs can request funding through a Student Government bill. The process for the funding is as follows:

1. Meet with the Senate President to discuss the RSO plans and the framework of your bill by contacting sgsenate@fgcu.edu.
2. Meet with a Student Government senator that is assigned to sponsor your bill and put the bill in writing.
3. The Senator will present the bill to senate for the four Student Government committees to review.
4. If approved by the committees, the bill will be read for the first time on the senate floor and be open for debate.
5. The bill will then be brought up for second reading, debated and voted on.
6. If the bill is approved, funds will be deposited in your RSO’s A&S account.

*This process takes an average of 6-8 weeks from beginning to completion*

**TIP:** New organizations who may start off with zero funds can submit one senate bill for the entire academic year to utilize as their budget.

**Off Campus Fundraising Accounts**
As of March 2014, the University has discontinued on campus cash accounts and began a transition to off campus fundraising accounts. The purpose of this process was to provide student leaders an opportunity to practice fiscally responsible habits to support the programmatic efforts of their organization (i.e. balancing a checkbook, establishing open and honest communication about financial transactions) & further emphasize the independent relationship that RSOs have to FGCU.

Student Organizations were given the option to retrieve all remaining funds from their current cash account to deposit into an off campus bank account of their choosing. Below are some Frequently Asked
Questions regarding the transition and information for student organizations and advisors on how to establish financial controls:

- **What paperwork do I need to complete in order to make a purchase from my off campus account?** The Office of Student Involvement does not require you to complete or submit any paperwork. You can make a purchase using a debit card, ATM card or checks assigned to your bank account.

- **Can an RSO have both an A&S account and an off campus fundraising account?** Yes. However you can no longer make a purchase using funds from both accounts.

- **What liability do advisors have in this process?** That is up to the individual organization. Some organizations have the advisor sign off on all purchases, some do not. This should be clearly stated in the organizations bylaws.

- **What limitations can you apply to RSO bank accounts?** This will vary for each specific organization. It is suggested that:
  - Only order debit cards for authorized purchasers. This can include but is not limited to the advisor, the treasurer, and/or the president of each organization.
  - Limit Debit Cards to debit/deposit only, not giving the ability to withdraw money from an ATM.
  - Each organization can create internal paperwork for any purchasing if interested, to establish a signature process and assist with record keeping. The Office of Student Involvement has created a sample purchase order for you to consider implementing into your off campus purchasing procedures.
  - Require double endorsement of expenses (*2 signatures per check*)
  - Establish separate financial duties (*i.e. which officers have purchasing power and which do not*)
  - Keep records public to prevent purposeful mismanagement of funds. Each RSO can upload their annual and semester budgets and/or account information on their Eagle Link page under “Documents”. Students can also choose which officers/members have access to these documents as well as what kind of access (limited, all access, no access).
  - Define consequences for Mismanagement of Funds (*Definitions, methods for policing, consequences for breaking the rules*).
    - Sample language:
      - “All funds collected, raised and deposited into the off campus bank account must be spent in accordance with the organization’s procedures, mission and vision.
      - Prohibited transactions include but are not limited to: alcohol, firearms, explosives, weapons, illicit substances or items.
      - If the Treasurer or other member of the RSO believes that a request for payment, requisition for purchase, or any other spending form represents an inappropriate use of funds they may stop that form from being processed.
      - In any questionable cases, the decision of the Treasurer is final. If the Treasurer determines that an officer has misused funds, the Treasurer reserves the right
to determine if that officer can remain in their position or relinquish their position.

OR

- If an officer is found responsible for participating in prohibited transactions the remaining officers will vote to determine if that officer can remain in their position or relinquish their position. “

- Remove your information from accounts when you leave the organization
EAGLELINK AND EVENT PLANNING

It is important for student organizations to plan activities throughout the year to provide their members with a sense of purpose. Organization and planning are key elements to making any event a success. A well-organized event will showcase the effectiveness of an organization and show others what membership in the group is all about. The next section will go in depth regarding policies and procedures for hosting events at FGCU.

Most (but not all) events require the completion of an Event Planning Form. The following is a flow chart that describes when it is needed based on the specific event.
Event Planning Form Flow Chart

Do you need an Event Planning Form? Follow the flow chart to find out.
Please note that this document is not a substitution for an Event Planning Form through the EagleLink.
Contact the Office of Student Involvement at 239.590.7738 or the Coordinator for Student Organization Development.

Are you holding an event/activity?

Will your event be held in either an FGCU space or off-campus space?

Yes.

Will you be tabling for your organization?

Yes.

Will tabling include:
- Fundraisers or events where money exchanges hands
- Activities taking place in conjunction with the table reservation
- Any singing, gram, flower distribution, art displays, animal display, or other type of activity
- You are required to submit an Event Planning Form 14 days in advance, make any required arrangements, receive approval, and adhere to all applicable FGCU or departmental policies and/or procedures.

No.

No.

You DO NOT need an Event Planning Form or reserve a space.

Commonly Used Space Reservations

*NOTE: Each department’s space reservation policy may vary.

Campus Recreation (SpU Pool, The ROC, Waterfront) - campusrec@fgcu.edu or 239.590.7567

Residence Life - 239.590.1549

Campus Reservations - rmsched@fgcu.edu

Does your event include or have the potential for one or more of the following?

- Outdoors
- Alcohol
- Food is served to the general public
- Large crowds are anticipated
- Physical activity or waivers needed
- Amplified sound (like DJs or bands)
- Performers, speakers, contracts or rentals
- Fundraisers or events where money exchanges hands
- Minors on campus
- Controversial and/or emotionally charged content
- Nat’l, state/local appointed/elected officials/candidates
- Media will be on campus
- Rallies/demonstrations
- Motion picture is being shown
Student leaders are responsible for completing the Event Planning Form (EPF) found on EagleLink, our student organization portal. All advisors should log into EagleLink at least once to be included in the advisor directory and notified of when their RSO has submitted an event.

All EPFs for both on-campus and off-campus events must be submitted a minimum of 2 weeks in advance. TIP: Create an internal submission deadline for your students. The sooner the form is submitted the better. This allows time for any changes that might need to be implemented.

Here is an example of an EPF. This form can be accessed and submitted through your organization’s profile on EagleLink. The form serves as an educational tool, walking students through directive questions about their planning considerations and mitigation of risks.
2) What guiding boundaries, including specific organizational protocols or University rules apply to your event?

3) Do you have the ability, financial resources, and human resources necessary to plan and execute this event?

Thinking proactively also involves the identification of potential risks. Risks are commonly divided into five categories: Physical, Reputational, Emotional, Financial and Facilities (also known as PREFF). Once these potential risks have been identified, their likelihood and potential consequence will determine how the leadership should proceed with the event planning. Leaders can choose to accept, modify, transfer or eliminate these risks.

2. Implementation
During the implementation of the event, you may need to help students make decisions on a moment’s notice. Therefore, ensure that the students have established communication channels that enable everyone to get correct and updated information. Also, helping students develop a plan, and thoroughly reviewing that plan prior to the event will help the organization more effectively address issues that they can easily anticipate such as weather emergencies, illness/injury, equipment malfunction, etc.

3. Assessment
Finally, the process of evaluation or assessment completes the Event Planning Process because it allows for thorough reflection of the event itself. Asking your students questions like “What went well? What should you do differently? What resources could be consulted in future planning?” and then encouraging the students to document this information can be a determining factor in the success of future events.

**Event Planning Do’s & Don’ts**
Advisors play a significant role in the event planning process. Even if you are not actively a part of the planning process it is your responsibility to approve the event. As a result here are some do’s and don’ts when approving these forms:

- **Do** be active and involved in the Event Planning Process. The form should not be the first you hear about an event. Attend the organization’s officer meetings and stay in the loop. Big issues can usually be prevented if you are involved in the discussion and planning of the event.
- **Do** review EPF’s in a timely manner. To ensure ample time to review the event, OSI and Campus Reservations needs the form no less than 2 weeks in advance of the event. We often see RSOs turn in forms early enough, but the advisor sits with the form too long and they miss the 2-week window.
- **Do** act as the frontline of risk prevention. Be confident in your abilities to inquire, suggest and require changes if you have any concerns. As the advisor, you DO have the authority to say no.
- **Don’t** accept that there are no risks. Every event has all 5 types of risk (Physical, Emotional, Reputational, Financial, and Facilities.) Help your student leaders see possible issues that may arise and identify ways to minimize these risks.
**Risk Management**

Have students consider risks related to the following categories:

**Physical risks** include *injuries arising from physical activities, improper food handling, accidents during travel, natural disasters, etc.*

**Reputational risks** include *damage to the individual students’ reputation, the image of the student organization, or the reputation of FGCU*

**Emotional risks** include *damage to the emotional well-being of members or other event participants*

**Financial risks** include *budgetary losses or potentially unexpected costs*

**Facilities risks** include *damage to or neglect of event facilities, or conditions that endanger the safety of participants*

Additionally, every action we do has a risk associated. It is up to you and the organization to determine if you should:

- **ACCEPT** - Realize that the possibility and seriousness of the risk is minimal and accept the consequences.
- **MANAGE** - Develop strategies and precautions to minimize the possibility or seriousness of the risk.
- **TRANSFER** - Utilize insurance or trained professionals (like EMTs) to help reduce the risk.
- **ELIMINATE** - Remove the risky activity completely.
ADVISOR ESSENTIALS & ADDITIONAL RESOURCES

In the final part of the handbook we will provide you with advising tips and resources to help you understand the role of an advisor, discover your advising style and other tips on how to be successful in this role.

Eligibility & Time Commitment
An advisor can be any full time faculty or staff member at FGCU. The time commitment varies per advisor and student organization, but is ultimately up to your discretion. We strongly suggest having an expectations conversation with your organization's student leaders prior to committing to the group. These expectations and standards should be clearly communicated. Resources on how to set expectations can be found on the Advisor section of the Office of Student Involvement's website.

If you choose to attend all meetings and events, the time commitment could be 1-4 hours per week. If you choose to meet with the group's officers and attend occasional events, it could be as little as 1-4 hours per month. This will always vary depending on the organization. You may choose to allow students to drop by your office at any time or may ask them to schedule appointments.

Advisor Roles
Each advisor perceives his/her relation to a student organization differently. Some Advisors play very active roles, attending meetings, working with student officers, and assisting in program planning and development. Others maintain a more distant relationship to the organization. It is expected that each Advisor will maintain some regular contact with his/her organization. An Advisor accepts responsibility for keeping informed about activities of the organization and for advising officers of the organization on the appropriateness and general merits of policies and activities. Advisors should be both accessible and interested and should provide whatever counsel a group or its members might seek.

Given the myriad of purposes, activities, and objectives of various student groups, the role of the Advisor will vary in some degree between groups. The purpose of this section is to outline basic roles of an Advisor. As groups vary in their expectations and needs, it is important that you, as an Advisor, develop an understanding with the organization you are to represent as to the nature of your involvement. The Advisor and group should agree on a set of expectations of one another from the onset and should write this list down as a contract between the group and the Advisor.

As an Advisor you will assume numerous roles. A key idea to remember is that you are an advisor not the leader. You provide guidance, insight, and perspective to students as they work on projects, but you should not be doing the work. Students will learn if they are engaged. Be careful of being challenged
into doing the work for a student project. The students make the decisions, and they are accountable for those decisions, and for the successes and failures of their groups.

Following are some of the roles you may assume as an advisor:

MENTOR:
Many students will come to see their advisor as a mentor and the success of these relationships can last many years and be rewarding for both the student and the advisor. If the student is seeking an education and a career in your field, you may be asked to assist in his/her professional development. To be effective in this capacity, you will need knowledge of their academic program and profession, a genuine interest in the personal and professional development of new professionals, and a willingness to connect students to a network of professionals. You may be approached to review resumes, to connect students with community resources, or to be a sounding board for their ideas of what they want to accomplish in the field.

At times, students will seek out someone to assist with their personal development. In this capacity, a mentor will have a basic understanding of student needs and perspectives, a desire to challenge students intellectually and emotionally while providing support to meet the challenge, and the ability to listen to students’ verbal and nonverbal communication. Students may want to talk to you about family or relationship issues, conflicts they are having with other students, or to have conversations about their ideas and thoughts on different subjects.

TEAM BUILDER:
When new officers are elected or new members join the organization, you may need to take the initiative in turning the students from individuals with separate goals and expectations into a team. Team building is important because it enhances the relationships of the students between one another and the advisor. Positive relationships help the organization succeed and to work through conflicts and difficult times.

To accomplish the goal of creating an effective team, it is necessary to conduct a workshop (if you and the students have the time, a full-scale retreat encompassing team building and goal setting could be planned) to engage students in this process. As the advisor, you may consider working with the student officers to develop a plan and to have the students implement it.

Training students in effective techniques for team building will keep students invested in the organization and give them the opportunity to learn what it takes to build a team.

CONFLICT MEDIATOR:
Inevitably, students are going to join the organization with different agendas, goals, and ideas about how things should function and the direction they should be taking. When working with students who have come in to conflict, it may be necessary to meet with them and have them discuss their issues with each other. In many cases, it may be necessary to remind them that they both want what is in the best interest of the organization. Ask them how they think they can work together, point out the organization’s mission, and ask how their conduct is helping the group achieve its mission.
Sometimes, one student may be causing problems with other students. In many cases this student may not realize that his/her actions are causing a problem. In this case, speaking with the student individually could be helpful. Chances are that no one has met with the student previously and discussed how his/her attitudes are impacting other people and how those attitudes or actions can be changed to make everyone feel better. In many cases, the student will appreciate honest feedback.

**REFLECTIVE AGENT:**
One of the most essential components to learning in “out of classroom” activities is providing time for students to reflect on how and what they are doing. As an advisor, you will want your officers to talk to you about how they think they are performing, their strengths, and their weaknesses. Give them the opportunity to discuss their thoughts on their performance. Then be honest with them. Let them know when you agree with their self-perceptions and in a tactful manner let them know when you disagree. Remember, any criticism you provide students should be constructive and you will want to provide concrete examples of actions the student took that seem to contradict their self-perceptions. When students discuss their weaknesses, ask them how they can improve those areas and how you can help them. Students usually have the answer to what they need; they just don’t like to ask for help. Remember to have students reflect on their successes and failures.

**EDUCATOR:**
As an advisor, your role of educator will often come through the role modeling of behavior, guiding the student in reflection of their actions, and being there to answer questions. One of the most difficult actions to take as an advisor is to do nothing, but sometimes this can be the most important action of all. Allow the students to make their decisions even if they do not agree with your ideas. Sometimes, students will succeed; other times, they may fail. The key is to return to the role of the reflective agent and give the students a safe place to reflect on their experiences.

**MOTIVATOR:**
As an advisor, you may have to motivate students to excel and to carry out their plans and achieve their goals. Some students are easily discouraged and at the first sign of difficulty they may want to quit. You will need to be their “cheerleader” to keep them excited about all of the potential successes they will experience. You can motivate students through the recognition of their efforts, appealing to their desire to create change, and to connecting their experiences here at the University to the experiences they will have in the community.

**POLICY INTERPRETER:**
Student organizations operate under policies, procedures, and rules. At times, students may not be aware of these policies and they will do things in an inappropriate manner. The more you know about these policies the better advising you can give to the students on their plans.

**Six Expectations for Success**
As an advisor, you should be aware of the expectations that have been established for you by both the university and the Office of Student Involvement:
First, we expect our student organizations to work with their advisors and other campus administrators to facilitate intelligent, fair and reasonable choices within the boundaries established by state, federal, and local laws, university rules, and the educational mission of the institution. As facilitators, you should seek to balance the rights and responsibilities of students and the university. Advisors sometimes ask if they are allowed to tell their student organizations “no.” While our goal is to empower students to make fair, reasonable, and intelligent decisions about their events and activities, please keep in mind that it may be necessary to remove options when a decision would result in a violation of laws or university rules or create an unreasonable level of risk for the students.

As a university, our goal is to ensure that our student organizations are being advised about the potential and perceived risks involved in their activities. As an advisor, you should support the organization in the planning and coordination of their events and help student leaders take corrective actions and proactive steps to minimize accidental injury and/or loss. Advisors are also expected to attend events and meetings, as agreed upon by your organization and your department, and be available outside of those activities for advice and consultation.

Advisors should also be involved in event planning, decision making, goal setting, and accountability of members and leaders, and you should be aware of, and understand, university rules and policies as they pertain to your organization and its events. As an advisor, you should help to educate your students on the consequences for choosing to operate outside of these parameters which includes reporting any violations of those policies. Finally, you should be aware of your organization’s financial status, and you are expected to review and approve all financial expenditures relating to the organization.

Additionally, we recommend that you understand your department’s expectations of you as an advisor. Talk with your supervisor about the time and resources that will be needed to appropriately support your student organization(s). It is also important that you familiarize yourself with the guiding documents and policies of the organization. Read your organization’s constitution, and pay attention to areas that address guidelines for elections, accepting and removing members, hosting activities, etc.

Advisors should also be prepared to report and follow up on any issues that might warrant disciplinary action. Make sure your students understand that there are certain situations you are required to report as a state employee, such as hazing or other conduct violations.
6. Finally, we expect you to be committed to the educational development of our students though your role as a facilitator. We want our student organizations to uphold the mission and values of FGCU, and they can do this more successfully with your support and guidance.

**Stages of Group Development**

Knowing and understanding the intricacies of how a group develops and works together will benefit your student organization. Understanding Tuckman's model may assist an organization to reach effectiveness more quickly. In addition we'll share how each stage applies to student organizations and the role of the advisor in that stage.

In the **Forming** stage the members of the team get to know one another, exchange some personal information, and make new friends. This is also a good opportunity to see how each member of the team works as an individual and how they respond to pressure.
**TIP: Be prepared to answer lots of questions regarding the organization's purpose and objectives.**

In the **Storming** stage the team addresses issues such as what problems they are really supposed to solve, how they will function independently and together and what leadership model they will accept. Team members open up to each other and confront each other's ideas and perspectives. In some cases, storming can be resolved quickly. In others, the team never leaves this stage. The maturity of some team members usually determines whether the team will ever move out of this stage. Some team members will focus on minutiae to evade real issues.

**TIP: You may need to remind the organization to focus on their goals and objectives. Possibly have the group participate in some communication team builders. The understanding of different communication styles may deepen their understanding and appreciation of each other.**

In the **Norming** stage the team manages to have one goal and come to a mutual plan for the team at this stage. Some may have to give up their own ideas and agree with others in order to make the team function. In this stage, all team members take the responsibility and have the ambition to work for the success of the team's goals.

*This is a good time to have the students discuss each other’s working style and how the group should develop processes and tasks to get their goals accomplished.*

In the **Performing** stage these high-performing teams are able to function as a unit as they find ways to get the job done smoothly and effectively without inappropriate conflict or the need for external supervision. By this time, they are motivated and knowledgeable. The team members are now competent, autonomous and able to handle the decision-making process without supervision.

*This is a very rewarding experience and you’ll naturally be in the background for guidance and support. The group at this stage is accomplishing their goals and moving in a positive forward direction.*

Note: This model is not a linear one. At times the organization may regress to the previous stage, especially if membership changes. Patience and diligence by both the members and the advisor will keep the group moving in the right direction.
Advising Conflicts & Resolutions

Whether foreseen or unexpected there are challenges that arise as a result of being an advisor. Here are a few common challenges and how to manage them:

- **Conflict resolution among officers** – The Coordinator for Student Organization Development is always willing to serve as an unbiased mediator during conflict resolution among various RSO officers to support advisors. This can be in the form of one on one conversations or facilitating group dialogue.

- **Managing time and not becoming overcommitted to the organization** – Advising an organization that you love can come with dedicating extra time and energy to its programs and the students involved – it may not even feel like work at times! While we want you to be involved, recognize that it is the students that we expect to lead the organization. If something isn’t getting done it doesn’t mean that you have to step up and take on that task yourself – it may mean that conversations need to be had about the current state of the organization and how it’s functioning. The Office of Student Involvement fully expects students to take responsibility for the organization and in return they can take ownership of it. Establish what your role will be early on so there will be clear expectations about what your commitment looks like and how you’ll support the organization.

- **Whether it is strictly voluntary or part of the job, training is minimal** – Since advisors are comprised of faculty and staff it can be challenging to find a time that everyone can meet in person and go through a formal training. Our thought is that by holding trainings in addition to this supplemental module we can better serve our community of advisors and provide them with the knowledge and resources they need.

- **Ensuring advisor is aware of the decisions that are made** – Officers within student organizations may not always see the need for an advisor for different reasons – they’ve never been required to have one, they’ve had an advisor in the past that didn’t work out or they simply feel like they can function without one. The Office of Student Involvement believes that you all play a vital role in their success and development, which is why we require your signature and approval on their purchases and activities.

- **Time and patience needed for the students’ developmental process** – Over time you get to know and understand the intricacies of how your student organization develops and works together.
### SUPPLEMENT MATERIAL

- Sample Meeting Agenda ................................................................. p.29
- Officer Roles .............................................................................. p.30-31
- Officer Transition ..................................................................... p.32-33
- Retreats ...................................................................................... p.34-35
- Membership, Recruitment & Retention ...................................... p.36-39
- The Role of the Advisor Checklist ............................................ p.40
- Advisor Self-Evaluation Checklist ............................................ p.41
- Advisor/Student Evaluation & Feedback Tool ............................ p.42
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I. Call to order
The chairperson says, “The meeting will please come to order.”

II. Roll Call
Members say “present” as their name is called by the secretary.

III. Minutes
The secretary reads a record of the last meeting.

IV. Officers’ Reports
Officers give a report to the group when called on, usually limited to a time if necessary.

V. Committee Reports
First come reports from “standing” committees or permanent committees, then “ad hoc” or special committees.

VI. Special Reports
Important business previously designated for consideration at this meeting.

VII. Old Business
Items left over from previous meetings.

VIII. New Business
Introduction of new topics.

IX. Announcements
Informing the assembly of other subjects and events.

X. Adjournment
The meeting ends by a vote or general consent.

Adapted from Advising Your Hall Governing Board, Kansas State University, Department of Housing and Dining, 2003
Each student organization writes its own constitution and bylaws, which should outline the basic role of each organization officer. It is solely up to the members of the organization to assign responsibilities to a specific officer. This reviews some possible position responsibilities. It is intended to assist you in constitutional development and to help you answer the question, "Now that I've been elected, what am I supposed to do?" Although a student organization's constitution lists some specific positions' responsibilities, each officer should have the freedom to personalize his/her office. Individual interest areas and skills often dictate the amount of time an officer spends on a particular responsibility. However, a good officer never forgets what the basic responsibilities are.

**Secretary**

Some Potential Responsibilities:

- Keeps a record of all members of the organization
- Keeps a record of all activities of the organization
- Keeps and distributes minutes of each meeting of the organization
- Creates and distributes agendas for each meeting of the organization
- Notifies all members of meetings
- Prepares organization's calendar of events
- Schedules all practices, classes, and other activities of the organization
- Obtains appropriate facilities for organization activities
- Prepares and files any report required
- Handles all official correspondence of the organization
- Coordinates organization elections

**President**

Some Potential Responsibilities:

- Presides at all meetings of the organization
- Calls special meetings of the organization
- Schedules meetings for the organization
- Obtains appropriate facilities for organization activities
- Prepares and files any report required
- Appoints committee chair people
- Completes annual Recognition Forms
- Attends Registered Student Organization Meetings
- Represents organization at official functions
- Maintains contact with organization advisor
- Maintains contact with organization alumni
- Maintains contact with affiliated department or section
- Maintains contact with national organization
- Remains fair and impartial during organization decision making processes
- Votes in cases where there is a tie
- Coordinates Organization elections
Treasurer

Some Potential Responsibilities

- Keeps all financial records of the organization
- Pays organization bills
- Collects organization dues
- Prepares and submits financial reports to the members
- Prepares an annual budget
- Prepares all budget requests for funds
- Is familiar with accounting procedures and policies
- Advises members on financial matters (i.e. vendors, ticket selling procedures)
- Coordinates fund raising drive
- Represents organization at official functions
- Remains fair and impartial during organization decision making processes

Vice President

Some Potential Responsibilities:

- Assume the duties of the President as needed
- Serve as an ex-officio member of standing committees
- Plans officer’s orientation and organizational retreats
- Coordinates organizational recruitment efforts
- Represents organization at official functions
- Remains fair and impartial during organizational decision making processes
- Coordinates organization elections
One of the most important functions of an advisor is to assist in the transition from one set of organization officers to the next. As the stability of the organization, the advisor has seen changes, knows what works and can help maintain continuity. Investing time in a good officer transition early on will mean less time spent throughout the year nursing new officers through the semester.

The key to a successful transition is making sure new officers know their jobs BEFORE they take office. Expectations should be clearly defined. There are a number of ways to conduct the officer transition. The following examples demonstrate two commonly used methods.

**The Team Effort**

The team effort involves the outgoing-officer board, the advisor, and the incoming officer board. This method involves a retreat or series of meetings where outgoing officers work with incoming officers on:

- Past records/notebooks for their office and updating those together
- Discussion topics should include:
  - Completed projects for the past year.
  - Upcoming/incomplete projects.
  - Challenges and setbacks.
  - Anything the new officers need to know to do their job effectively.

The advisor’s role may be to:

- Facilitate discussion and be a sounding board for ideas.
- Organize and provide the structure of a retreat.
- Offer suggestions on various questions.
- Refrain from telling new officers what they should do.
- Fill in the blanks. If an outgoing officer doesn’t know how something was done, or doesn’t have records to pass on to the new officer, you can help that officer by providing the information he or she doesn’t have.

**One-on-One Training: Advisor with Officers**

While it is ideal to have the outgoing officer team assist in training the incoming officers, often it is left up to the advisor to educate the incoming officers. In that situation, there should be a joint meeting of the new officers. After that meeting, the advisor should meet individually with each officer to examine the notebook of the previous officer (or create a new one).

**3 Things to include in a new notebook:**

- Any forms the officers may need to use
- Copies of previous meeting agendas
- A copy of the organization’s constitution and bylaws
Talk about what the officers hope to accomplish in the forthcoming year. Assess the officer’s role in the organization. What are the expectations of each position? What are the student’s expectations of the position and his/her goals?

*Information provided by Jim Mohr, Advisor for Student Organizations and Greek Life, Eastern Washington University*
Why should your organization have a retreat?
Organization retreats and workshops enable student organizations to briefly get away from the distractions of school and work and to focus on the needs of the organization and the needs of the individual members of the organization. Planning for the future will enable an organization to operate more efficiently. By setting goals and planning together, members of an organization can operate more effectively as a team.

Establish the purpose of your retreat
Team Building Skills, Training, Communications, Goal Setting, Problem Solving, Planning, Learning, Orientation, Socializing, Transition, Revitalization, Conflict Resolution

Determine who the retreat is for
New Officers
Executive Board
All Organization Members, etc.

Selecting a facility
Consider: On Campus or Off Campus; convenience vs. isolation; Urban or Rural Getaway.

When looking for an off campus retreat location consider nearby summer camps. They often charge cheap rates in the off season. Be sure to check availability, accessibility, and accommodations. Don’t forget about costs and contracts. Consider the FGCU Ropes Course Challenge or Outdoor Pursuits for a great experience!

Transportation
If your event is off campus, members should be provided with adequate and safe transportation.

Food and Drink
Before deciding on a menu, consider cost, cooking facilities, preparation and clean up. Try cooking together, it makes a great team building activity.

Selecting the best format
- Workshops presented by an "expert" -advertising, program planning, public speaking, fund-raising, etc.
- Experiential Exercises- team building, brainstorming, communications skills, ropes course, etc.
- Recreational Exercises, skiing, hiking, canoeing, biking, etc.

Selecting the facilitators or presenters
- Organization Officers
- Organization Members
- Faculty/Staff Advisor
- Other Faculty/Staff Members

Planning the Retreat
Have members sign up to participate on committees. Remember people support what they help to create.
Suggested committees: Transportation, Food/Drink, Lodging, Recreation, Programming, Clean-Up

**Resources in developing your workshops and exercises**
Faculty/Staff Advisor
Division of Student Affairs Staff

**Evaluating your retreat**
Evaluation Forms: Ask members what they thought of the experience. What would they change? What would they keep the same? Ask the presenters what they thought of the experience. What could have made it better?
New members bring new ideas, increase the organization's person power, foster organizational growth, prevent member burnout, and take over leadership roles when seasoned members leave. People join organizations for many reasons. They want to get involved, meet people and make new friends; they want to develop skills and have fun. It is vital that an organization has a well-conceived and executed recruitment and retention plan. Recruitment and Retention is the responsibility of every member of your organization! Every member must be involved in the planning and implementation of a recruitment and retention campaign. Some organizations create a Membership Development Committee that oversees the design and implementation of a recruitment campaign, maintains membership information, plans and implements members training programs, coordinates the leadership selection/election process and plans social functions to enhance team building.

**Know and Understand Your Organization**

It is important that both the leadership and the membership know what the organization goals and objectives are.

- Have an organizational meeting to discuss goals and objectives. Are your goals still accurate? Is it time to update them? Where do you plan for the organization to be in six months? A year?
- Decide on a direction to take. During this “organizational housekeeping” process, a certain theme or direction should become clear. What is this?
- Develop a membership profile. What type of people do you need to help the group succeed? Who would you like to have join? Who would complement your current membership?

**Set Recruitment Goals**

Now that you know the type of people you are interested in recruiting, the next step is to set some recruitment goals. How many new members can your organization reasonably assimilate into the group? Will you allow people to join at any time or only during a pre-designated recruitment period? Will you hold a mass meeting or is membership by invitation only?

- Keep your membership profile in mind. When designing your recruitment strategy, ask yourself what places do these prospective members most likely frequent? Do they have special interests? What kind of publicity would attract their attention?
- Remember what made you get involved. Probably the most important step in designing a recruitment strategy is for you to think back to when you first became involved. What attracted you? How were you recruited? If you weren’t, how did you hear about the group? Why have you stayed involved?

**Get Everyone Involved**

Have your current members identifying people they know who might want to get involved. Personally invite them to attend a meeting. Word-of-mouth is the best and least expensive type of publicity you can use.

- Talk about your group. Tell people what you have to offer them. Ask them about themselves — and really listen.
- Sell your organization and the benefits of membership. Tell them how the organization can benefit someone like them. Personalize the message to each potential member. Let them know how their talents, skills, and interests would help the organization.
Design an Advertising Campaign Using Visual Elements
Recruitment campaigns need to have a visual element as well. Have those members with artistic talents work on your posters, flyers, banners, bulletin boards, etc. Be creative. Get the publicity up early enough. (Read the section in this handbook regarding Publicity and Promotion to make your publicity as effective as possible.) Your publicity can be effective only if it’s noticed.

Plan a Special Welcoming Meeting
Many groups find it beneficial to have a meeting or ceremony to welcome new members. Group participation in some form of official initiation process is one way to make your members feel wanted, needed and appreciated.

Hold an Orientation for New Members
Developing and conducting an organizational recruitment campaign is very important. Yet, as we all know, retaining these new members is another matter entirely.
• Don’t make a mistake – Train your new recruits. All too frequently, groups skip any form of orientation and just place their new recruits directly on committees or organizational projects.
• Teach them about your organization. Although involvement is crucial to the longevity of the group, understanding the organization and its goals and objectives, structure, norms, and taboos is equally as important. By taking the time to orient new members to the privileges and responsibilities of membership, you create a more educated membership – people who can and will make significant contributions to the organization.
• Elements of a successful orientation program:
  • The rights and responsibilities of members
  • Organizational governance, operating policies, and procedures
  • Organizational history, traditions, and programs
  • Assimilation of new members into the organization
  • An overview of campus services, activities, programs for student organizations
  • Information about any support groups or affiliations a group may have

Adapted from Ball State University Downloads for Student Organizations and Advisors
• Remember that a personal contact is always better than 1000 flyers and newspapers advertisements.
• People join organizations because they like the people they find there. Nothing can replace the simple act of getting to know someone and asking them to join the organization.
• Get scheduled time to make a brief introduction of your organization at each floor meeting.
• Co-sponsor campus events so that your name gets out there more.
• Ask key people to give recommendations of possible members and leaders.
• Don’t expect a person to come to a meeting in a room full of people he/she doesn’t know. Offer to meet the student somewhere and go to the meeting together, introducing that person to others in the group.
• Have a membership drive.
• Feed potential members. College students are attracted to free food.
• Recruit people by the issue that interests them.
• When someone has expressed an interest in getting involved to any degree in your organization, immediately get them involved and give them a meaningful task to do.
• Go out of your way to make new members or potential members feel like “players” right away.
• Get exclusive rights to a really cool “members only” job for the organization.
• Hold meetings and events in comfortable, visible, easy-to-come-to places.
• Make a list of all of the advantages of being a member. This could include public speaking opportunities, or any number of other things. Use this list of advantages as your major selling points for new members.
• Always take photos at meetings and events, and then put together a scrapbook for prospective members to see.
• When working to recruit members, always try to think in terms of “what’s in it for them.”
• Rent a video camera and make your own recruitment video. It’s ok if it’s amateur and sloppy, just make it funny! Show your group members at an event. Show a few minutes of a typical meeting.
• Print up business cards for your members to carry. Be sure to have a place for members to write his/her own name and number, but the card should also say, “Open meetings! Please come!”
• Set up a series of informational meetings.
• Create a brochure that will answer questions and serve as a resource.
• Develop a slide show that will display information about your organization.
• Set up informational tables in the Breezeway.
• Reach out to staff & faculty who will encounter students looking for involvement.
• Set up a recruitment table at every event you sponsor.
• Ask each current member to bring a friend to your next meeting.
• Set up a Facebook page for your group.

From Dathe, T. and Tumbarello, T. “Advising 101” UMR-ACUHO, 1999 & Thundar Bolts, NDSU

RETENTION PROGRAM – Tips & Suggestions

• Have a Retention Campaign. Continually recruiting and training new members takes a lot of time and energy. Set new members up for continued involvement. An Incorporation Packet gives new members information about the organization and current member’s information about the new members, and should include:
- **Interest Form**: Personal data, skills, experience, expectations, class/work schedule, interest areas
- **Statement of Organizational Philosophy and Goals**: Copy of Constitution. Description of what your organization does, for who, and why.
- **Committee and Position Description**: Should be specific without limiting creativity and individuality.
- **Organizational Flow Chart**: Shows leadership positions. Helps people understand how the organization functions. Analyze the needs of your members. Remember why people get involved in the first place and then meet those needs.
- *Adapted from Thundar Bolts, NDSU*
THE ROLE OF THE ADVISOR CHECKLIST

Directions: The advisor and each officer should respond to the following items, and then meet to compare answers and discuss any differences. For any items which are determined not to be the responsibility of the advisor, it would be valuable to clarify which officer will assume that responsibility.

For each statement, respond according to the following scale:

1=Essential for the advisor 2=Helpful for the advisor to do 3=Nice, but they don’t have to 4=Would prefer not to do 5=Absolutely not an advisor’s role

1. Attend all general meetings ______
2. Store all group paraphernalia during the summer and between changeovers of officers’ ______
3. Attend all executive committee meetings ______
4. Keep official file in his/her office ______
5. Attend all other organizational activities ______
6. Inform the group of infraction of its bylaws, codes and standing rules ______
7. Explain university policy when relevant to the discussion ______
8. Keep the group aware of its stated objectives when planning events ______
9. Help the president prepare the agenda before each meeting ______
10. Mediate interpersonal conflicts that arise ______
11. Serve as a parliamentarian of the group ______
12. Be responsible for planning a leadership skill workshop ______
13. Speak up during discussion ______
14. State perceptions of his/her role as advisor at the beginning of the year ______
15. Be quiet during general meetings unless called upon ______
16. Let the group work out its problems, including making mistakes ______
17. Assist organization by signing forms only ______
18. Insist on an evaluation of each activity ______
19. Attend advisor training offered by the University ______
20. Take the initiative in creating teamwork and cooperation among officers ______
21. Speak up during discussion when he/she has relevant information or feels the group is making a poor decision ______
22. Let the group thrive or decline on its merits; do not interfere unless requested to do so ______
23. Take an active part in formulation of the creation of group goals ______
24. Represent the group in any conflicts with members of the University staff ______
25. Indicate ideas for discussion when he/she believes they will help the group ______
26. Be familiar with University facilities, services, and procedures for group activities ______
27. Be one of the groups except for voting and holding office ______
28. Recommend programs and speakers ______
29. Request to see the treasurer’s books at the end of each semester ______
30. Take an active part in the orderly transition of responsibilities between old and new officers ______
31. Check the secretaries’ minutes before they are distributed ______
32. Cancel any activity when he/she believes it has been inadequately planned ______
33. Receive copies of official correspondence ______

Adapted from Ball State University Downloads for Student Organizations and Advisors
ADVISOR’S SELF-EVALUATION CHECKLIST

Please answer the following questions as they relate to your role as a student organization advisor.

Fill in the blanks in front of each question using the following scale:

5 = all the time 4 = most of the time 3 = some of the time 2 = almost never 1 = never

______ I actively provide motivation and encouragement to members.

______ I know the goals of the organization.

______ I know the group’s members.

______ I attend regularly scheduled executive board meetings.

______ I attend regularly scheduled organizational meetings.

______ I meet regularly with the officers of the organization.

______ I attend the organization's special events.

______ I assist with the orientation and training of new officers.

______ I help provide continuity for the organization.

______ I confront the negative behavior of members.

______ I understand the principles of group development.

______ I understand how students grow and learn.

______ I understand the principles that lead to orderly meetings.

______ I have read the group's constitution and by-laws.

______ I recommend and encourage without imposing my ideas and preferences.

______ I monitor the organization's financial records.

______ I understand the principles of good fund raising.

______ I understand how the issues of diversity affect the organization.

______ I attend conferences with the organization's members.

______ I know the steps to follow in developing a program.

______ I can identify what members have learned by participating in the organization.

______ I know where to find assistance when I encounter problems I cannot solve.
ADVISOR/STUDENT EVALUATION AND FEEDBACK TOOL

Please take 15-20 minutes to share your thoughts on the items listed below. Your feedback is valuable to my professional development. Please use a scale of 5-1 to rate your answers, 5 being the best score.

1) I am satisfied with the amount of time our advisor spends with our group  5
   4 3 2 1 Comments:

2) I am satisfied with the quality of time our advisor spends with our group  5
   4 3 2 1 Comments:

3) I am satisfied with the amount of information our advisor shares with our group
   5 4 3 2 1 Comments:

4) I am satisfied with the quality of information our advisor shares with our group
   5 4 3 2 1 Comments:

5) Our advisor is familiar with the goals of our group  5
   4 3 2 1 Comments:

6) Our advisor advises our group in a way consistent with our goals  5
   4 3 2 1 Comments:

7) Our advisor adjusts his/her advising style to meet our needs  5
   4 3 2 1 Comments:

8) Our advisor is a good listener  5 4 3
   2 1 Comments:

9) Our advisor understands the dynamics of our group  5
   4 3 2 1 Comments:

10) Our advisor role models balance and healthy living  5 4
    3 2 1 Comments:

11) Our advisor challenges me to think  5 4
    3 2 1 Comments:

12) Our advisor allows me room to make and execute decisions  5
    4 3 2 1 Comments:

Additional Comments (use the back of this sheet if necessary):

Resource provided by Jon Kapell, Associate Director of Campus Activities, Drexel University
ONLINE RESOURCES

Student Organization Advising Resources Online
http://ul.studentaffairs.duke.edu/soar/index.html
http://www.isu.edu/stdorg/lead/manual/advisor.html
http://www.bgsu.edu/offices/sa/getinvolved/advising.pdf

Icebreakers and Team builders Online
http://www.mindtools.com/
http://www.byu.edu/tma/arts-ed/home/games.htm
http://www.ag.ohio-state.edu/~bdg/
http://www.residentassistant.com/games/teambuilders.htm
http://www.residentassistant.com/games/namegames.htm
http://www.residentassistant.com/games/icebreakers.htm
http://adulted.about.com/od/icebreakers/