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Dear Student Organization Advisor:

Thank you for advising, mentoring, and educating students participating in an Urbana University student organization. This handbook is designed to give you an overview of resources, policies, and procedures that are essential for an organization’s success. Your involvement is crucial for our student organizations and their members to succeed.

Research (including Pascarella & Terenzini, 2005; Chickering & Reisser, 1993; and Kuh, Kinzie, Schuh, and Witt, 2005) suggests that student involvement correlates positively with year-to-year persistence, academic achievement, university satisfaction, retention, career advancement, and educational development. Additionally, co-curricular learning experiences have been shown to greatly enhance learning and other critical student development areas including:

- Critical thinking skills
- Greater interest in the well-being of others
- Self-confidence
- Relation to and communication with others
- Decision-making abilities
- Preparation for the “working world”
- Higher graduation rates

I look forward to working with you throughout what promises to be another exciting academic year. The Campus Life is designed to promote student leaders and support our student organizations in order to compliment the academic experiences provided at Urbana. The Campus Life Office is located in Suite 003 on the lower level of the Student Center and can be contacted at ext. 1262 (or 937-484-1262).

If you have any questions or concerns, please contact me any time!

Sincerely

Mitch Joseph
Associate Dean of Students for Campus Life & Engagement

While today’s students do not arrive to campuses via trains lugging around large ‘steamer trunks’ or carrying slide rules, their concerns are remarkably similar to those of students 160 years ago. Students are still trying to find their way around campus, make friends, and get the most from the college experience.

“GET INVOLVED” is good advice for every student – then and now.

Welcome Week events help our new students become part of the Urbana University community. The Opening Convocation sets the tone for the academic year. Campus tours, picnics, celebrations, live acts, and other fun activities bring together people, traditions, and fun. The Student Activities and Involvement fair brings together Urbana’s student organizations alongside community and regional businesses, churches, and organizations.

Student organizations have been a part of Urbana campus life and traditions for many years. Live music, picnics, speakers, comedy, and other numerous activities bring students, faculty, and staff together to build a stronger university community. Urbana’s student organizations include clubs formed around common interests, committees that plan campus-wide programs, organizations that relate to academic fields, and groups with a religious or cultural mission. Whatever your interests or talents, YOU can join a related student organization.

Many of Urbana’s student activities are planned by students - for students. Students can learn more about different cultures and backgrounds by attending events throughout the year hosted by our Multi-Cultural Student Union and Chinese Cultural Society. Students can unwind by attending events that allow students to laugh, sing, and play. Students can learn and become more self-aware by attending events that stimulate the mind.

When students engage in these activities, they become more connected to the Urbana University family. That connection to our family is what makes Urbana University special. Attending a performance by an up-and-coming musician, planning a community service event, or participating in the annual Relay for Life can enhance the collegiate experience beyond the classroom walls or athletic field. This Blue and White common thread of involvement runs through many students, faculty, and staff, past and present.
# STUDENT ORGANIZATION DIRECTORY

## ACADEMIC HONOR SOCIETIES
- Alpha Chi National Junior/Senior Honor Society
- Alpha Psi Omega Theatre Honor Society
- Alpha Sigma Lambda Continuing Education Honor Society
- Kappa Delta Pi Education Honorary
- Lambda Pi Eta Communication Honorary
- Sigma Beta Delta Business Honor Society
- Sigma Tau Delta English Honor Society

## ACADEMIC ORGANIZATIONS
- Knights Write Literary Journal
- Order of the Lance History Club
- Student Athletic Training Association
- Student Education Association
- Student Business Association

## LEADERSHIP ORGANIZATIONS
- Campus Activities Board
- Student Athlete Advisory Council
- Student Government Association

## SPECIAL INTEREST GROUPS
- BLUU Crew
- Chinese Cultural Society
- College Democrats
- College Republicans
- Colleges Against Cancer
- Collegiate 4-H
- Commuter Club
- Disc Golf Club
- Environmental Club
- Film Production Club
- Gaming 101 - University Gaming Club
- Genshiken UU Anime Club
- Improv Comedy Club
- Knights 4 Christ
- Knights Military Support Club
- League of Knights – UU League of Legends Club
- Multi-Cultural Student Union
- Small Steps Community Service Organization
- Social & Behavioral Sciences Club
GENERAL INFO

- Remember, the Campus Life Office is here to help you! If there is any further information that you need, do not hesitate to contact the Campus Life Office.

- An advisor wears many different “hats” from mentor to conflict mediator to educator.

- Adapt your advising style to meet different situations (situational advising). Sometimes you will need to adapt to a changing climate within the organization.

- Be sure to discuss with your group what role they want you to play. Set expectations.

- Try to not be a “know-it-all” or a complete “hands-off.” Be available for members and give your input when it is appropriate.

- There are many benefits to becoming a recognized student organization.

- Be sure to review the organization’s constitution. It may help you to understand how the group works.

- An up-to-date constitution will allow the organization to better understand its’ purpose.

- Constitutions are required to be submitted to the Campus Life Office as they are updated.

- SMART goals (Specific, Measurable, Attainable, Realistic, and Timely) should guide the organization throughout the year.

- Be sure you communicate meeting times to all members; also, start your meetings on time.

- To ensure member motivation throughout the year, make them feel important and listen.

- Student Government allocations cannot be used to fund donations to non-profits or to attend conferences.

- To make purchases or deposits into a UU account, contact the Campus Life Office.

- Prior Planning Prevents Poor Performance

- Be sure to have campus-wide fliers and posters approved by the Campus Life Office

- Contact Debbie Eubanks in Student Affairs to reserve vans and rooms.

- Sodexo Food Service should ALWAYS be contacted first to provide food or drinks for events or meetings. They have the “right to first refusal” over food and drinks on campus.
ADVISING 101

What is an advisor? An advisor is a person who gives advice or makes a recommendation as to a decision or course of action. This is the most practical application of the term. In a university setting this definition is expanded to often include a role model, teacher, confidant, resource person and more.

The Many Hats of a Student Organization Advisor (Advisor Roles)
There are many hats an advisor may wear while working with students. Hats may include, but are not limited to:

Mentor
Students may approach you for help with the organization, their academic and professional development, and personal development. The relationships you build with students will be rewarding for both the student and you as a mentor; these relationships can last many years.

Team Builder
As an organization’s dynamics change, you may need to assist the organization in coming together as a team. The more an organization is able to work as a team, the better equipped they are to succeed and work through the conflicts and difficulties they may face. Planning a workshop for the organization may be beneficial, whether you choose to act as the facilitator or take a step back, engaging and empowering organization officers as workshop facilitators. If you have trouble or need help planning a workshop, the Student Activities’ Resource Library may be of help!

Conflict Mediator
Students working together in an organization may come into conflict with one another about the many dimensions of an organization. Helping the students work together and reminding them that they are all working in the interest of the organization can be the first step in resolving conflict.

The students may not always be aware that their actions or attitudes are affecting others and, potentially, the entire organization. Speaking with students individually, in small groups, or as the full organization can help to clear the air for productive discussion and progress within the organization.

Reflective Agent
Taking time to reflect on what and how an organization is doing is an essential piece of student development and learning from co-curricular activities. To maintain a reflective dialogue, remember to allow students to speak first and then follow up with your honest assessment as their advisor.

Remember that any feedback you do provide to students should be constructive and presented in conjunction with examples. It is then important to talk the student through improving upon their weaknesses and the ways in which you can assist them. Reflection
isn’t only needed in times of failure; student successes deserve equal attention and reflection!

**Educator**

Despite the positive relationships you may build with the students, sometime you will need to remember that you are not driving the car, but riding in the back seat. What does this mean? The only action you take as an advisor is to do nothing. Not taking action empowers the student to own the decisions they make. Sometimes students will succeed, while other times they may fail. As an educator, you have enabled the student to learn. You can now put on your reflective agent hat and provide students an environment where they can reflect and learn from both successes and failures.

**Motivator**

Organization advisors often act as the organization’s cheerleader, keeping them motivated and pushing forward. Motivation can come in many forms; including reminders of goals, recognition of efforts, making connections, words of encouragement, etc…

**Policy Interpreter**

Student organizations are held to the policies outlined in the Urbana University Student Handbook and any other policies or changes implemented throughout the year by the University, SGA, Student Services, or Campus Life Office. An advisor that is well-versed on the organization’s policies and university wide policies will be able to assist the organization in doing things appropriately.

**Views of Advisors:**

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ADVISING STYLES AND SKILLS

Situational advising allows you to change your advising style to match the development needs of the individual or organization you advise. Your advising style is the way you advise when you work with someone. It is how you conduct yourself, over time, when you are trying to influence the performance of others.

ADVISING STYLES
You will need to vary these based on your assessment of the students’/groups’ readiness level. Many times, advisors may struggle with students because they believe that they need a higher level of interaction or direction when the student is actually able to accept more of a delegating style and vice versa.

Directing: The advisor provides specific instructions and closely supervises task accomplishments. Use this style with students/groups that are at a low level of independence.

Coaching: The advisor continues to direct and closely supervise task accomplishment, but also explains decisions, solicits suggestions, and supports progress. Use this style with groups that have a few leaders that are at a higher readiness level who will need your support with the rest of the group to get things accomplished.

Supporting: The advisor facilitates and supports the efforts toward task accomplishment and shares responsibilities for decision making with the students. Use this style with students/groups that are just starting to understand the concepts that will lead to success - the group is just starting to “get it”.

Delegating: The advisor empowers the students to conduct their own decision making, problem solving, and delegating. Use this style with students/groups that are at a high level of independence.

ADVISING SKILLS

Flexibility: You must be able to move from one style to another in order to meet the needs of the different types of students and multiple circumstances you will encounter.

Diagnosis: You have to learn how to diagnose the needs of the students you advise. Determining what is needed as opposed to what is wanted is sometimes a difficult task. It is also important to note that what is needed is not always the thing that will get the most positive response - it is what will lead the student through a problem, set the standard for the future, or help to teach the student a valuable life lesson.

Contracting: You have to learn how to come to some agreements with students. It can be helpful to work together to reach an agreement as to which advising style they seek from you. This is a valuable lesson for assisting students with understanding the rules of engagement and interaction that will be carried forth as they mature.

Information provided by Jon Kapell, Associate Director of Campus Activities, Drexell University
ADVISING DO’S AND DON’TS

DO:
Each advisor and organization leadership should openly discuss what kind of role the advisor should play with the organization.

Some organizations have a pool of advisors to assist them with different aspects of the organization (financial, scholarship, programming, etc.) Some advisors have a high level of involvement with every aspect of the organization; others have a very limited role. It is up to the organization and the advisor to set the parameters of involvement.

With those thoughts in mind, the following list is a guideline to the “dos” of student organization advising:

 Empower students to take action and to take satisfaction in seeing the student organization succeed.
 Allow the group to succeed, and allow the group to fail.
 Learn when to speak when not to speak. Remember to let the students make the decisions while you provide guidance and advice.
 Represent the group and its interests in staff and faculty meetings.
 Reach out to other advisors for assistance.
 At the beginning, develop clear expectations about the role of the advisor and your relationship to the organization.
 Get to know all of the members on an individual level. Learn what they want to get out of the organization. Maintain a complete officer and membership list with addresses and phone numbers (or know where to easily find one).
 Establish as needed meetings with individual members of the organization who need additional guidance in their officer or committee positions.
 Discuss concerns with officers in private and praise them in public.
 Meet with the officers and help them set goals.
 Orient new officers and members to the history and purpose of the group and help them to build upon it.
 Enjoy the impact you can have on the students’ development.
 Help develop potential leaders in the group.
 Be visible and choose to attend group meetings and events. At the same time, know your limits. Establish an attendance schedule at organization meetings, which is mutually agreed upon by the advisor and the student organization.
 Know your group’s limits. Help students find a balance between activities and their academic responsibilities.
 Keep your sense of humor and enthusiasm. Share creative suggestions and provide feedback for activities planned by students.
 Serve as a resource person. The advisor does not set the policy of the group, but should take an active part in its formulation through interaction with the members of the group. Since members and officers in any organization are ordinarily active only as long as they are students, the advisor can serve as a continuity factor for the group.
 Be consistent with your actions. Model good communication skills and listening skills.
 Develop good rapport.
• Be available in emergency situations.
• Head off situations that might give rise to poor public relations for the student group or University.
• Introduce new program ideas with educational flavor; point out new perspectives and directions to the group; and supply the knowledge and the insight of experience.
• Learn the strengths and weaknesses of the group. Offer support when necessary; but also allow people to make their own mistakes and learn from them.
• Encourage feedback and the evaluation of members.
• Plan and encourage attendance at leadership training.
• Do things right and do the right things. Guide and assist students in becoming responsible leaders.
• Provide support. Give the group autonomy but offer feedback, even when it is not solicited. Let the group work out its problems, but be prepared to step in when called upon to assist.

DON'T:
• Know it all.
• Be the leader or “run” the meeting.
• Say I told you so.
• Impose your own bias.
• Manipulate the group, impose, or force your opinions.
• Close communications.
• Tell the group what to do, or do the work of the president or other members of the executive board.
• Take everything so seriously.
• Take ownership for the group, be the “parent,” or the smothering administrator.
• Miss group meetings or functions.
• Be afraid to let the group try new ideas.
• Become such an advocate that you lose an objective viewpoint.
• Allow the organization to become a one-person organization.
• Be laissez-faire or autocratic.
• Assume the group handles everything okay and doesn’t need you.
• Assume the organization’s attitudes, needs and personalities will remain the same year to year.

Some information provided by Jim Mohr, Advisor for Student Organizations and Greek Life, Eastern Washington University; Office of Student Leadership Development Programs at East Carolina University; and Jon Kapell, Associate Director of Campus Activities, Drexell University; and adapted from the Wesley College Student Organizational Manual and Boland, Paul A., Student group advising in higher education, ACPA Student Personnel Series No. 8; Schreiber, V. and Pfleghaar, E.“Supervising vs. Advising”, UMR-ACUHO, 1999; and Adapted from Leader Bits, University of Kansas.
BENEFITS TO BECOMING A RECOGNIZED STUDENT ORGANIZATION

Once your constitution has been approved by the Student Government Association and the Campus Life Office, your organization is an official member of the Urbana University community.

But why is it worth going through the recognition process?

- Access to materials in the Campus Life Office (Suite 003, Student Center)
- Eligibility to receive funding from the Student Government Association
- Permission to reserve campus facilities
- Participation in the annual Student Activities Fair
- Publicity that is distributed during Summer and Winter Orientation sessions
- Opportunity to receive training at seminars, retreats, and workshops for all members and officers
- Opportunity to receive individual consultation on organizational issues

BECOMING A RECOGNIZED STUDENT ORGANIZATION

In order to become a recognized student club or organization at Urbana University, an interest group of at least 5 to 6 students must complete the following steps. Direct questions about the recognition process to the Campus Life Office located in the Student Center. Only recognized student clubs and organizations are eligible to receive funding from the Student Government Association and to utilize campus facilities for meetings and activities. The University reserves the right to revoke recognition for actions or activities that contradict the mission and philosophy of Urbana University or that violate University policy.

- A group of at least 5 or 6 students who are interested in a common theme gather together and decide to begin the process to become a recognized Urbana University Student Organization.
- Interest group meets with the Director of Campus Life to discuss the recognition process and the steps required to secure recognition.
- Interest group must secure a full-time faculty or staff member willing to serve as an advisor to the organization.
- Interest group and advisor develop a constitution and by-laws for the proposed organization.
- Interest group and advisor complete an Organization Information Form.
- Interest group and advisor develop a proposed budget.
- Interest group submits proposed budget, constitution, Organization Information form and list of group members to the Campus Life Office.
- Proposed organization information is presented to the Student Government Association for review. Interest group members may be asked to make a presentation to the SGA.

- Student Government Association votes on recognition.

- If approved, organization information is forwarded to Student Services Office for review by the University. In the case of a new organization that is significantly different from existing campus organizations (i.e. fraternity, sorority, etc.), final recognition status may be granted by the President and the Board of Trustees.

**CONSTITUTIONS**

**Resubmission:** For an organization to remain recognized, the organization must submit the general information form, a constitution, proposed calendar, and proposed budget for the next academic year. This information is required to be submitted by the final day of classes of a current academic year.

**Non-Discrimination:** Membership in a recognized organization shall be open to all members of the Urbana community without regard to lifestyle, race, color, religious creed, disability, national origin, sexual orientation, or gender. Greek-letter organizations (honors societies, fraternities, sororities) are permitted to discriminate on the basis of sex and academic purposes. Organizations may establish membership eligibility requirements not in violation of the anti-discrimination clause that are appropriate to the stated purpose of the organization (major, GPA, etc.)

**Recognition:** An organization may be denied recognition status if its mission directly threatens or violates Urbana University policy and/or local, state, or federal laws or ordinances; or intends to physically disrupt the educational process of Urbana University.

**Guidelines:** The recognized organization may not amend its constitution in a manner that changes or eliminates items required for recognition (i.e. non-discrimination statement). Amendments to constitutions must be submitted to the Campus Life Office within two weeks of the change.

The following must be clearly stated in the organization’s constitution:

a. The organization’s full name

b. The mission or primary reason for the existence of the organization

c. The organization’s stated membership eligibility requirements

d. Listing of offices, the responsibilities of the offices, and procedures for election

e. The responsibilities and selection procedure for the organization’s advisor

f. The frequency of meetings of the organization

g. The membership meeting attendance/activity requirements (if none, this must be stated)

h. Officer impeachment procedures and, if desired, member expulsion and/or disciplinary procedures (if there are none, this should be stated)

i. The memberships’ financial obligation or additional obligations

j. The procedure for amending the constitution

k. The date of constitution approval by the membership
CONSTITUTION OF THE CONSTITUTION CLUB

I. Name: The name of this organization is the Constitution Club

II. Purpose: The purpose of the organization is to promote the creation of constitutions amongst the other student organization at Urbana University.

III. Membership:
   1. Active Members: Active members are any Urbana student who seeks to help in the organization goals.
   2. Membership Requirements: Members must attend all meetings. Members who must miss a meeting for a good reason can inform the vice president to be excused. Any member who misses more than two meetings without being excused will be dropped from the membership rolls.

IV. Officers:
   1. President: The president oversees the general function of the organization. In addition, he/she presides over meetings and is the representative to the Student Government’s Interclub Council.
   2. Vice President: The vice president’s primary duty is to monitor the members of the organization, as well as to recruit new members. The vice president will become president if the organization’s president cannot fulfill the duties of the office.
   3. Secretary: The secretary is responsible for taking meeting minutes, as well as all communications external to the organization.
   4. Treasurer: The treasurer is responsible for keeping track of the club’s finances.
   5. Club Advisor: A full-time faculty or staff member willing to serve. This person must be employed by Urbana University.
   6. Officer Impeachment: Officers may be impeached from office by a ¾ vote of members after a written complaint has been submitted to the advisor.

V. Elections:
   1. Qualifications for Office.
      1.1 President & Vice President: The president must be a member of the club for more than one year.
      1.2 Secretary & Treasurer: Member in active standing
   2. Elections
      2.1 The president of the organization will conduct elections.
      2.2 The club advisor must be present.
      2.3 Elections will be done by a secret ballot.
      2.4 A simple majority of members present must elect the officers.
      2.5 Elections will be held at the first meeting in April.

VI. Meetings: Meetings will be conducted on the 1st and 2nd Tuesday of every month, at 7:00 p.m..

VII: Membership Dues: Members of the Constitution Club will pay annual dues of $10 payable by the third meeting.

VIII. Amendments: Amendments to the constitution may be made with a simple majority vote, as long as the proposed change is announced a month prior to the meeting where it is to be voted on.
GETTING STARTED WITH YOUR ADVISOR

QUESTIONS TO ASK OR ANSWER OF A POTENTIAL ADVISOR

• How much involvement is expected or needed?
• How often does the group meet?
• How many major activities does the group plan per semester?
• How experienced are the student leaders?
• How do your skills match the needs of the organization?
• What are some of the problem areas that your organization specifically needs advisory assistance in dealing with? Ask for past examples.
• What are some of the ways the Advisor can be more helpful to the group?
• Will the advisor be a silent observer at meetings or an active participant?
• May the advisor interrupt during meetings if he/she thinks the group is getting off track? How? When?
• If things get unruly, should the advisor interrupt or remain silent?
• Is the advisor expected to give feedback? How? When?
• Are there areas of the organization that are “hands off” to the advisor?

ROLE OF THE ADVISOR

As Viewed by the Student Leaders

• Resource Person
• Positive reinforcement and support
• Provide constructive criticism
• Serve as a liaison between committee and University
• Deal with legal and contractual matters
• Attend meetings
• Advise on University procedures
• Be available
• Discuss ideas, but don’t dictate
• Support events by attending
• Play “devil’s advocate” when needed
• Brainstorm
• Realize leaders and members are volunteers

As Viewed by the Advisor

• Resource person
• Friend and counselor
• Pick up pieces when necessary
• Play “devil’s advocate”
• Assist in planning
• Help with setting goals
• Maintain direction and provide continuity
• Stimulate creativity and motivation
• Serve as a sounding board for the chairpersons/officers
• Facilitate the “group process” of organization
• Be accessible
GOAL SETTING

Specific
Measurable
Attainable
Realistic
Timely

Specific - A specific goal has a much greater chance of being accomplished than a general goal. To set a specific goal you must answer the six "W" questions:

*Who: Who is involved?
*What: What do I want to accomplish?
*Where: Identify a location.
*When: Establish a time frame.
*Which: Identify requirements and constraints.
*Why: Specific reasons, purpose, or benefits of accomplishing the goal.

EXAMPLE: A general goal would be, "Host a program" But a specific goal would say, "Host an event that is fun, exciting, and brings out 30% of on-campus students"

Measurable - Establish concrete criteria for measuring progress toward the attainment of each goal you set. When you measure your progress, you stay on track, reach your target dates, and experience the exhilaration of achievement that spurs you on to continued effort required to reach your goal.

To determine if your goal is measurable, ask questions such as......How much? How many? How will I know when it is accomplished?

Attainable - When you identify goals that are most important to you, you begin to figure out ways you can make them come true. You develop the attitudes, abilities, skills, and financial capacity to reach them. You begin to see previously overlooked opportunities to bring yourself closer to the achievement of your goals.

You can attain most any goal you set when you plan your steps wisely and establish a time frame that allows you to carry out those steps. Goals that may have seemed far away and out of reach eventually move closer and become attainable, not because your goals shrink, but because you grow and expand to match them. When you list your goals you build your self-image. You see yourself as worthy of these goals, and develop the traits and personality that allow you to possess them.

Realistic - To be realistic, a goal must represent an objective toward which you are both willing and able to work. A goal can be both high and realistic; you are the only one who can decide just how high your goal should be. But be sure that every goal represents substantial progress. A high
goal is frequently easier to reach than a low one because a low goal exerts low motivational force. Some of the hardest jobs you ever accomplished actually seemed easy simply because they were a labor of love. Your goal is probably realistic if you truly believe that it can be accomplished. Additional ways to know if your goal is realistic is to determine if you have accomplished anything similar in the past or ask yourself what conditions would have to exist to accomplish this goal.

Timely - A goal should be grounded within a time frame. With no time frame tied to it, there’s no sense of urgency. If you want to host a program, when do you want to host it by? "Someday" won’t work. But if you anchor it within a timeframe, "by March 1st", then you’ve set your unconscious mind into motion to begin working on the goal.

T can also stand for Tangible - A goal is tangible when you can experience it with one of the senses, that is, taste, touch, smell, sight, or hearing. When your goal is tangible, you have a better chance of making it specific and measurable and thus attainable.

RUNNING AN EFFECTIVE MEETING

The following steps may help improve the efficiency and quality of group meetings.

- Make sure members have at least one week notice of meetings. Leaders should be sure to contact members with an exact time, place, and date of meetings. Maybe sending out an e-mail the day before might help.
- Hold meetings in a room that will accommodate all members comfortably. Keep this location constant. The Student Center has many great locations for your meeting! Contact Debbie Eubanks at deubanks@urbana.edu to submit a request.
- It is important to develop an agenda and distribute it with minutes before the meeting. (Hint: You can also email minutes from the previous meeting to save time and paper!)
- Make sure someone records ideas generated and the decisions made during the meetings.
- Use an activity or discussion time to re-focus and remind the group of its goals, purpose, and vision. Before closing the meeting, review and confirm who will be doing what before the next meeting.

CHECKLIST FOR CREATING AN AGENDA

- General Information
  - Title of Meeting
  - Date & Time
- Who's Attending?
  - Executive members
  - Members of organization
  - Guests
- Agenda Schedule
  - Sequence of items to be discussed
  - Person(s) responsible for items

AT THE MEETING:

- Start on Time. Do not wait for latecomers; this only reinforces their behavior.
• Conduct one item of business at a time; do not go over the next item until a decision has been made about the current item. This may result in tabling an item or having a subcommittee investigate further.
• Encourage everyone to contribute! Use discussion prompts.
• Beware of discussion “discouragers” such as “we’ve never done it that way before” or “that’s a silly idea”.
• Focus the conversation on the task at hand: a solution, not a dead-end.
• Delegate responsibilities! Be clear about deadlines, the nature of the task, and encourage queries for clarity.
• End on time!

AFTER THE MEETING, ASK:
• Was the preparation for the meeting sufficient?
• Did attendance meet your expectations?
• Was there a purpose to the meeting?
• Did the meeting adhere to the agenda?
• Did the members come to sound conclusions?
• Were follow-up plans made? Have you scheduled the next meeting?
• List three things that went well and three that can be improved.

MOTIVATION

WHAT DO OTHERS WANT?
It may not be money or personal gain that most people want. Maybe they want intrinsic satisfaction. People may work harder for intrinsic satisfaction than they will for monetary income. The following are some ways that you as a leader can help people satisfy those intrinsic needs:

PEOPLE NEED TO FEEL IMPORTANT
See people as worthwhile human beings loaded with untapped potential; go out of your way to express this attitude.

GIVE PRAISE
Reinforce for continual achievement. All people need praise and appreciation. Get into the habit of being “praise-minded.” Give public recognition when it is due.

GIVE PEOPLE STATUS
The more status and prestige you can build into a committee or an organization, the more motivated the members become. There are many status symbols you can use to make others feel important. For example, develop a “Member of the Week/Month” Award or “Committee Chairperson of the Month” Award. In addition, simply treating people with courtesy is a way of giving them status.

COMMUNICATE
People like to know what is going on in the organization. They want to be told about problems, objectives, and “inside information.” They feel recognized and important when they are kept
informed. Two-way communication within the organization is necessary in order to achieve a mutual understanding. Mutual understanding leads to motivation!

**GIVE SECURITY**
People need more than financial security. People will look to you for intrinsic security. For example, they must know that you like them, respect them, understand them, and accept them not only for their strong points, but also for their weaknesses.

**PEOPLE NEED YOU – PEOPLE NEED PEOPLE**
They need you to give them what they want and need: intrinsic satisfaction. When you give them what they want, they will give you what you want. This is what motivation is all about. It is not something you do to other people, but something they do for themselves.

You give them the reasons and that makes you the motivator — a person who gets things done through others.

**DEVELOP PURPOSE**
Always explain why. Instill in the members that their assistance is vital for success. Share ways that participation can encourage personal growth.

**ENCOURAGE PARTICIPATION IN GROUP GOAL DEVELOPMENT**
Include all members when planning goals. Consider and follow through on members’ suggestions. Remember that we support that which we help to create.

**DEVELOP A SENSE OF BELONGING**
People like to belong. Those who feel like they belong will more likely invest themselves.

**SPECIFIC WAYS TO INCREASE MOTIVATION**

- Give others credit when it is due them.
- Use “We” statements, and not “I.”
- Play up the positive and not the negative.
- Make meetings and projects appear attractive and interesting.
- When you are wrong, admit it.
- Use members’ names often.
- Let members in on the early stages of plans.
- Be fair, honest, and consistent — show no favoritism.
- Be careful what you say — do not gossip.
- Listen to others.
- Expect only the best and be proud when members achieve it!

*Adapted from Ball State University Downloads for Student Organizations and Advisors*
GRAPE THEORY OF MOTIVATION

Growth Being able to increase one’s skills and competencies, performing new or more complex tasks, participating in training programs.

Recognition Promotion within the organization, praise for achievements, positive and constructively critical feedback, receiving an award, printed references to an individual’s activities, being "listened to."

Achievement The opportunity to solve a problem, to see the results of one’s efforts, to reach goals that one has established to create a ‘whole’ tangible product.

Participation Involvement in the organizational decision making, planning, and scheduling one's own work and controlling one's own work activities.

Enjoyment! Having fun

Adapted from Thunder Bolts, NDSU

MONEY

BUDGETING
One task groups face is the development of a plan that is fiscally responsible with funds. A budget can be a helpful method for keeping track of group funds.

A Budget is:
- A tool for planning and controlling organizational funds.
- A formal written guideline describing your organization’s future goals expressed in financial terms within a set period of time.
- A detailed statement of estimated income and expenses.
- A historical record of the organization’s activities during a given period.

A Budget can:
- Help refine goals that reflect the realistic resource environment.
- Compel organization members to use funds efficiently and appropriately.
- Provide accurate information to adjust, analyze, and evaluate programs and activities.
- Aid in decision making.
- Provide a historical reference to be used for future planning.

THE PROCESS
The Urbana University Student Government Association has the ability to control budget money for student organizations, with the final approval of the Director of Campus Life. In order to receive funds, the Executive Board (or a representative) of each organization needs to complete a Funding Request Form and turn it in to the Campus Life Office no less than three (3) week prior to needing funds. These forms will be reviewed by the SGA Executive Board. The student organization requesting funding will be called to a full Student Senate meeting to discuss the funding. The full Student Senate will then vote to grant full, partial, or no funding towards that purpose/event.

The Campus Life Office is funded primarily from a student activities fee that is built into a student’s tuition and fees. All students pay to use the services offered through student activities and organizations. The Urbana University Student Government Association reserves the right to
not award the entire amount of money an organization requests. The SGA also may deduct funds from an organization’s fund if they are found using the money for unapproved purposes.

**FUNDRAISING**

Many student organizations have big plans and excellent ideas for programs or services. However, few organizations have the finances to make these plans real. It is important for student organizations to have some kind of fund raising plans and to execute those fundraisers with the utmost professionalism, accountability, and legitimacy. Fund raising events can be a lot of fun for all involved. It is important to make the fund raising project a group effort and to get as many people involved as possible. Not only will you have more help to accomplish your goals, but you will also get more people interested in giving money. The key to being successful in fund raising is to be creative and to keep your goal in mind.

Members of your organization will not get excited or interested in your fund raising efforts if they do not know where the money will go. In addition, members of the community will not give unless there is a good cause. Make sure that the reason you are raising money is a legitimate cause, and let everyone know why you are raising funds.

**A FEW FUNDRAISING IDEAS**

The following are ideas for creative fund raising projects. This list just touches the surface of all the many projects available to raise money. Just be creative and do some great brainstorming for other ideas.

- Bake sale
- Recycling drive
- Rummage sale
- Marathons
- Pig Roast
- Spaghetti dinner
- Candy sale
- Drive-in movie
- Decathlons
- Best beard contest
- Kite flying contest
- Talent show
- Paper airplane contest
- Car washes
Student Government Association
Funding Request Form

*Note that the request must be turned in at least three weeks in advance to be considered*

Organization's Name: _____________________________________________________

Signatures:
President: __________________________ Phone: _____________ Email: _________________________

Treasurer: __________________________ Phone: _____________ Email: _________________________

Advisor: ___________________________ Phone: _____________ Email: _________________________

Number of active members: ____________ (approximately)

Total amount requested: _________________________________________________

On a separate sheet of paper (TYPED) please answer the following questions individually:

1. Describe, in full detail, the event you are requesting funds for.

2. List the specific items and their cost that you will be purchasing if the amount requested is allocated.

3. Who has the ability to benefit from this event, and how many people are you expecting to attend?

4. Why do you feel your organization deserves the money requested?

5. Do you plan on using this money to help a fund-raising event for your organization? If so, what will you do with the money raised?

Please return this completed application to the Campus Life Office in the Student Center at least three weeks before the event. If you have questions, contact the SGA Treasurer.

It is advised that you have a member represent your group at the Student Government general meeting when your funding request is being voted upon. This enables you to answer student senators’ questions in an effective and accurate manner. An SGA Executive Member will contact you to let you know at what meeting your funding request will be voted upon.

Please note that a representative from your group may be asked to discuss the funding request personally at a SGA Executive Committee meeting upon request.

YOU MUST SUBMIT RECORDS TO LAUREN TURNER STATING HOW THE MONEY WAS SPENT, INCLUDING RECEIPTS, ONE WEEK AFTER THE EVENT OR PURCHASE

FOR STUDENT GOVERNMENT USE ONLY:
Amount approved ______________ Date: __________________
Reasoning if amount allocated is different than what was requested:
THE FOOL-PROOF PROGRAMMING CHECKLIST

1. IDENTIFY INTERESTS AND NEEDS OF THE PEOPLE FOR WHOM YOU WANT TO PROGRAM. Possible ways of developing ideas are:
   a. questionnaires
   b. brainstorming
   c. getting acquainted interviews
   d. informally discussing ideas with others for reactions and to solicit participation
   e. interest surveys
   f. use index cards at the first floor meeting – what do you want to do this year?

2. DEVELOP A PURPOSE: Why do you want to carry out a program? What will it accomplish? What is the best means to accomplish your objective? Remember to be creative. Don’t present programs in the same old way. Novelty is attractive.

3. INVOLVE OTHER PEOPLE IN INITIATING AND IMPLEMENTING THE PROGRAM. You can be most effective by involving others as catalysts. Remember the saying “People support what they create?”

4. RESOURCES AND MATERIALS NECESSARY TO CARRY OUT THE PROGRAM.
   a. Contact the resource person (speaker, demonstrate, panel members, etc.)
   b. Arrange time, date, and place for the program
   c. Check sources (master calendar, student planners, organizations, updated calendars, newspapers, radio) to see what functions are planned for the same time and date you are considering
   d. Reserve facility
   e. Request special equipment (i.e., from the audio in the student center)
   f. Decide what materials you need (paper, pencils, pamphlets) to order
   g. Find transportation if appropriate
   h. Remember the 5 P’s formula....

PRIOR PLANNING PREVENTS POOR PERFORMANCE

5. ARRANGE PUBLICITY. Utilize the resources in the Office of Campus Life, balloons, doorknob hanger, bulletin boards, Email/websites, bathroom mirrors, photos, etc.

6. ESTIMATE COST AND FIND FUNDING. Plan with other student organizations and put your efforts and resources together.

7. DISCUSS WITH RESOURCE PERSON THE EXPECTATIONS AND OBJECTIVES OF THE PROGRAM. What do you want to happen? Include the purpose, the background of the group, location and setting, number expected, time limit, and where the resource person will be met personally.

8. REVIEW FOR LAST MINUTE PREPARATIONS AND ITEMS THAT YOU MAY HAVE BEEN OVERLOOKING.
9. **AT THE TIME OF THE PROGRAM:**
   a. Arrive early!
   b. See that the room arrangements are appropriate as to the number of chairs, refreshments, and microphones.
   c. Present a brief introduction if possible and appropriate.
   d. Be prepared to facilitate and direct discussion when needed in order to keep the program rolling along.

10. **AFTER THE PROGRAM:** Return all resources and thank everyone who participated. Thank-you notes should go to all faculty, staff, students, and outside resource persons who contributed to the program efforts.

11. **EVALUATE THE PROGRAM.** See Program Evaluation Form.
# A SAMPLE EVALUATION

**Event:** ____________________________________________________________

**Date:** _______________  **Time:** _______________

**Location:** __________________________________________________________

**Coordinator(s):** ____________________________________________________

**Area of Focus/Purpose:** _____________________________________________

**Attendance:** _______________  **Cost (total):** ______________

**Partners:** Faculty ___  Campus Life Office___  Career Services ___  Other___

**Description of Event:** _______________________________________________

<table>
<thead>
<tr>
<th>STRENGTHS</th>
<th>WEAKNESSES</th>
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<table>
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<tr>
<th>OPPORTUNITIES</th>
<th>THREATS</th>
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**SWOT Analysis** (What are the **Strengths** and **Weaknesses** of the event? What are the **Opportunities** you had and what were the **Threats** to your success?)

How does this program enhance the academic environment of the University? *(Keep in mind: faculty involvement, intellectual peer dialogues, academic support services, and academic wellness)*

How does this program enhance the general social environment of the University? *(Keep in mind: community expectations, community development, peer to peer connections, etc.)*

How is this program inclusive of all members of the University? *(Keep in mind: issues related to gender, religion, race/ethnicity, ability, class, and sexuality)*

How do you feel this event went? What would you do differently?

Would you recommend this event for next year? Why?

Other comments?
PUBLICITY

-HAVE A PLAN OF ACTION.
Distribute fliers around campus? See the Poster Plan of Attack sheet!

-PUBLICITY SHOULD BE ORGANIZED.
1. Are you going to do presentations to student groups? Use flyers? Posters? Email?
2. Think of ways to get attention.
   a. Use “teasers”
   b. Go and talk to student groups
   c. Be dynamic
   d. Be creative

THE KEY IS TO DRAW INTEREST AND ATTENTION TO THE EVENT!!!
Publicity should be EYE CATCHING! not a ‘boring old poster’. The library has large butcher paper. Get some, decorate it with your event’s details, and hang it from the railing in the Student Center, Moore Center, or Barclay/Bailey! Use colors… doing a black and white copy? Use a bright colored paper! Can you do copies in color? Use lots!

Use the computers in the Campus Life Office suite to design your next publicity campaign. We can print to any campus copier (and in color!).

ON-CAMPUS PUBLICITY IDEAS!
- Explore digital means of spreading the word: webpage buttons or pages, Facebook, emails, etc.
- Create flyers for posting on campus bulletin boards. Get approvals as necessary.
- Write a note on classroom whiteboards / chalkboards.
- Chalk sidewalks in prominent locations around campus (see Campus Life Office for approval)
- Use window paint in campus buildings (see Campus Life Office for approval)
- Create table tents for display.
- Have a display or table in one of the academic buildings with free giveaways.
- Go to a faculty or staff meeting, or directly contact faculty or staff to make sure they know about your event. They may announce it in class!
- Have a mini-event as a teaser in the middle of the cafeteria, in a class (get instructor permission first), or in an academic building lobby area.
- After getting student activities’ permission, use masking tape on the floor to spell out the details of your event (just like indoor chalking!)
- Order food from Food Services as an enticement for students to come to the event, or give away door prizes
URBANA UNIVERSITY STUDENT ACTIVITIES POSTING POLICY

1. Only members of recognized student organizations and departments of the Urbana University community are allowed to post flyers and hang signs on the designated bulletin boards and stair wells inside campus buildings.

2. All posters, flyers, signs, and other notices must clearly state the name(s) of the sponsoring organization(s), date, time, venue, and contact information.

3. Flyers and signs must be approved by the Office of Campus Life before they are posted. Signs and posting may only be approved by Mitch Joseph, Director of Campus Life, or Debbie Eubanks, Student Center Attendant.

4. Please be considerate and observe the limit of one poster or flyer per bulletin board.

5. Flyers not initialed and approved WILL be removed without warning. Please note that stamping a flyer is for posting purposes only and does not in any way reflect approval of content.

6. All flyers, signs, and banners may be stamped during the normal office hours of 8:00 a.m. - 4:30 p.m.

7. Recognized student groups are responsible for removing their flyers, signs, and banners within 24 hours after the event. Flyers, signs and, banners that are not removed WILL be discarded.

8. DO NOT post flyers, signs or banners on walls, doors, windows, lamp posts, University signage, or traffic and street signs. Flyers, signs, or banners found in these locations WILL be removed immediately.

STUDENT ORGANIZATION WEBSITE & SOCIAL MEDIA POLICY

Student Organizations are encouraged to create a Facebook fan page for their group. This page can be linked to the Urbana website only once the Associate Dean of Students for Campus Life or another member of the Communications staff have been added as moderators.

Student Organization websites should be designed by the organization members. Images and other content should be e-mailed to the Associate Dean of Students for Campus Life. Blank website templates are available on request.

Student organization websites are expected to contain the following information on their website.

1. Contact information
2. Statement of purpose/mission
3. Regular meeting times and places
4. Event dates and times

Outdated content
-Student organizations are expected to keep content on their sites up-to-date at all times
-Submit update material to the Office Campus Life.
-Sites will be audited at the beginning and end of each semester. Sites found to contain outdated information or incorrect contact information will be given two weeks to update content.
- After two weeks, links from official Urbana web pages to student organization sites will be made inactive.
- If a student organization’s site content is outdated by more than a year, site will be removed from the Urbana University web server.

**Proper use of multimedia/graphic content**
- All multimedia/graphic content used on student organization sites will be optimized for proper web viewing. Image resolution will be limited file size will be limited to 100K or less.
- Graphics/images uploaded to the web server will exist in optimized JPEG (.jpg) and GIF (.gif) formats only.
- Student organization websites are expected to comply with all Urbana University web policies.
- Use of Urbana University and Student Organization logos must adhere to the University Brand Book & Style Guide, which can be downloaded at [www.urbana.edu/admissions/about-us/marketing-communications.html](http://www.urbana.edu/admissions/about-us/marketing-communications.html)
- Official Urbana University logos must be obtained from the Director of Communications

**Social Media**
All forms of social media have a direct reflection on Urbana University as an educational institution. Urbana University upholds the Student Handbook and Code of Conduct towards all instances of cyber-bullying and internet misuse. Student leaders and Student Organizations violating the Student Handbook are subject to disciplinary action by the University.

**Facebook**
All student organization sites on Facebook should be maintained as “Fan Pages”. Student organizations using “friend pages” on Facebook will be reported for removal. Student organizations are required to list the Director of Campus Life as an administrator for their Facebook page as well as another member of the Communications & Marketing staff. This ensures that pages meet Urbana University guidelines and standards. This also allows the page to live on after a student leader graduates or is no longer an Urbana University Student.

**Twitter/YouTube/Other forms of Social Media**
Student organizations are required to provide the Associate Dean of Students for Campus Life the log-in information for their page as well as another member of the Communications & Marketing staff. This ensures that pages meet Urbana University guidelines and standards. This also allows the page to live on after a student leader graduates or is no longer an Urbana University Student.
### Poster Plan of Attack

#### Event: __________________________ Date: ____________

Flyers distributed by: __________________________ Date: ____________

<table>
<thead>
<tr>
<th>Location</th>
<th>Boards</th>
<th>How many?</th>
<th>Done?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Center Upper Level</td>
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</tr>
<tr>
<td>Student Center Mailbox Area</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Moore Center First Floor</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moore Center Second Floor</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blackmer Hall (Academic Affairs)</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blackmer Hall (Student Services)</td>
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<td></td>
<td></td>
</tr>
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<td>Losch Hall (Admissions)</td>
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<td>Grimes Center</td>
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</tr>
<tr>
<td>Commons entryway</td>
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<td></td>
</tr>
<tr>
<td>Commons Exit by South Hall</td>
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<td></td>
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</tr>
<tr>
<td>Commons Exit by Hazard Hall</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>McConnell Hall</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oak Hall</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Swedenborg Memorial Library</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Barclay/Bailey Hall</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hazard Hall</td>
<td>3</td>
<td></td>
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</tr>
</tbody>
</table>

**TOTAL** 34
OFFICER TRANSITION

One of the most important functions of an advisor is to assist in the transition from one set of organization officers to the next. For 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:

1. Past records/notebooks for their office and updating those together
2. 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 onto the new officer, you can help that officer by providing the information he or she doesn’t have.

The structure of a team retreat can take many forms. The advisor’s role in this process is to provide historical background when needed, help keep goals specific, attainable, and measurable, and provide advice on policies and procedures.

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. An ideal situation may have the advisor meet individually with each officer; examine the notebook of the previous officer (or create a new one).

Things to include in a new notebook:

1. Any forms the officers may need to use
2. Copies of previous meeting agendas
3. 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?
RETREATS

WHY SHOULD YOUR ORGANIZATION HAVE A RETREAT/WORKSHOP?
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. Contact the Campus Life Office if your organization is interested in holding a transition or planning retreat!

ESTABLISH THE PURPOSE FOR YOUR RETREAT
Team Building, Skills Training, Communications, Goal Setting, Problem Solving, Planning, Learning, Orientation, Socializing, Transition, Revitalization, Conflict Resolution

DETERMINING WHO THE RETREAT IS FOR
New Officers, Executive Board, All Organization Members, etc.

SELECTING A FACILITY
On-campus or off-campus; convenience vs. isolation; urban or rural get-a-way. 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.

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. On a tight budget? Consider potluck.

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 AND PRESENTERS
Organization officers, organization members, advisor, other faculty or staff members

PLANNING THE RETREAT
Have members sign up to participate on committees. Remember people support what they help to create. Suggested committees could include: transportation, food/drink, lodging, recreation, programming, clean-up

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?
ADVISOR SELF-EVALUATION EXERCISE

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 EVALUATION (BY THE STUDENTS)

Please take 15-20 minutes to share your thoughts on the questions and statements 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, Drexell University
# STUDENT-LEADER/ADVISOR WORKSHEET

Directions: The advisor and the organization leaders should respond to the following items and meet to compare answers and discuss any differences.

For each of the following statements, respond on a scale of 1 – 5 how important this function is:

1 – Essential for the advisor to do  
2 – Helpful for the advisor to do  
3 – Nice, but not necessary to do  
4 – Would prefer he/she not do  
5 – Absolutely not an advisor’s role

<table>
<thead>
<tr>
<th>Number</th>
<th>Statement</th>
<th>Response Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Attend all general meetings</td>
<td>1 – Essential for the advisor to do</td>
</tr>
<tr>
<td>2.</td>
<td>Attend all meetings.</td>
<td>1 – Essential for the advisor to do</td>
</tr>
<tr>
<td>3.</td>
<td>Call meetings for the leaders when he/she believes it is necessary.</td>
<td>2 – Helpful for the advisor to do</td>
</tr>
<tr>
<td>4.</td>
<td>Explain the college policies when relevant to the discussion.</td>
<td>2 – Helpful for the advisor to do</td>
</tr>
<tr>
<td>5.</td>
<td>Meet with the organization leader before each meeting or on a regular basis (weekly, bi-weekly, etc.)</td>
<td>2 – Helpful for the advisor to do</td>
</tr>
<tr>
<td>6.</td>
<td>Help the organization leader to prepare the agenda before each meeting.</td>
<td>2 – Helpful for the advisor to do</td>
</tr>
<tr>
<td>7.</td>
<td>Speak up during discussion when he/she has relevant information.</td>
<td>2 – Helpful for the advisor to do</td>
</tr>
<tr>
<td>8.</td>
<td>Speak up during discussion when he/she believes the group is likely to make a poor decision.</td>
<td>2 – Helpful for the advisor to do</td>
</tr>
<tr>
<td>9.</td>
<td>Be quiet during general meetings unless called upon.</td>
<td>3 – Nice, but not necessary to do</td>
</tr>
<tr>
<td>10.</td>
<td>Exert his/her influence with officers between meetings.</td>
<td>3 – Nice, but not necessary to do</td>
</tr>
<tr>
<td>11.</td>
<td>Take an active part in formulating the goals of the group.</td>
<td>3 – Nice, but not necessary to do</td>
</tr>
<tr>
<td>12.</td>
<td>Initiate ideas for discussion when he/she believes they will help the group.</td>
<td>3 – Nice, but not necessary to do</td>
</tr>
<tr>
<td>13.</td>
<td>Attend all group activities.</td>
<td>3 – Nice, but not necessary to do</td>
</tr>
<tr>
<td>14.</td>
<td>Clear all expenditures with him/her before financial commitments are made.</td>
<td>3 – Nice, but not necessary to do</td>
</tr>
<tr>
<td>15.</td>
<td>Request to see the budget at the end of each semester.</td>
<td>3 – Nice, but not necessary to do</td>
</tr>
<tr>
<td>16.</td>
<td>Assist in the creation of a budget.</td>
<td>3 – Nice, but not necessary to do</td>
</tr>
<tr>
<td>17.</td>
<td>Receive a carbon copy of all official correspondence.</td>
<td>3 – Nice, but not necessary to do</td>
</tr>
<tr>
<td>18.</td>
<td>Check all official correspondence before it is sent.</td>
<td>4 – Would prefer he/she not do</td>
</tr>
<tr>
<td>19.</td>
<td>Hold all group records, paraphernalia, etc. during the summer and between change-over of officers.</td>
<td>4 – Would prefer he/she not do</td>
</tr>
<tr>
<td>20.</td>
<td>Keep the official files in his/her office.</td>
<td>4 – Would prefer he/she not do</td>
</tr>
<tr>
<td>21.</td>
<td>Keep the group aware of its stated objectives when planning events.</td>
<td>4 – Would prefer he/she not do</td>
</tr>
<tr>
<td>22.</td>
<td>Veto a decision when it violates a stated objective, standing rules, or college policy.</td>
<td>4 – Would prefer he/she not do</td>
</tr>
<tr>
<td>23.</td>
<td>Mediate interpersonal conflicts that arise.</td>
<td>4 – Would prefer he/she not do</td>
</tr>
<tr>
<td>24.</td>
<td>Represent the group in any conflicts with members of the college staff/faculty.</td>
<td>4 – Would prefer he/she not do</td>
</tr>
<tr>
<td>25.</td>
<td>State what his/her advisor responsibilities are, or as he/she sees them, at the first of each semester.</td>
<td>4 – Would prefer he/she not do</td>
</tr>
<tr>
<td>26.</td>
<td>Let the group work out its problems, including making mistakes and “doing it the hard way”.</td>
<td>4 – Would prefer he/she not do</td>
</tr>
<tr>
<td>27.</td>
<td>Recommend programs, speakers, activities, etc.</td>
<td>4 – Would prefer he/she not do</td>
</tr>
<tr>
<td>28.</td>
<td>Be familiar with college facilities, services, and procedures.</td>
<td>4 – Would prefer he/she not do</td>
</tr>
<tr>
<td>29.</td>
<td>Approve all candidates for office in terms of scholastic standing (GPA) and check periodically to ensure that officers are maintaining the required grade point average.</td>
<td>4 – Would prefer he/she not do</td>
</tr>
<tr>
<td>30.</td>
<td>Cancel any activities when he/she believes they have been inadequately planned.</td>
<td>4 – Would prefer he/she not do</td>
</tr>
</tbody>
</table>

Adapted from the Student Organization Advisor Manual at James Madison University
**Organization Information Form**

**Organization Name:** ____________________________________________

**Chapter Name (if applicable):** ___________________________ **Date:** __________________________

**Purpose of Organization:** ____________________________________________

---

**President**

<table>
<thead>
<tr>
<th>Name: __________________________</th>
<th>Campus Address:* __________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone: __________________________</td>
<td>E-Mail: __________________________</td>
</tr>
<tr>
<td>Class: FR SO JR SR Grad</td>
<td>Signature: __________________________</td>
</tr>
</tbody>
</table>

**Vice-President**

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<th>Name: __________________________</th>
<th>Campus Address:* __________________________</th>
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<td>Class: FR SO JR SR Grad</td>
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</tr>
</tbody>
</table>

**Classification:**

- [ ] Academic
- [ ] Greek Life
- [ ] Honor Society
- [ ] Publication
- [ ] Religious
- [ ] Service
- [ ] Social
- [ ] Special Interest
- [ ] Club Sport
- [ ] Other: __________________

**Secretary**

<table>
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<td>Signature: __________________________</td>
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</table>

**Treasurer**

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<th>Campus Address:* __________________________</th>
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</tr>
<tr>
<td>Class: FR SO JR SR Grad</td>
<td>Signature: __________________________</td>
</tr>
</tbody>
</table>

**Number of Members:** ________________

**Meeting Day:** __________________________

**Meeting Time:** __________________________

**Meeting Location:** __________________________

**Are membership dues collected?**

- [ ] Yes ($______ every _____)
- [ ] No

**Is this organization open to all students?**

- [ ] Yes
- [ ] No

Why? __________________________

---

*IF COMMUTER, PLEASE USE YOUR ADDRESS AND PHONE NUMBER WHERE WE CAN REACH YOU.

**Advisor:** __________________________  **Signature:** __________________________

**Position/Title:** __________________________  **Phone:** __________________________

**Office Location:** __________________________