

Student Organization **Advisor** Manual

Welcome!

So, you've signed-up to be a student organization advisor. Are you thinking, what did I just get myself into? Don't worry! We promise it will be an exciting journey that truly transforms campus life and the student experience, plus we have this guide to help you along the way. And if you are unable to find the answer in this guide the Student Organization Suite & Student Activities Office in the Harre Union are only a call or email away.

We want to say thank you. Thank you for agreeing to serve in this role because by doing so you have already made a contribution to our community and enhanced student life. We aim to have student organization involvement be at the heart of the Valparaiso University experience. With over 200 registered student organizations, ample opportunities are provided for students to get involved in organizations including academics, athletics, cultural, religious, political, honor societies, social groups, fraternities and sororities, and much more.

Involvement in student organizations encourages students to develop leadership skills, to explore values, and to begin laying the foundation for their professional careers. By volunteering your time and serving as an advisor you are assisting student's preparation to serve and lead upon graduation. As an advisor, you will have the opportunity to impact the lives of students outside of the classroom. You will help students take full advantage of co-curricular learning and serve as a role model and mentor for members. Your efforts provide opportunities for our students to develop the leadership skills necessary to lead lives of ethics, compassion, and truth-seeking!

Valparaiso University is dedicated to students as they grow and mature in their years here. This handbook is intended to serve as a resource for you as you actively advise and mentor students within any of the organizations available. With your assistance, organizations will not only provide a social outlet for students, but also valuable and comprehensive learning experiences.

The Harre Union wants to establish strong lines of communication with organization Advisors and has designed this publication to address the role of Advisors, Advisor responsibilities, and what the expectations of the University are for student organizations. If you have any questions or need further support, please feel free to contact the Office of Student Activities by stopping by Union 230 (Student Organization Suite), or calling 219.464.6710, or e-mail Ryan.Bye@valpo.edu.

Thank you for taking on this important leadership role. An Advisor is crucial to the success of the student organizations you mentor, and your efforts are vital to our campus community.

Sincerely,
Student Organization Suite
Harre Union

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Important Contact Information

Career Center

219.464.5005

valpo.edu/career**Chapel**

219.464.5093

valpo.edu/chapel**Counseling Center**

219.464.5002

valpo.edu/counseling**Dean of Students Office**

219.464.5413

DesignWorks

219.464.5209

valpo.edu/designworks**Dining Services & Catering**

219.464.5016

valpo.edu/dining**Facilities Management**

219.464.6864

valpo.edu/facilitiesmanagement**Finance & Administration**

219.464.5015

valpo.edu/finance/administration.php**Fraternity & Sorority Life**

219.464.5413

valpo.edu/greek**Harre Union Administration Office**

219.464.5007

valpo.edu/union**Information Technology –Help Desk**

219.464.5678

valpo.edu/it**Institute of Leadership & Service**

219.464.7956

valpo.edu/leadserve**Integrated Marketing & Communication (IMC)**

219.464.6800

valpo.edu/imcvalpo.edu/brand**Office of International Programs**

219.464.5333

valpo.edu/international**Office of Multicultural Programs**

219.464.6769

valpo.edu/multicultural**One Card**

219.464.

valpo.edu/aux/onecard**Parking Services**

219.464.

valpo.edu/aux/parking**Residential Life**

219.464.5413

valpo.edu/reslife**Student Senate**

219.464.5525

valpo.edu/student-senate**University Programming Council**

219.464.5194

valpo.edu/student/upc**Valparaiso University Police Department**

219.464.5430

valpo.edu/vupd

What is an Advisor?

Exactly what you were thinking? We figured. Perhaps a student that you have a well-developed relationship with or one you hardly know approached you and said, “Will you be our advisor, we need your signature”. You, being the caring & helpful professional thought, “Sure, I can do this”, and now are asking what does this entail. Serving as an advisor will be an individual and unique experience and is all dependent on you & your student organization.

With all of that said, we believe an advisor to be someone who is both accessible and interested to the student organization and is able to provide counsel, give advice, or assist the members of said organization. Each advisor perceives their 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 hoped that each Advisor will maintain some regular contact with their organization. Given the myriad of purposes, activities, and objectives of various student groups, the role of the Advisor will vary in some degree between groups. 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. Following are some of the roles you may assume as an advisor:

Types of Advisor Roles:

Mentor

Team Builder

Conflict Mediator

Reflective Agent

Educator

Policy Interpreter

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 a 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. As an advisor you will assume numerous roles and all possible roles are not mentioned here. 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.

Who can be an Advisor?

A full-time member of the faculty or staff at Valparaiso University can serve as an advisor to a recognized student organization. There are two main ways in which a faculty or staff member can become an advisor: **Assignment** – University faculty or staff may be assigned to work with recognized student organizations as part of their responsibilities, **Be Requested** – A student organization may approach you to serve as their advisor (this is by far the most common approach).

Advisor Expectations & Responsibilities

Expectations may vary based on the type of student organization and the Advisor. Student organization and Advisor expectations may also vary from year to year and person to person. Advisors and student leaders should connect regularly to determine the appropriate expectations that apply. Below are the expectations of all advisors.

As with any relationship, communication is necessary between both the advisor and the students. Thus, expectations of both the students and the advisor are set to foster a respectful and meaningful relationship.

What do students expect of their advisors?

1. Be available to the officers and/or members of the student organization for advising and required signing of documents.
2. The Advisor is expected to assist both the old and new leadership in their transition and provide historical continuity.
3. Ensure your organization properly registers newly-elected officers each year. Ensure the student senate re-recognition process is completed each year, which records the contact information and signatures of the President, Treasurer and Advisor. This process is managed by Student Senate and they can be contacted at Student.Senate@valpo.edu.
4. An Advisor is expected to allow the duly elected student leadership to exercise primary decision-making authority with regard to organization goals, objectives and activities within the limitations of the expectations above.
5. Advisors are encouraged to meet with organization officers and members as determined by the organization's constitution. In addition, advisors are expected to assist the organization in developing goals and planning projects or events and to make suggestions that will empower members of the organization to become better leaders.
6. Advisors and students are encouraged to develop a list of their own expectations for each other. A Student Leader/Advisor Worksheet is available in the Examples, Resources and Forms section of this document.
7. Recognize that you are not required to know everything. Know how to utilize your resources and provide open-communication and feedback to the students.

What should advisors expect of their students?

1. Students should consistently attend meetings and be actively engaged.
2. Members should take initiative and be enthusiastic about their role within the organization.
3. All members, specifically officers, should follow through on commitments and take responsibility for their actions.
4. Show mutual respect and support of each member both within the group and to the greater campus population.
5. Be open to constructive feedback and commit to the process of learning through experience.

Successful advising should keep in mind the responsibilities to individual organization members, the organization as a whole, and Valparaiso University.

Responsibility to individual organization members: Advisors should help students find a balance between their academics and co-curricular activities. Many student leaders tend to over-commit themselves and, therefore, overextend themselves if not held in check. As an Advisor, you have a unique opportunity to remind students of their academic responsibilities and personal well-being. Advisors should encourage participation from each member of the Recognized Student Organization (RSO), so that students feel invested and accountable for their membership in the organization. Whether a student holds an office or is a first year member, they can be involved in the event planning process that will give them valuable leadership and planning experiences.

Responsibility to the student organization: Advisors should assist the organization in developing realistic goals for each academic year, and be aware of all events and activities the organization is planning and alert students to University policies or regulations. Advisors should ensure that students are properly registering all events through the Student Involvement office. The Advisor should be able to provide continuity within the organization when students and/or officers of the organization graduate. Serving as the organization's continuity link, the Advisor can help new officers build on history and develop long-term plans for the Recognized Student Organization.

Responsibility to Valparaiso University: The Advisor does have a responsibility to both the student organization and Valparaiso University to remind students of institutional policies so that violations do not occur. If violations do occur, the Advisor is expected to work with the University to ensure the violation does not happen again. As an Advisor familiarize yourself with the Student Guide to University Life.

Student Guide to University Life: <http://www.valpo.edu/generalcounsel/>

Advisors should have a copy of their student organization's Student Senate-approved constitution. If the organization has ties with an off-campus organization, a copy of that organization's operating documents (particularly as they pertain to on-campus affiliates) must also be on hand. This is to help insure that the off-campus organization does not require the organization to act in a fashion contrary to the policies governing student organizations. As an Advisor, you will be responsible for signing off on financial transactions for the student organization to ensure compliance is maintained with the Student Senate & Finance Office policies and procedures.

Do's and Don'ts of Advising

Do: serve as a resource ...interpret and clarify University policies ...suggest program ideas ...serve as a role model ...provide history for the organization ...act consistently with what you say ...allow the group to succeed ...allow the group to fail ...teach leadership ...keep your sense of humor ...enjoy being a part of the organization ...guide organization leaders

Don't: micromanage the organization ...run organization meetings ...use veto power over organization decisions ...be the sole recruiter for new members ...say "I told you so" ...break promises ...be the leader of the RSO ...be unavailable ...take everything seriously ...be afraid to let the organization fail

Getting Started – Becoming a recognized student organization

There are a few key points to help you get started advising a Student Organization. By following these steps, you will be properly registered as the student organization's Advisor and have a solid understanding of the task that is before you.

- Make sure you are listed as the advisor on the re-recognition form. This is a form filled out each year by the President, Treasurer and Advisor(s) of the organization to Student Senate. Amendments may be submitted throughout the year whenever changes are made to the leadership of the organization and submitted to Student Senate.
- Become familiar with Student Activities. Stop by the Student Organization Suite office at 230 Harre Union to meet the staff.
- Meet with the officers of the student organization you will be advising and share your expectations with them and allow them to share their expectations for you. Make sure they know the best ways to contact you throughout the year, whether by phone, e-mail or in person. A Student Leader/Advisor Worksheet is available in the Examples, Resources and Forms section of this document.
- Watch your e-mail inbox for communication from either Student Senate or the Harre Union. These two will share important announcements and opportunities for everyone involved in student organizations.

Starting a New Organization

- Have eight (8) current students interested in becoming members.
- Find a Valparaiso University faculty or staff advisor.
- Submit an Organizational Approval Form found on the Student Senate website
- Develop a constitution. A sample constitution is also on the Student Senate website.
- Visit the Student Senate webpage about becoming an organization (valpo.edu/student-senate/student-organizations/becoming-a-recognized-organization)

Things to think about before you begin:

- How are you going to define your organization?
- What will be the goals for your organization?
- How do you plan to accomplish the goals?
- What is unique about your organization?
- Will the organization be affiliated with a department or office on campus?
- Do you know of a faculty or managerial/professional staff member at Valparaiso University who would be interested in serving as an advisor for your organization?
- Are there other student you know who would like to join?
- What benefits will the organization offer its members?
- What type of involvement commitment will members need to make?

Student Senate

Visit Student Senate to get more information about becoming a recognized student organization.

Harre Union 232 • 219.464.5525 • Student.Senate@valpo.edu

Advising 101: What All Advisors Need to Know

The Advisor's Signature

As an Advisor you may be asked to sign a number of different forms for your organization. When signing any form, review each item carefully and ask questions. Do not just sign your name without reviewing the information.

When signing an Encumbrance Request (a sample form is available in the Resources, Examples and Forms section of this document) review each item and ask questions about the proposed purchases. Ideally, these conversations have already been had (more information in the budgeting section). Without an Advisor signature, the encumbrance request cannot go through, preventing the organization access to their Student Senate allocated budget.

When signing encumbrance requests or other documents for the organization consider the following:

- Is the purchase in line with what the organization is supposed to be doing?
- Is there support for the event? Are the members and other students excited and willing to participate in the event?
- Are students aware of University policies and state and federal regulations that may be relevant? Identifying policies may be a useful opportunity to help members learn how to plan ahead.
- Contracts cannot be signed by Advisors. No officers, members or Advisors should sign contracts of any kind with an entity outside the University. Contracts presented to student organizations must have negotiations and funding completed before submitting for review to the General Counsel's office. All contracts **MUST** submitted to Contract.Review@valpo.edu for review and approval.
 - Any person that signs a contract, except for the University approved signatories, will become personally liable for the agreement. Only the Senior Vice President for Finance and Administration, the Provost, and the President have the Board authorized authority to sign and enter into contracts on behalf of the University.
 - Send the contract as early as possible as **it may take 2-3 weeks before it can be reviewed**. The terms will be negotiated with the other party through you. Versions may go back and forth until the negotiations are complete. At that point in time, a final version will go to the Senior Vice President for Finance and Administration, along with a copy of the requisition and legal advice from the General Counsel. The Senior Vice President for Finance and Administration will make the decision whether or not to execute the contract. He/She may contact you for further information.
 - When submitting a contract please include follow-up instructions for handling of the approved and signed document. The department may be notified for pick-up, it may be returned through campus mail, or forwarded to the Procurement Department to accompany your purchase order.
 - Again, when submitting a contract that involves a purchase, the department must create a requisition first. Please note within the comments of the requisition that there is a contract that must accompany the purchase order and reference the requisition number in your communication to Contract.Review@valpo.edu when submitting the contract for review. Once it is approved and signed, the document can be forwarded directly to Procurement.
 - For the full policy regarding contracts see the General Counsel's website regarding contracts (valpo.edu/generalcounsel/policy).

Reserving Space

In order to reserve space on-campus you must be a Student Senate recognized organization. Space reservation is managed through the Harre Union and is completed on-line (valpo.edu/union/reservation)

The Harre Union will contact you shortly (usually within 48-72 business hours) regarding your request (Please note processing requests may take longer if the request is sent at the beginning of a semester, due to volume of requests this time of the year). **A confirmation email** will be sent for all spaces booked by the Harre Union. If we are not able to grant your request, we will work with you to find an alternate date, time or space for your event. Please keep in mind that this is only a **REQUEST** for a room reservation and not an **ACTUAL** reservation.

Re-Recognition

After an organization is recognized by Student Senate, it must go through the re-recognition process each year. Information about the process will be provided to all organizations at the beginning of the spring semester. This includes submitting a re-recognition form along with any changes in officers or in the organization's constitution.

The name of the organization must be completely written out as it will appear on campus publications. All organizations must have an advisor. Social fraternities and sororities do not have to be approved by Student Senate, but must be registered with the Office of Fraternity & Sorority Life. If the organization is affiliated with a regional or national organization, they must submit these constitutions and bylaws as well. Organizations must comply with University, local, state, and federal regulations.

Student Leadership Conference

Annually the Office of Leadership Program, Office of Student Activities, and Student Senate sponsor a Student Leadership conference on-campus. A representative is required to attend from all Student Senate recognized organizations. It is highly encouraged more than one representative attends as this is a great free resource to student organization officers. More information comes to officers & advisors via email, but the conference is usually within the first two weeks of classes starting in Aug.

Student Organization Awards

At the end of every spring semester there is the opportunity for student organization to be recognized. There are a variety of awards in three categories; Individual, Program, and Organization. The individual category aims to recognize individuals within student organization, the program category recognizes events & programs put on by student organizations, and lastly the organization category awards student organizations with awards.

Information about the nomination process and award reception is sent out by the Student Organization Suite. We highly encourage all student organizations to participate in this event to recognize all their dedication. We also host a reception with food!

Technology

Email Accounts

Student Organizations are able to have an official Valparaiso University email account for contact purposes. This also extends to specific position within an organization if the nature of the organization calls for it. An example of this would be; chessclub@valpo.edu or chessclub.president@valpo.edu. To request an email account the student organization advisor must submit an IT ticket

(helpdesk.valpo.edu). In this email it should be stated that you are the advisor of the organization and state exactly what you want the email address to be.

Websites

Student Organizations can submit a Website Approval form to Student Senate for a university website, an advisor signature on this form is required. All student organization webpages should abide by both the Social Media and University Webpage policies (Appendix F & G of the Student Guide to University Life).

All pages

- are subject to all applicable university policies and local, state, and federal laws and regulations
- must have a designated approved page manager
- must not be used for personal gain Orto promote cause célèbre
- must be good stewards of Valpo resources
- should be designed for inclusive access
- are expected to be in good taste, consistent with university culture and values

Departmental and Organizational Pages

- are available only to university departments and recognized university organizations
- must be approved by the faculty or staff member responsible for the department or organization (advisor)
- should follow applicable guidelines as issued by Integrated Marketing and Communications (IMC) and Information Technology (IT) for such properties as format and layout
- should be located on a Valpo server or be accessed via a page that specifically states the pages are not located in the Valpo domain

Listserv Accounts

Student Senate uses listserv accounts in regard to student organization communication. There is an all organization listserv (INSERT STUDENT ORG LISTSERV) that allows one to email out to the contact listed for every student organization and an advisor listserv (INSERT ADVISOR LISTSERV) that will email out to every advisor listed for student organizations.

If an organization or advisor gets an email from the listserv they should be sure to communicate that information to the membership.

Finance

Tax Exemption

Student Senate is recognized as a 501c3 nonprofit organization by the Internal Revenue Service. 501c3 nonprofit status benefits organizations because it allows organizations to raise money through donations and grants. Donations to nonprofit organizations are tax-deductible.

Since Student Senate is tax-exempt, it does not reimburse organizations or individuals for tax on purchases. If Senate approved funding for your organization, that purchase is also tax-exempt. Make sure a representative from your organization picks up a tax exemption form from the Student Senate Treasurer before the purchase is made! If a purchase reimbursement form includes tax in the total, the sales tax amount will be deducted from the total reimbursement.

W-9 Forms

Students receiving stipends as part of their organization budgets are required to comply with Internal Revenue Service codes by providing necessary information required to complete these forms. Information about this will be provided by the Student Senate Treasurer to applicable organizations near the end of each calendar year.

Receiving Your Approved Funding

Once an organization is approved for Senate funding, the organization must fill out an Encumbrance Form. This form asks for the organization name and the amount of the approved funding you are currently requesting. Please fill out an Encumbrance Form for each separate check you need. After the payment information, the form requests the organization contact's name and signature as well as the organization advisor's signature. Please note, however, that even if the form is filled out correctly, it cannot be processed unless adequate documentation is attached. Allow at least one week for processing by the Student Senate Treasurer.

NOTE: Any missing information will result in a delay of funding. The process cannot be completed without all of the requested information. You MUST have all ORIGINAL receipts.

Payment Options

Check: Checks can be written either on a reimbursement basis or before the event. If a check is needed to reimburse a member of your organization for approved purchases, indicate the check be made payable to that individual and attach the original purchase receipt. Remember, sales tax cannot be reimbursed and will be deducted from the total amount if tax has been included in the request. If the organization needs the check before the event, an official invoice (pre-purchase receipt) must be received from the business for the amount of the purchase. A check can also be written directly to a visiting performer as long as a signed contract is attached to the encumbrance form.

Transfer: If money needs to be paid to another department on campus, a check is unnecessary. The encumbrance form can facilitate transfers both to another Student Senate organization and to University departments; Dining Services, Facilities Management, etc. To transfer funds to another student organization (e.g. VUTV), no account number is needed. You simply name the organization on the "transfer to" line. To transfer funds to a University department, write the department name and account number on the line. The department account number can be obtained from the department.

Purchase Order (PO): A purchase order is useful when an invoice cannot be obtained from a business. A University purchase order authorizes a purchase by the indicated organization up to an estimated dollar amount. Please indicate your purchase estimate in the "amount" blank on the encumbrance form. The business will then bill the University for the exact amount. Also, since the purchase order is generated in the University Finance Office, no tax exemption forms are needed. Many Valparaiso area businesses accept purchase orders from Valpo, but if you are hesitant please contact the Senate Treasurer. Please note that Wal-Mart no longer accepts University purchase orders.

Additional Funding Sources

CapEx: Capital Expenditures (CapEx) proposals can be submitted to Student Senate for additional funding for capital improvements. Capital improvements include equipment or other items that will be useful to your organization for several years. CapEx proposals can be filled out and submitted to student senate. The form is on their website.

Guild Grants: The University Guild aims to enhance the community and one way the Guild does this is through Guild Campus Gift Grants. All student organizations and campus departments are eligible to apply for grants of \$500 to \$5,000 to be used for the approved projects and initiatives. Guild members, who have raised the funds for these grants, vote to voice their grant recipient preferences.

The proposal form can be found on their website along with the timeline. The timeline typically follows this pattern of proposals due in late March and grants being awarded after homecoming.

Cultural Arts Grant: The purpose of the Cultural Arts Committee is to enhance the cultural life of the university community by presenting, coordinating and funding programs in such areas as visual, literary and performing arts, fine arts, seminars and symposia. The committee composed of students and faculty, reviews applications each spring for the next academic year. Enclosed are two copies of the program

On the request form you must indicate which category best describes your request:

- A. Speakers - Major speakers who stimulate thought and discussion
- B. Visual, Literary and Performing Arts - Includes but is not limited to cinema, dance, literature, music and theater.
- C. Lectures, Seminars and Symposia - Programs that provide in-depth discussion of vital social, political, economic, scientific, educational, spiritual or religious topics.

Programs funded by the Cultural Arts Committee must be open to the entire University community. Your plans should include provisions for fees, travel expenses, publicity, etc. which you may want the committee to cover. If you have additional materials, which help to describe your proposed program, feel free to submit them along with this form. Some expenses should be covered by a department budget, which requires the signature of the department chairperson on this form. If sources outside the University will be used, or if an admission fee is charged to help cover expenses, please indicate accordingly on this form. Also indicate whether or not this event will occur with or without Cultural Arts Funding. It is also necessary that when you submit your application that you know this event will have sufficient funding if your grant request is approved or not. If you don't have this information, the committee may have a difficult time making a decision. About half of the proposals receive some funding each year.

Commonly Used Policies

Advertising Policy

Students are expected to exercise good judgment in advertising their events. Advertising may not be attached to walls or buildings in a way that will cause permanent damage.

Alcohol Use Policies (Appendix L)

The use or possession of alcoholic beverages on campus is prohibited. This includes all administrative and academic buildings, athletic fields or functions, student residences, university-owned or leased apartments, houses governed by residential life regulations, and uncontrolled outside areas (parking lots, lawns, etc). Students will be held accountable for the way or ways in which they possess, use or abuse alcoholic beverages. It is expected that student use of alcoholic beverages will be in conformance with applicable state laws as noted below. If student groups violate university policies regarding the use of alcoholic beverages they will be disciplined by appropriate university disciplinary and judicial procedures. All fraternities and sororities are expected to follow

state statutes regarding the use of alcoholic beverages, as well as university alcohol policies and regulations. Fraternities and sororities also are expected to comply with national office guidelines.

Chalking Policy

Outside chalk signs on sidewalks are permitted only in areas accessible to rainfall, thereby eliminating the necessity of university personnel to wash off the writing. Writing on the sides of buildings and references to alcohol or profane or inappropriate postings are not permitted.

Copyright/Movies

The Federal Copyright Act (Title 17, United States code, Public Law 94-553, 90 Stat. 2541) governs how copyrighted materials, such as movies, may be utilized publicly. Neither the rental nor the purchase or lending of a videocassette or DVD carries with it the right to exhibit such a movie publicly outside the home, unless the site where the video is used is properly licensed for copyright compliant exhibition.

This legal copyright compliance requirement applies to colleges and universities regardless of whether admission is charged, whether the institution is commercial or non-profit or whether a federal, state or local agency is involved. No other group or person has the right to exhibit or license exhibitions of copyrighted movies. Furthermore, copyrighted movies borrowed from other sources such as public libraries, colleges, personal collections, etc. cannot be used legally for showing in colleges or universities or in any other site which is not properly licensed. We must go through a licensed and approved vendor to obtain the rights to show movies. You can work with the Union to determine the best course of action. The cost to obtain the rights to show a new released blockbuster can cost anywhere between \$500 to upwards of \$1000.

Student Eligibility

Students are academically eligible for co-curricular activities if they are carrying twelve (12) credit hours or more. Some activities such as intercollegiate athletics, fraternities and sororities, and student senate may have additional standards. Academic deans may advise students with academic difficulties against participation in co-curricular activities. Students or organizations on disciplinary probation may be declared ineligible for participation in co-curricular activities.

Budget

One task Student Organizations face is the development of a plan to be fiscally responsible with funds. A budget can be a helpful method for keeping track of funds.

Getting a Budget:

In order to qualify to apply & receive funding from Student Senate you must be an approved student organization. Annually, in the spring semester, Student Senate collects budget requests and approves them in a tiered process. Depending on your classification will determine how much you are qualified to request. Student Organizations need to pay attention to emails from Student Senate as this will inform them when the budget process will take place. Student organizations can also receive funding from departments in addition to funding from Senate.

A Budget is:

- A tool for planning and controlling student organization funds.
- A formal written guideline describing your organizations 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.

Developing a Budget:

- Begin preparations a month or more before the close of the current year.
- Prepare an outline of the organization's planned activities for the coming year.
- Determine the available funds (cash on hand, funds in bank, interest, etc.).
- Estimate expected income and when it is expected to be available (last year's allocation, dues, sales, etc.).
- Get price quotations on big expenditures, delegate responsibilities to members.
- Rank order by their relative importance, which activities/programs are the greatest expenditures of funds.
- Choose programs to initiate; ask how much is available to allocate.
- Negotiate as necessary: eliminate or limit less essential expenditures.
- Revise, review, coordinate, cross-reference, and then assemble into a final budget; the budget must be flexible to anticipate conditions which might have been overlooked during planning.
- Vote to approve the budget & submit to Student Senate for allocation.

Managing the Budget:

- Keep an accurate log of financial transactions (income/expenses); maintain in a record book (check and balance records regularly). Student senate will keep their own records but you should also have an internal method for keeping track.
- Set up internal controls designed for safeguards and accurate accounting data.
- Control cost-allow only approved expenditures.
- Assess budget regularly.

Adapted from ACPA Advisor Manual on 6.2009

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. As the stability of the student 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 quarter. 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 should take place regarding previous year projects that have been completed; upcoming/ incomplete projects; challenges and setbacks; and anything the new officers need to know to do their jobs 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. 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 Advisor Training 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 this case, there should be a joint meeting of the new officers. The Advisor should then meet individually with each officer; examine the notebook of the previous officer (or create a new one). The notebook should include items such as forms the officer may need to use; copies of previous meeting agendas; and a copy of the RSO's constitution and bylaws. Talk about what the officers hope to accomplish in the forthcoming year. Assess the officer's role in the RSO. 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. Adapted from the ACPA Advisor Manual, 6.2009

Organization Retreat

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. Planning for the future will enable the organization to operate more efficiently. By setting goals and planning together, members can operate more effectively as a team.

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 vs. Off Campus; Convenience vs. Isolation; Urban vs. 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. The Student Activities office has contact names and numbers for retreat locations.

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. You can easily cook on a tight budget.

Selecting the Best Format

- Workshops presented by an “expert” such as advertising, program planning, public speaking, fundraising, etc.
- Experiential Exercises such as team building, brainstorming, communications skills, ropes course, etc.
- Recreational Exercises such as skiing, hiking, canoeing, biking, etc.

Selecting the Facilitators and Presenters

Organization Officers, Organization Members, Faculty Advisor, Other Faculty 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, and Clean-Up Resources in *Developing Your Workshops and Exercises Structured experiences books*, reference books, videotapes; Faculty Advisor; Faculty Members

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?

Adapted from ACPA Advisors Manual 6.2009

Sample Retreat Outline for Officer Transition - Team Effort

Officer meetings

- New/old officers pair off (President with President, Treasurer with Treasurer)
- Update each section of the officer notebooks, or talk about what should go in a new one. If officers do not have a notebook, take the time to create one!
- Each pair of officers should discuss the following:
 - Who did the outgoing officer interact with most in the administration, in the community, and other Student Organizations?
 - With the departments/areas listed above, in what capacity did the outgoing officer work with them?
 - What University paperwork is this position responsible for completing?
 - What did the outgoing officer have to do with the organization’s funding requests (assuming this question applies to your organization)?
 - What University procedures did the outgoing officer have the most trouble with and how can the incoming officer avoid those troubles?
 - What were the biggest challenges the outgoing officer faced and how did they overcome them?
 - What goals did the outgoing officer have, and which were achieved and which were not?

Joint officer meeting

- Gather as a group; write everyone’s notes on a board or flip chart. Note similarities.
- Generate a discussion on similarities, challenges and how challenges can be overcome.

- Review policies.

New officer meeting (This could be a separate meeting, or the next phase of the retreat.)

- Goal review. What did the past officers accomplish?
- What is left to do from the past goals list? Revise list or eliminate it if the new officers choose.
- Provide new officers time to list goals for their position on their own.
- Reassemble and share updated goals.
- Brainstorm new goals for the organization and ideas for events and programs.
- Make an exhaustive list of everything the organization could possibly accomplish.
- Narrow down that list to what they can reasonably accomplish. Assign tasks to specific officers. If no one wants to do it, take it off the goals list.

Adapted from ACPA Advisor Manual 6.2009

Recruitment

The following suggestions will help make your organization's recruitment efforts more successful:

Know and Understand Your Organization

- Leadership and membership should 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

After identifying the type of people you want in your organization, set some recruitment goals. How many new members can your organization reasonably assimilate into the group? How many do you need to keep the organization viable? 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 organization? Why have you stayed involved?

Get Everyone Involved

Have your current members identify 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 organization. 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. Your publicity can be effective only if it's noticed.

Plan a Special Welcoming Meeting

Many organizations find it beneficial to have a meeting or ceremony to welcome new members. Group participation in some form during the 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.

- Train your new recruits. All too frequently, organizations 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 include:
 - 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 and programs for Recognized Student Organizations
 - Information about any support groups or affiliations an organization may have

Adapted from Ball State University Downloads for Student Organizations and Advisors, as adapted from ACPA Advisor Manual 6.2009

Recruitment Quick Tips

Remember that a personal contact is always better than 1,000 flyers and newspaper 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 to make a brief introduction of your organization at each meeting.
- Co-sponsor campus events so that the organization name gets out there more. Be sure to have information about your organization at each event.
- 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. Then make sure you personally introduce that person to others in the organization.
- Have a membership drive.
- Feed potential members. College students are attracted to free food.
- Recruit people by the issue that interests them. There are people very interested in one issue; you can recruit them to head up a program on that issue.

- 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 or potential members feel like “players” right away.
- Go door to door in the residence hall and talk to students about the organization and invite them to come to an event later in the week.
- 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, 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.”
- Have an informational meeting.

From Dathe, T. and Tumbarello, T. “Advising 101” UMR-ACUHO, 1999, as adapted from ACPA Advisor Manual, 6.2009








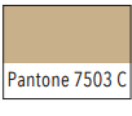


Marketing & Advertising

Brand Guide

All Student Senate recognized organizations materials should be in compliance with the University’s brand guide. Below are some quick hits as they pertain to Student Organizations, but for more information and downloadable files visit valpo.edu/brand.

- **Always use** Valparaiso University, Valpo, or the University when referring to Valparaiso University. **Do not use Valparaiso, VU, or Valpo University.**
- Never break the word Valparaiso, University, or Valpo.
- Capitalize University as a standalone when referring to Valparaiso University.
- Lowercase university when using as an adjective or Valparaiso University could not take its place in the sentence i.e., when used generally or to refer to other universities.
- Use serial commas in all marketing materials. Omit the serial comma only for materials sent to media outlets. Example: students, faculty, and staff
- Review the document to ensure the type font is consistent for text, headers and headlines.
- It is recommended that font size be set at 10-point font or larger.

COLOR PALETTE

Primary		Accent	
			
Pantone 469 C	Pantone 116 C	Pantone 7688 C	Pantone 382 C
CMYK: 15/60/92/80	CMYK: 0/12/100/0	CMYK: 73/20/0/0	CMYK: 25/0/95/0
Prestige		Neutral	
			
Pantone 8583 C Metallic	Pantone 8641 C Metallic	Pantone Warm Gray 8 C	Pantone 7503 C
CMYK: 15/60/92/80	CMYK: 34/43/100/10	CMYK: 0/9/16/43	CMYK: 0/12/35/25
			
		Pantone Black C	White
		CMYK: 0/0/0/100	CMYK: 0/0/0/0

Please refer to the full guide at valpo.edu/brand when developing marketing communications materials.

Digital Advertisements

Student Organizations can choose to make a digital slide in a PowerPoint slide and have it advertised across campus. The slide size must be 9.5x5.5 and must be saved as a PowerPoint file. This slide must then be emailed to Welcome.Desk@valpo.edu to be displayed in the Union and Brand.Manager@valpo.edu to be shown in all other spaces on campus. The general rule is that slides can run for a maximum of 7 days, but be sure to give an end time of when you want the slide to stop running – also be sure to give plenty of time for the slide to be added (one week).

Posters & Flyers

Getting posters and flyers approved for hanging around campus is relatively easy! In the Union they can turn 4 copies of a flyer or poster into the Union Administration desk for approval and distribution. If they would like a poster or flyer hung in the Residence Halls they can turn those into the Residential Life Office in Union 250. If they want one per Resident Assistant they will need to turn in 65 flyers. If they want to do less that is acceptable and then they will distribute them appropriately. Please allow a few days for these flyers to get distributed and hung-up. In any other building they will need to turn in the desired/permitted amount to the front desk/admin area.

Display Cases, Table Tents, & Chapel View Info Table

Student Organizations can reserve the Display Cases along the North first floor hallway in the Union, tables in Chapel View Lounge, and table tent space throughout the Union. These reservations are managed through the Union and must be completed on this [link](#).

Please note that a reservation for a Chapel View Info Table or Table Tent may not exceed 2 weeks and a reservation for a Display Case may not exceed 1 week.

DesignWorks

Located on the first floor of the Harre Union within the Student Mail Center, Valpo DesignWorks is the University's campus print shop. The convenient central campus location allows Valpo DesignWorks to quickly accommodate project demands for departments and student organizations. Valpo DesignWorks also accepts personal printing projects, including:

- Flyers
- Posters
- Postcards
- Table Tents
- Large Format Banners
- Laminating
- Folding
- Cutting
- and more!

Need an estimate? Visit Valpo [DesignWorks Online Print Center](#) to view a full product listing, price a project, or build a project using one of the custom, Valpo-branded templates available. *You will need to create a user account the first time you log in.*

Payment types accepted: cash, check, or GL Account. Please contact us via [email](#) or call 219.464.5209 for further assistance.

Rights and Responsibilities/ Risk Management

Advisor Liability and University Expectations

As an advisor of a student organization, you are the university's representative regarding the organization's activities. As such, you are expected to give reasonable and sound advice to your organization about such things as programs, use of facilities and operational procedures. If you have reason to question an action taken by the organization, express your concern directly to the organization in writing, including the date, a suggested alternative to the questionable action, a warning, etc. It is important to remember that, in general, while we need to be concerned about liability, we can seriously hinder the educational process by being overly restrictive. Just as there is no specific statement that explains faculty liability for every possible classroom incident, there is none that covers all the possible situations student organizations might encounter. If you have concerns about a situation unique to your organization or to a specific event sponsored by the organization you advise, please contact the Student Activities Office or Union Director who can help with liability and risk management. Although there is no way to completely eliminate risk and legal liability associated with a program or event, there are ways to reduce risk and provide a safer environment for program participants. Here are a few things that your organization can do to identify and minimize risk.

- Complete a Pre-Event Planning Form to clarify the needs and expectation of participants.
- Identify specific risks involved in the event. These could include physical risks (such as an event with physical activity) and liability risks (such as events involving alcohol, minors, or travel).
- Identify options for reducing risks by including, but not limited to, Preparing liability waivers, if necessary., Providing advanced training, Assuming a 'worst-case scenario' and preparing for it in order to reduce likelihood of it occurring
- Utilizing waivers that outline the specific nature and risk associated with the event.
- Canceling the event if the conditions are dangerous or the group is not prepared to assume full responsibility for the risk involved
- Assess the capability of the group to manage risk.
- Identify the challenges in managing risk, as well as resources to assist in your planning.
- Develop a plan of action in reducing risk.
- Communicate with everyone involved (officers, members, advisors, participants, facilities staff)

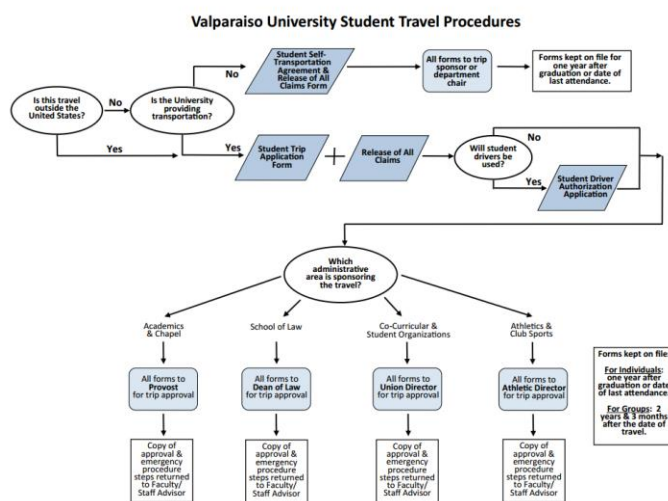
Transportation

All University travel policies, procedures, and information can be found at valpo.edu/travel. Almost all of the travel approval and registration process is online. Please visit this site if the student organization you are working with is planning travel, as their travel will need to be registered.

Prerequisite Approval

Student trips for which the University provides transportation must be approved by the appropriate administrative office (see below) using the Student Trip Application form.

This form may be used for either blanket (semester) or one-time trip authorization. It must be completed in its entirety and submitted to one of the following administrative offices **at least three weeks prior to departure**. Once approved, the *Student Trip Application* form will be returned to the faculty/staff advisor to be filed with



the *Release of All Claims* form. Together, these forms will be filed in the department's main office so that others have access in the advisor's absence. Travel emergency procedures and contact information will be returned along with the approved *Student Trip Application*. Questions regarding the University's student travel policies may also be directed to these administrative offices.

Student Self-Transportation

In the event a student travels in any personally owned vehicle or via public transportation for University-sponsored travel off campus, the student must complete a *Student Self-Transportation Agreement* and submit it to the trip sponsor prior to the event. This form is to be kept on file for two years and three months following the last day of travel. The *Student Self-Transportation Agreement* may be used for one-time trips or for frequent trips throughout a given semester. This policy applies to events for which the student chooses not to use the University-provided transportation as well as events for which the University does not provide transportation. In the event a student is involved in an accident in her or his personal vehicle while traveling to/from a University-sponsored event, the student is responsible for loss or damage to the vehicle and any bodily injury or property damage to others they may cause, and is expected to maintain appropriate insurance covering damage, liability, and medical costs. Note that sponsoring department/organization policies may be more restrictive in nature and may not allow student self-transportation.

Release of All Claims

Students who participate in University-sponsored travel events, including those for which the University provides transportation and those for which students transport themselves, must sign the *Release of All Claims* form. This form must be kept on file along with the approved *Student Trip Application* or the signed *Student Self-Transportation Agreement* in the department/chair (main) office for two years and three months following the last day of travel.

Co-curricular and Student Organization Travel

Student drivers for travel provided by a student organization require the approval of the Union Director. If there are any charges incurred to check a student's driver's license will be charged back to sponsoring student organization.

Hazing Policy

Appendix U in Student Guide to University Life

Hazing and hazing activities are prohibited. Permission or approval by a person being hazed is not a defense. Hazing activities are defined as: "Any action taken or situation created, intentionally, whether on or off fraternity premises, to produce mental or physical discomfort, embarrassment, harassment, or ridicule. Such activities may include, but are not limited to the following: use of alcohol, paddling in any form, creation of excessive fatigue, physical and psychological shocks, quests, treasure hunts, scavenger hunts, road trips, or any other such activities carried on outside or inside of the confines of the chapter house; wearing of public apparel which is conspicuous and not normally in good taste, engaging in public stunts and buffoonery, morally degrading or humiliating games and activities, and any other activities which are not consistent with academic achievement, fraternal law, ritual, or police, or the regulations and policies of the educational institution or applicable state law."

Appendix O in Student Guide to University Life

No chapter, colony, student or alumnus shall conduct nor condone hazing activities. Permission or approval by a person being hazed is not a defense. Hazing activities are defined as: "Any action taken or situation created, intentionally, whether on or off fraternity premises, to produce mental or physical discomfort, embarrassment, harassment, or ridicule. Such activities may include, but are not

limited to the following: use of alcohol, paddling in any form, creation of excessive fatigue, physical and psychological shocks, quests, treasure hunts, scavenger hunts, road trips, or any other such activities carried on outside or inside of the confines of the chapter house; wearing of public apparel which is conspicuous and not normally in good taste, engaging in public stunts and buffoonery, morally degrading or humiliating games and activities, and any other activities which are not consistent with academic achievement, fraternal law, ritual, or policy, or the regulations and policies of the educational institution or applicable state law.”

Non-Discrimination & Harassment Policy Statement

Appendix R in Student Guide to University Life

It is the policy of Valparaiso University that no person shall on the grounds of race, color, gender, age, disability, veteran status, religion, national origin, or sexual orientation be excluded from participation in, be denied the benefits of, or be subjected to discrimination in employment or in any educational program or activity of the University. The prohibited discrimination also includes discrimination based on pregnancy. To that end, and in compliance with federal and state laws, the University prohibits any member of the faculty, staff, administration, student body, or visitors to campus, whether they are guests, patrons, independent contractors, or clients, from discriminating against any other such person or member of the University community in violation of this Policy. A person may also file a complaint of discrimination with the United States Department of Education’s Office for Civil Rights regarding an alleged violation of Title IX by visiting www.ed.gov/about/offices/list/ocr/complaintintro.html, or calling 1.800.421.3481. The U.S. Department of Education Office of Civil Rights is also located at: Lyndon Baines Johnson Department of Education Building, 400 Maryland Avenue, SW, Washington, DC 20202- 1100.

More information can be found in Appendix R of the Student Guide to University Life.

Prohibited Harassment & Sexual Misconduct Policy Statement

Harassment on the basis of sex, as later defined under this Policy, is a violation of federal and state law. Valparaiso University strives to create a safe and nondiscriminatory environment where individuals treat one another with respect and, therefore, does not tolerate sexual harassment on campus or within the scope of its activities. Individuals who believe they are victims of sexual harassment are strongly urged to promptly report such incidents as set forth under the reporting procedures below. Valparaiso University will investigate every sexual harassment complaint in a timely manner and, when there is a finding of sexual harassment, take corrective action to stop the harassment and prevent the misconduct from recurring, and correct any discriminatory effects of such harassment. The severity of the corrective action will depend on the circumstances of the particular case.

More information can be found in Appendix R of the Student Guide to University Life.

Advanced Advising Group Development

Organized groups of people, such as student organizations, will go through the various group developmental stages based on Tuckman’s Group Development theory: **forming, storming, norming, performing, & adjourning**. Each stage may begin and end in a sequential manner or overlap as time progresses. Knowing each stage will be beneficial for the advisor and may be useful to reference when advising styles are called to change depending on the developmental stage of the organization.

Stage 1: Forming

In the **Forming** stage, personal relations are characterized by dependence. Group members rely on safe, patterned behavior and look to the group leader for guidance and direction. Group members have a desire for acceptance by the group and need to know that the group will remain safe. They set about gathering impressions and data about the similarities and differences among them and forming preferences for future subgrouping. Rules of behavior seem to be to keep things simple and to avoid controversy. Serious topics and feelings are avoided.

Members attempt to become oriented to the tasks as well as to one another. Discussion centers around defining the scope of the task, how to approach it, and similar concerns. To grow from this stage to the next, each member must relinquish the comfort of non-threatening topics and risk the possibility of conflict.

Stage 2: Storming

The next stage, which Tuckerman calls **Storming**, is characterized by competition and conflict in the personal relations dimension and organize in the task-functions dimension. As group members attempt to organize the at hand, conflict inevitably disrupts their personal relations. Individuals have to bend and mold their feelings, ideas, attitudes, and beliefs to suit the group organization. Due to “fear of exposure” or “fear of failure,” There will be an increased desire for structural clarification and commitment. Although conflicts may or may not surface as group issues, they do exist. Questions will arise about who is going to be responsible for what, what the rules are, what the reward system is, and what criteria for evaluation are. These reflect conflicts over leadership, structure, power, and authority. There may be wide swings in members’ behavior based on emerging issues of competition and hostilities. Because of the discomfort generated during this stage, some members may remain completely silent while others attempt to dominate.

In order to progress to the next stage, group members must move from a “testing and proving” mentality to a **problem-solving mentality**. The most important trait in helping groups to move on the next stage seems to be the ability to listen.

Stage 3: Norming

In Tuckerman’s **Norming** stage, interpersonal relations are characterized by cohesion. Group members are engaged in active acknowledgment of all member’s contributions, community building and maintenance, and solving of group issues. Members are willing to change their preconceived ideas or opinions on the basis of facts presented by other members, and they actively ask questions of one another, the level of trust in their personal relations contributes to the development of group cohesion. It is during this stage of development (assuming the group gets this far) that people begin to experience a sense of group belonging and a feeling of relief as a result of resolving interpersonal conflicts.

The major task function of stage three is the data flow between group members: They share feelings and ideas, solicit and give feedback to one another, and explore actions related to task. Creativity is high. If this stage of data flow and cohesion is attained by the group members, their interactions are characterized by openness and sharing of information on both a personal and task level. They feel good about being part of an effective group. The major drawback of the norming stage is that members may begin to fear the inevitable future breakup of the group; they may resist change of any sort.

Stage 4: Performing

The **Performing** stage is not reached by all groups. While this stage may not always be reached, it is

where you as the advisor should work to get a group to. If group members are able to evolve to stage four, their capacity, range, and depth of personal relations expand to true interdependence. In this stage, people can work independently, in subgroups, or as a total unit with equal facility. Their roles and authorities dynamically adjust to the changing needs of the group and individuals. Stage four is marked by interdependence in personal relations and problem solving in the realm of task functions. **By now, the group should be most productive.** Individual members have become self-assuring, and the need for group approval is past. Members are both highly task oriented and highly people oriented. There is unity: group identity is complete, group morale is high, and group loyalty is intense. The task function becomes genuinely focused on problem solving, leading toward optimal solutions and optimum group development. There is support for experimentation in solving problems with an emphasis on achievement. The overall goal is productivity through problem solving and work.

Stage 5: *Adjourning*

Tuckerman's final stage, **Adjourning**, involves the termination of task behaviors and disengagement from relationships. A planned conclusion usually includes recognition for participation and achievement and an opportunity for members to say personal goodbyes. Concluding a group can create some apprehension—in effect, a minor crisis. The termination of the group is a regressive movement from giving up control to giving up inclusion in the group. The most effective interventions in this stage are those that facilitate task termination and the disengagement process.

Adapted from:

Tuckerman, B. (1965) Developmental Sequence in Small Groups. *Psychological Bulletin*, 63, 384-399.

Tuckerman, B. & Jensen, M. (1977) Stages of Small Group Development. *Group and Organizational Studies*, 2, 419-427.

Motivating Students

What do others want? It is NOT money or personal gain that most people want. They want intrinsic satisfaction. People will 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 ACPA Advisors Manual 6.2009

Troubleshooting problems

The following lists are provided so that an advisor may have a better idea of the types of problems they may face with their organization (Lorenz and Shipton, 1984). This list is not all inclusive, but may serve as a guide for the Advisor.

Leadership Problems

The leader does not consult with the organization before making significant decisions.

The leader appears to lack self-confidence, is non-assertive, and lacks interest in organization. A rivalry exists between leaders in the organization.

The leader has work overload, and too many time-conflicts.

Membership Problems

Low attendance at meetings.

Members have low satisfaction and morale, are bored, do not communicate well, feel left out or are apathetic.



1. As the advisor you will need to move between these different styles depending on the behaviors & needs of the group.

Members compete for attention.
 An individual member's goals differ from those of the organization.
 There exists a lack of trust among members.
 Programs fail.
 There is a lack of ideas.

Organizational Problems

Meetings are disorganized.
 Meetings are too long.
 The organization suffers from financial problems.
 There is no continuity from one year to the next. The organization has no "plan of action".

Inner-organization Problems

Disagreement between an organization and other student organizations.
 Disagreement with institutional policies and procedures.

Advisor Problems

Organization members avoid the advisor.
 Organization members do not pay attention to advisor's advice.
 The advisor is overwhelmed by their responsibility.
 The advisor assumes a leadership function.

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.

Examples, Resources, & Forms

Advisor 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 organization'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 organization's constitution and bylaws.
- _____ 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 concerns 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.

Adapted from ACPA Advisor Manual 6.2009

Student Leader/Advisor Expectations Worksheet

This worksheet is to assist in identifying expectations of Advisors and student leaders. The Advisor and each officer should respond to the following items and then meet to share and compare answers and discuss differences. For each statement, respond on a scale of 1-5 how important the function is:

1	2	3	4	5
Essential for Advisor to do	Helpful for Advisor to do	Nice, but not necessary for Advisor to do	Would prefer Advisor not to do	Absolutely not an Advisor's role

The Advisor is expected to ...

1. _____ Attend all organization activities
2. _____ Be accessible during meetings but allow them to be led by students
3. _____ Attend all executive meetings
4. _____ Call meetings of the executive board when he/she believes necessary
5. _____ Be familiar with university facilities and services and explain university policy to officers prior to meetings and when relevant to the meeting discussion
6. _____ Meet with President each week
7. _____ Help executive board prepare the agenda before each meeting
8. _____ When having a discussion, share any relevant information
9. _____ Speak up during discussion when Advisor believes the organization is likely to make a decision that is not in the best interest of the organization
10. _____ Be available to officers between meetings
11. _____ Initiate ideas for discussion he/she believes will help the organization
12. _____ Take an active part in formulating the goals of the organization
13. _____ Be one of the members of the organization except for voting and holding office
14. _____ Require the Treasurer to clear all expenditures with Advisor before financial commitments are made
15. _____ Review the Treasurer's books at the end of each semester
16. _____ Review all official correspondence before it is sent
17. _____ Be given a copy of all official correspondence
18. _____ Keep the official files in Advisor's office
19. _____ Remind organization of their objectives/goals in planning events
20. _____ Veto decisions when it violates a stated objective, the constitution, bylaws, codes, standing rules, or university policy
21. _____ Mediate interpersonal conflicts that arise
22. _____ State what the Advisor responsibilities are, or as she/he sees them, at the first meeting of the year
23. _____ Let the organization work out its own problems, including making mistakes and "doing it the hard way."
24. _____ Insist on the evaluation of each activity by those officers responsible for planning
25. _____ Take initiative in creating teamwork and cooperation among officers
26. _____ Let the organization thrive or decline on its merits; do not interfere unless requested to do so
27. _____ Represent the organization in any conflicts with members of the university staff
28. _____ Be familiar with university facilities, services and procedures that affect organization activities
29. _____ Recommend programs, speakers, etc
30. _____ Take an active part in the orderly transition of responsibilities between old and new officers and maintain records, history, and items during transition/summer
31. _____ 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
32. _____ Cancel any activities when she/he believes they have been inadequately planned

Adapted from "A Handbook for Student Group Advisors" as utilized by University of Wisconsin-Superior. 6.2009

Student Senate Forms

All Student Senate forms can be found on their webpage; valpo.edu/student-senate/forms/

List of forms

Finance Forms:

- Encumbrance Request
- Cap-Ex Proposal
- Stipend Request
- Tax Exemption Form

Organizational Forms:

- Budget Template & Example
- Organizational Approval Form
- Sample Constitution

Public Relations Forms:

- Public Relations How-to-Guide
- Sample News Release

Screening Application

- Student Senate Application

Sample Meeting Agenda

- 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 organization 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.

Online Resources Student Organization Advising Resources Online

- <http://www.wileyurope.com/WileyCDA/WileyTitle/productCd-0787910333.html>
- <http://www.mindtools.com/>
- <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/>

20 Tips for Advisors to Increase Organizational Productivity

1. Know what the students expect of you as an Advisor.
2. Let the organization and individual members know what you expect of them.
3. Express a sincere interest in the organization and its mission. Stress the importance of each individual's contribution to the whole.
4. Assist the organization in setting realistic, attainable goals. Ensure beginning success as much as possible, but allow the responsibility and implementation of events to lie primarily with the organization.
5. Have the goals or objectives of the organization firmly in mind. Know the purposes of the organization and know what things will need to be accomplished to meet the goals.
6. Assist the organization in achieving its goals. Understand why people become involved. Learn strengths and emphasize them. Help the organization learn through involvement by providing opportunities.
7. Know and understand the students with whom you are working. Different organizations require different approaches.
8. Assist the organization in determining the needs of the people the organization is serving.
9. Express a sincere interest in each member. Encourage everyone to be responsible.
10. Assist the members in understanding the organization's dynamics and human interaction. Recognize that at times the process is more important than the content.
11. Realize the importance of the peer group and its effect on each member's participation or lack thereof. Communicate that each individual's efforts are needed and appreciated.
12. Assist the organization in developing a system by which they can evaluate their progress. Balance task orientation with social needs of members.
13. Use a reward system and recognition system for work well done.
14. Develop a style that balances active and passive organization membership.
15. Be aware of the various roles that you will have: clarifier, consultant, counselor, educator, facilitator, friend, information source, mentor, and role model.
16. Do not allow yourself to be placed in the position of chairperson.
17. Be aware of institutional power structure—both formal and informal. Discuss institutional developments and policies with members.
18. Provide continuity for the organization from semester to semester (not mandatory but encouraged).
19. Challenge the organization to grow and develop. Encourage independent thinking and decision-making.
20. Be creative and innovative. Keep a sense of humor!

(Adapted from M.J. Michael) Office of Student Leadership Development Programs at East Carolina University, as shown in ACPA Advisor Manual 6.2009

Valparaiso University Website Index

Union & Student Activities

Harre Union: valpo.edu/union

Student Activities: valpo.edu/union/student-activities-and-organizations

Campus Services:

Auxiliary Services (Dining/Catering, OneCard, DesignWorks, Parking): valpo.edu/aux

Recreational Sports: valpo.edu/recsports

Career Center: valpo.edu/career

Chapel: valpo.edu/chapel

Counseling Center: valpo.edu/counseling

Fraternity & Sorority Life: valpo.edu/greek

Information Technology: valpo.edu/it

Institute for Leadership & Service: valpo.edu/leadserve

Integrated Marketing & Communications: valpo.edu/brand & valpo.edu/imc

Office of Multicultural Programs: valpo.edu/omp

Office of International Programs: valpo.edu/international

Residential Life: valpo.edu/reslife

Student Senate: valpo.edu/studentsenate

Travel: valpo.edu/travel/

Valparaiso University Police Department: valpo.edu/vupd

Volunteer Programs: valpo.edu/volunteer

University Rules & Regulations

Student Guide to University Life:

http://www.valpo.edu/generalcounsel/academic_policies_and_student_life.php

General Counsel: valpo.edu/generalcounsel/index.php