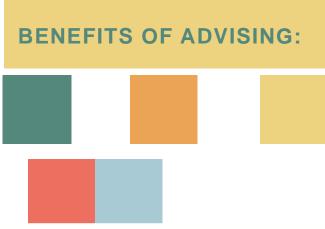
Advisor Manual

What's Inside:

ADVISOR: One who advises another, especially officially or professionally: consultant, counselor, mentor.

In the Spring of 2005, the Commission for Student Involvement determined the need for a "standardized" Advisor Manual that would be available online for advisors and practitioners to download and personalize. Over the course of a year, committee members consulted with Commission members; researched online manuals and other resources; and compiled and edited reams of information. The result of these efforts is this handbook. While written for student organizations, these resources may be adapted for Greek or



There are many benefits associated with becoming an advisor to a student organization. Here are some:

- * The satisfaction of seeing and helping students learn and develop new skills.
- * Watching a disparate group come together to share common interests and work toward common goals and an understanding of differences.
- * Developing a personal relationship with students.
- * Furthering personal goals or interests by choosing to work with an organization that reflects one's interests.
- * Sharing one's knowledge with others.

ADVISOR ROLES

Each advisor perceives his/her relation to a student organization differently. Some Advisors play very active roles, attending meetings, working with student officers, and assisting in program planning and development. Others maintain a more distant relationship to the organization. It is hoped that each Advisor will maintain some regular contact with his/her organization. An Advisor accepts responsibility for keeping informed about activities of the organization and for advising officers of the organization on the appropriateness and general merits of policies and activities. However, Advisors are not responsible for the actions or policies of student organizations; students are solely responsible. Advisors should be both accessible and interested and should provide whatever counsel a group or its members might seek.

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

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

Mentor

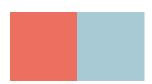
Many students will come to see their advisor as a mentor and the success of these relationships can last many years and be rewarding for both the student and the advisor. If the student is seeking an education and a career in your field, you may be asked to assist in his/her professional development. To be effective in this capacity, you will need 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 <u>advisor</u> 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.



Sample Advisor Contract A useful instrument for sharing expectations and clearly identifying an Advisor's role is the advisor's contract. Even if you don't choose to put your agreement into contract form, record your expectations for future leaders of the organization.

Sample Advisor Contract
The members of(organization) request(name) to serve as Advisor of the organization for a period not to exceed(how long) beginning with(semester)
Duties, responsibilities, and expectations of the position are as follows: (List responsibilities and expectations of the Advisor and organization)
Duties and responsibilities may be reconsidered at the request of the Advisor, president, or majority vote of the membership in a regular meeting.
President's/Chairperson's: SignatureDate:
I have met with the president of the above-named organization and discussed the duties and responsibilities of Advisor as listed above. I agree to serve as Advisor and will fulfill these duties and responsibilities to the best of my abilities.
Advisor: SignatureDate:
This contract is effective for(period) and may be renewed each year thereafter upon the agreement of both parties.

Advising Do's

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

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

• Assist officers with procedural matters. Be knowledgeable of the organization's purpose and constitution and help the general membership adhere to them.

• Be knowledgeable about, and comply with federal, state and local laws and ordinances, as well as campus policies. Inform the group of pertinent policies.

• Empower students to take action and to take satisfaction in seeing the student organization succeed.

• Allow the group to succeed, and allow the group to fail. Learn when to speak when not to speak. Remember to let the students make the decisions while you provide guidance and advice.

• Represent the group and its interests in staff and faculty meetings. Reach out to other advisors or departments (i.e. Student Organizations) for assistance.

- At the beginning, develop clear expectations about the role of the advisor and your relationship to the organization.
- Read the group's constitution.

• Get to know all of the members on an individual level. Learn what they want to get out of the organization. Maintain a complete officer and membership list with addresses and phone numbers (or know where to easily find one.

• Develop a strong working relationship with all the officers. Establish as needed meetings with individual members of the organization who need additional guidance in their officer or committee positions.

• Discuss concerns with officers in private and praise them in public.

• Meet with the officers and help them set goals. Encourage the Executive Board to disseminate reports (such as financial reports) to the general membership on a regular basis.

• Orient new officers and members to the history and purpose of the group and help them to build upon it. Help members look toward the future by developing long-term goals and communicating those plans to future members.

Help to resolve intragroup conflict.

• Enjoy the impact you can have on the students' development. Help to develop the leadership potential within the group.

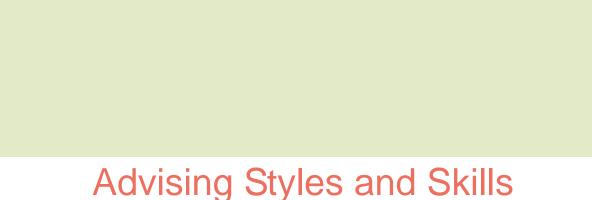
- Be visible and choose to attend group meetings and events. At the same time, know your limits. Establish an attendance schedule at organization meetings, which is mutually agreed upon by the advisor and the student organization.
- Know your group's limits. Help students find a balance between activities and their academic responsibilities.

• Keep your sense of humor and enthusiasm. Share creative suggestions and provide feedback for activities planned by students.

• Serve as a resource person. The advisor does not set the policy of the group, but should take an active part in its formulation through interaction with the members of the group. Since members and officers in ndhe poli5(y)12.hs ap. 7(ct)

- How much involvement is expected or needed?
- How often does the group meet?
- How many major activities does the group plan per semester?
- How experienced are the student leaders?
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TROUBLESHOOTING



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

ADVISING STYLES

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

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

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

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

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

tions 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





A Few Fundraising Ideas

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

- · Bake sale
- Recycling drive
- Rummage sale
- · Marathons
- · Pig Roast
- · Road rally
- Talent show
- Handmade boat contest
- · Paper airplane contest

Here are more ideas...

- · Sell candy canes at holiday time
- · Sell stadium seat cushions
- · Sell buttons with school spirit slogans
- · Pool/board game/bowling tournaments
- · Sell flowers for special occasions
- · Hand out advertising flyers for companies

And even more ideas...

- Cartoon, ho0.05c0 Tc-0.0for compansiofilm(i)end doivsio12 Tc-0.0036 Tw
- · Ha5.4(nenc)] TJ0kT* 317g feakf

- · Spaghetti dinner
- · Candy sale
- Drive-in movie
- Decathlons
- · Best beard contest
- · Car washes
- Invitational turtle races
- · Kite flying contest

Program Planning Checklist

Over the course of time, your student organization will most likely plan a program of some kind. Programs can range from social to educational, for a cause or simply for fun. When planning a program, there are many factors to consider:

The who, what, when, where, why, and how factors:

Who is involved with the Program

Who will be involved with planning and implementing the program (hall council members, RAs, students, etc.)? Are committees appropriate and who will be on them? Who needs to approve the program?

What--Description of the Program What will the program accomp **NOTE**: This timeline is to be used to spark ideas and reminders for you to create your own timeline specifically tailored to your needs. Please keep in mind that every college/university maintains deadlines that may in all likelihood be different than the ones appearing here. Also note that many of the items can be done in advance of their deadline, or, if in a rush—after they should have been completed.

One Semester in Advance

- Survey students
 - Beyond board/committee and friends Do you have a target audience built-in?

Event Report

Event				
Date	Time			
Location				
Coordinator(s)				
Area of Focus				
Attendance (total)	Attendance (Spec	ifically Targeted Studer	its)	
Cost (total) Cost	(from Budget) C	ost (to students) _		
Partners: Faculty Studer	nt Gov't Student Leaders	ship Housing	_Other	
Description of Event:				

SWOT Analysis (What are the Strengths and Weaknesses of the event? What are the Opportunities you had and what were the Threats to your success?)

<u>Strengths</u>	<u>Weaknesses</u>
<u>Opportunities</u>	<u>Threats</u>

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

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

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

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

How did you utilize Partners in the event process?

Would you recommend this event to next year's Chair? Why?

The following tips may be helpful in publicizing your opportunity or event. Use some, or use them all--just make sure to get special permission when required.

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for those who stay throughout the event. Make sure to promote these opportunities!

- Obtain permission from residence life or campus to place postcards in residents' mailboxes. No need for a stamp!
- Announce your event in your classes.
- Create postcards and sent via US Mail.
- Use A-frame boards around campus to display with posters around campus.
- Go to other organizational meetings to announce your event. Make sure student Senators know about your event & publicize it to their constituents.

COMMUNITY

 Create flyers for posting in the community. Grocery stores, churches, daycare centers, department stores, bars, laundry mats, and other high-traffic establishments are good, depending on whom you are targeting.

TIPS FOR EVERY-WHERE

 Word of mouth is important! Get people excited about your event. Talk it up and involve

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 structure of a team effort retreat can take many

WHY SHOULD YOUR ORGANIZATION HAVE A RETREAT/WORKSHOP?

18

SAMPLE RETREAT SCHEDULE—TEAM EFFORT

Icebreakers and team-builders

- 1. Officer meetings
- New/old officers pair off (president with president, treasurer with treasurer)

• Update each section of 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?

Each student organization writes its own constitution and bylaws, which should outline the basic role of each organization officer. It is solely up to the members of the organization to assign responsibilities to a specific officer. This reviews some possible position responsibilities. It is intended to assist you in constitutional development and to help you answer the question,

Parliamentary Procedure

Calling a Question

In order to speed up the meeting and eliminate unnecessary discussion, a member can "call the question." The chair will call for dissent. If you want the motion to be discussed further, raise your hand. If there is no dissent, voting on the motion takes place.

Voting

Voting on a motion can be as formal as using written ballots or as casual as having the chair ask if anyone objects to the motion. The most common practice is to call for a show of hands or a voice vote of ayes and nays. Only members present at the time may vote unless the rules of the organization allow for proxies or absentee ballots.

A simple majority of votes cast will pass most motions. During elections when more than two candidates are running for an office, your organization rules should specify whether a majority or plurality is necessary. These rules can also call for other requirements depending on the issue on which the vote is held.

When the Chairperson Can Vote

Assuming that the chairperson is a member of the organization, he/she has the right to vote whenever a written or secret ballot is used. With any other method of voting, to protect the impartiality of the chair, he/she should vote only when it will change the outcome.

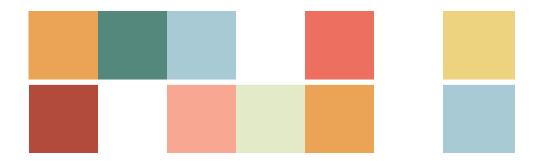
Point of Information, Of Order

If at any time during the meeting you are confused about the business being discussed or if you want the motion that is being considered more clearly explained, you may rise to ask the chairman for a point of information. After you are recognized, ask for the explanation which you desire.

If you disagree with any of the chair's rulings, or if you believe that the person who is speaking is not talking about the business being considered, you may raise a point of order and state your objection to the chair. The chair then is required to rule one way or another on your point of order.

Note: This section of the *Advisors Handbook* does not pretend to cover all situations or answer all questions. It is meant to introduce you to some basic information which will suit many groups' needs.

All parliamentary procedure information provided by Office of Student Leadership Development Programs at East Carolina University



Here are some motions you might make, how to make them, and what to expect of the rules.

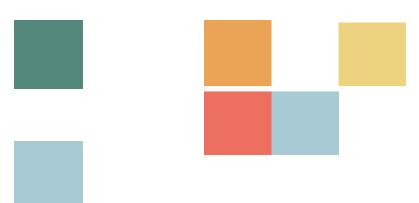
The motions listed above are in order of precedence.

Below, there is no order.

NOTES:

- (1) Unless moved when no question is pending.
- (8) Only if the main question has not been debated yet. (9) Unless the motion to be reconsidered is not debatable.
- (2) Affirmative votes may not be reconsidered.
- (3) Unless vote on question has begun.
- (4) Unless the committee has already taken up the subject.(5) Unless the motion to be amended is not debatable.
- (6) Unless the chair submits to the assembly for decision.
- (7) A 2/3 vote in <u>negative</u> is needed to prevent consideration of main motion.







Recruitment Tips

 Remember that a personal contact is always better than 1000 flyers and newspapers advertisements. People join organizations

Motivation

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.

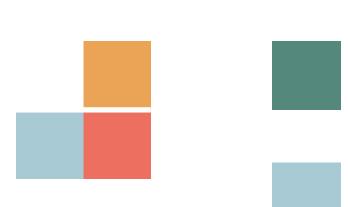
Give People Status

Checklist to Personalize Your Manual

- 1. How to register a student organization / privileges
- 2. Alcohol policies
- 3. Use of university facilities
- 4. Fundraising
- 5. How to update student organization information
- Policy / procedure manual for the campus (or where to find it)
- 7. Poster policy
- 8. Pr ideas
- 9. Trip approval forms
- 10. Student organization website information / forms
- 11. Account help / information
- 12. Crisis information
- 13. Info on awards banquets / recognition opportunities
- 14. Important dates
- 15. Offices / resources on campus
- 16. How to on: media services, dining services / catering; mail Services; printing requests; security requests; purchasing; room Reservations

Examples, Resources and Handouts

 back Tool The Role of Advisor Checklist Roles of an Advisor Handout Sample Meeting Agenda Advisor's Agreement Worksheet Consent to Admission and Treatment Example Field Trip Release Form Example Student Release and Waiver Agreement Example / Media Release 	Index	 20 Tips For Advisors To Increase Organ- izational Productivity Sample Constitution and Bylaws 50 Ways to Give Recognition to Volun- teers Advisor's Self-Evaluation Checklist Advisor/Student Evaluation and Feed-
		 The Role of Advisor Checklist Roles of an Advisor Handout Sample Meeting Agenda Advisor's Agreement Worksheet Consent to Admission and Treatment Example Field Trip Release Form Example Student Release and Waiver Agreement



- 1. Know what the students expect of you as an Advisor.
- 2. Let the group and individual members know what you expect of them.
- 3. Express a sincere interest in the group and its mission. Stress the importance of each individual's contribution to the whole.
- 4. Assist the group 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 group firmly in mind. Know the purposes of the group and know what things will need to be accomplished to meet the goals.
- 6. Assist the group in achieving its goals. Understand why people become involved. Learn strengths and emphasize them. Help the group learn through involvement by providing opportunities.
- 7. Know and understand the students with whom you are working. Different groups require different approaches.

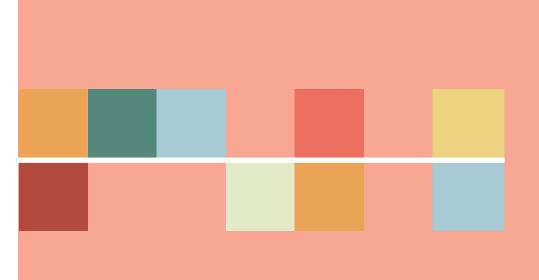
Sample Student Organization Constitution and Bylaws

(Please modify to meet your organization's needs or develop your own)

BY-LAWS

By-laws are intended to deal with the day-to-day rules governing the organization. These might have to change in order to accommodate new conditions or circumstances. Hence, they should be reviewed and updated at least annually.

- 1. <u>Meetings</u>: Stipulate the frequency of meetings, possibly the day of the week, and even the time and location.
- 2. <u>Officers</u>: List any additional duties or responsibilities assigned to the various officers, which have not already been covered in the constitution.
- 3. <u>Committees</u>: Name any standing committees and the method to be used for selecting chairperson and committee members. State the duties and responsibilities of these committees. (Consider composition, appointment, function, power, duties, membership, financing and publicity).
- 4. <u>Financial</u>: Provide for initiation fees, dues, and other assessments (if any); also details regarding delinquencies.
- 5. <u>Elections</u>: State all elections rules and procedures not already covered in the constitution. Be sure to include procedures for filling vacancies and procedures for voting.
- 6. <u>Amendment of By-Laws</u>: Stipulate the method for amending the By-Laws. The requirements for amending the By-Laws should not be as great as those for amending the constitution. *Information provided by Christine McDermott, Director of Student Activities, Wesley College*



50 Ways to Give Recognition to Volunteers

- Smile
- Put up a volunteer suggestion box
- Treat to a soda
- Ask for a report
- Send a birthday card
- Arrange for discounts
- Give service stripes
- Treat to ice cream
- Plan annual ceremony occasions
- Recognize personal needs and problems
- Be pleasant
- Post honor roll in reception area
- Respect their wishes
- Give informal socials
- Keep challenging them
- Send a Thanksgiving card to the person's family
- Say "Good Morning"
- Greet by name
- Provide a pre-service training
- Help develop self confidence
- Award plaques to sponsoring group
- Take time to explain fully
- Be verbal
- Give additional responsibility
- Afford participation in team planning
- Respect sensitivities
- •

Please answer the following questions as they relate to your role as a student organization advisor. Fill in the blanks in front of each question using the following scale:

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

- _____ I actively provide motivation and encouragement to members.
- _____ I know the goals of the organization.
- _____ I know the group's members.
- _____I attend regularly scheduled executive board meetings.
- _____ I attend regularly scheduled organizational meetings.
- _____ I meet regularly with the officers of the organization.
- _____ I attend the organization's special events.
- _____I assist with the orientation and training of new officers.
- _____ I help provide continuity for the organization.
- _____ I confront the negative behavior of members.
- _____ I understand the principles of group development.
- _____ I understand how students grow and learn.
- _____ I understand the principles that lead to orderly meetings.
- _____ I have read the group's constitution and by-laws.
- _____ I recommend and encourage without imposing my ideas and preferences.
- _____ I monitor the organization's financial records.
- _____ I understand the principles of good fund raising.
- _____ I understand how the issues of diversity affect the organization.
- _____ I attend conferences with the organization's members.
- _____ I know the steps to follow in developing a program.
- _____ I can identify what members have learned by participating in the organization.
- _____ I know where to find assistance when I encounter problems I cannot solve.

Please take 15-20 minutes to share your thoughts on the questions and stateme valuable to my professional development. Please use a scale of 5-1 to rate your answers, 5 being the best score.	ents listed below. Your feedback is
1) I am satisfied with the amount of time our advisor spends with our group Comments:	54321
 I am satisfied with the quality of time our advisor spends with our group Comments: 	54321
3) I am satisfied with the amount of information our advisor shares with our grou Comments:	p 5 4 3 2 1
 I am satisfied with the quality of information our advisor shares with our group Comments: 	54321
5) Our advisor is familiar with the goals of our group Comments:	54321
Our advisor advises our group in a way consistent with our goals Comments:	54321
 Our advisor adjusts his/her advising style to meet our needs Comments: 	54321
8) Our advisor is a good listener Comments:	54321
 Our advisor understands the dynamics of our group Comments: 	54321
10) Our advisor role models balance and healthy living Comments:	54321
11) Our advisor challenges me to think Comments:	54321
12) Our advisor allows me room to make and execute decisions Comments:	54321
Additional Comments (use the back of this sheet if necessary):	

Resource provided by Jon Kapell, Associate Director of Campus Activities, Drexell University

The Role of Advisor Checklist

This form is designed to help advisors and student officers determine a clear role for advisors in matters pertaining to student organizations.

Directions: The advisor and each officer should respond to the following items, then meet to compare answers and discuss any differences. For any items, which are determined not to be the responsibility of the advisor, it would be valuable to clarify which officer will assume that responsibility. For each statement, respond according to the following scale: 1=Essential for the advisor 2=Helpful for the advisor to do 3=Nice, but they don't have to 4=Would prefer not to do 5=Absolutely not an advisor's role

- 1. Attend all general meetings _____
- 3. Attend all executive committee meetings _____
- 5. Attend all other organizational activities _____
- 7. Explain university policy when relevant to the discussion
- 9. Help the president prepare the agenda before each meeting _____
- 11. Serve as a parliamentarian of the group _____
- 13. Speak up during discussion _____
- 15. Be quiet during general meetings unless called upon _____
- 17. Assist organization by signing forms only
- 19. Attend advisor training offered by the University
- 21. Speak up during discussion when he/she has relevant information or feels the group is making a poor decision ____
- 23. Take an active part in formulation of the creation of group goals _____
- 25. Indicate ideas for discussion when he/she believes they will help the group _____
- 27. Be one of the group except for voting and holding office
- 29. 15. Request to see the treasurers books at the end of each semester _____
- 31. Check the secretaries minutes before they are distributed _____
- 33. Receive copies of official correspondence

- 2. Store all group paraphernalia during the summer and between changeover of officers _____
- 4. Keep official file in his/her office _____
- 6. Inform the group of infraction of its bylaws, codes and standing rules _____
- 8. Keep the group aware of its stated objectives when planning events _____
- 10. Mediate interpersonal conflicts that arise _____
- 12. Be responsible for planning a leadership skill workshop _____
- 14. State perceptions of his/her role as advisor at the beginning of the year _____
- 16. Let the group work out its problems, including making mistakes _____
- 18. Insist on an evaluation of each activity _____
- 20. Take the initiative in creating teamwork and cooperation among officers _____
- 22. Let the group thrive or decline on its merits; do not interfere unless requested to do so _____
- 24. Represent the group in any conflicts with members of the University staff _____
- 26. Be familiar with University facilities, services, and procedures for group activities _____
- 28. Recommend programs and speakers _____
- 30. Take an active part in the orderly transition of responsibilities between old and new officers _____
- 32. Cancel any activity when he/she believes it has been inadequately planned _____

Adapted from Ball State University Downloads for Student Organizations and Advisors

Roles of an Advisor

Sample Meeting Agenda

I. Call to order

The chairperson says, "The meeting will please come to order."

II. Roll Call Members s

Members say "present" as their name is called by the secretary.

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

IV. Officers' Reports

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

V. Committee Reports

First come reports from "standing" committees or permanent committees, then "ad hoc" or special committees.

VI. Special Reports

Important business previously designated for consideration at this meeting.

VII. Old Business

Items left over from previous meetings.

VIII. New Business

Introduction of new topics.

IX. Announcements

Informing the assembly of other subjects and events.

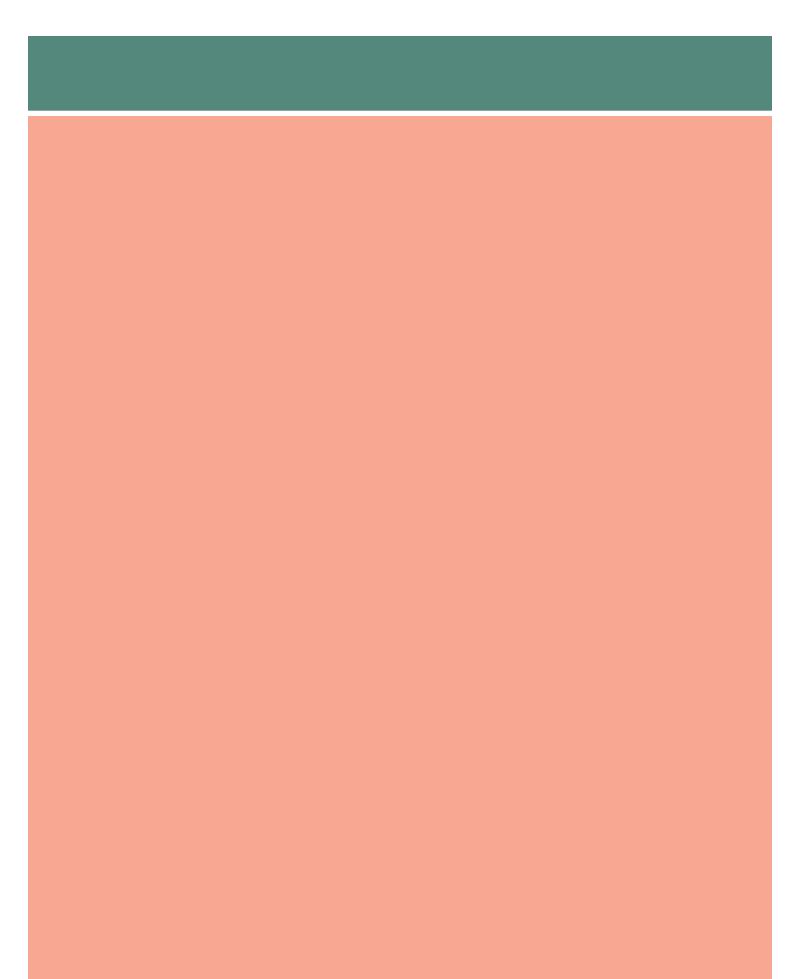
X. Adjournment

The meeting ends by a vote or general consent.

Adapted from Advising Your Hall Governing Board, Kansas State University, Department of Housing and Dining, 2003 Mechanic Psychic Gambler Musician Analyst Diplomat Disciplinarian Caretaker Mediator Actor/Actress Counselor Architect Soldier Administrator Gopher **Quality Control** Friend Devil's Advocate Teacher Author Juggler Motivator Navigator Gardener Lawyers Auditor

Knows how to fix and fine tune Can read people's minds Willing to take risks Keeps things in harmony Figures out all the angles Knows what to say when Confronts the people Always aware of feelings Has to sit in the middle Plays all the parts well Has a listening ear Makes the plans and foundation Knows what battles to fight Takes care of the paperwork When no one else will do it Makes sure performance is up to par There for support Looks at all sides Leads by example Who else write all those memos?! Handles more than one thing at a time Gotta keep them going Can get people from one point to another Helps others grow Knows the liabilities Knows financial status

From Schreiber, V. and Pfleghaar, E. "Supervising vs. Advising", UMR-ACUHO, 1999



Consent to Admission and Treatment Example

(As laws vary by state, please consult with legal council before using this form)

In the event of injury to or illness of the participant, ______(name) born ______, 20____, Social Security No. ______, I (we) hereby authorize ______(University or college), or representative thereof, to admit the above named individual to a facility for emergency medical treatment as may be deemed necessary to his or her health or welfare.

The undersigned hereby consents to whatever medical treatment is deemed necessary. The undersigned on his/her own behalf of the individual named above, their heirs, assigns and personal representatives, hereby releases Kansas State University, its Trustees, Officers, Faculty, and Employees from any and all claims arising out of the admission to such a facility or treatment administered by such facility.

Persons to contact in the event of an emergency are listed below.

Date		Participant (signature)	
Parent or Guardian (if Participant is under 18 years of age)			
Name	Address	Telephone	
Name	Address	Telephone	

Field Trip Release Form Example

(As laws vary by state, please consult with legal council before using this form)

For and in consideration of being allowed to participate in the _____(event) to

(place) to take place on(date	e) and described in more detail on the attached docu-
ment, I, in full recognition and appreciation of the dangers and hazards i	involved in such activity, do hereby agree to assume all
risks and responsibilities surrounding my participation in this event, and	further, do hereby release and hold harmless

______ (University / College), its Trustees, Officers, Directors, Faculty, Employees, and participants from and against any and all liabilities to the undersigned, his/her dependants, assigns, personnel representatives, heirs, and next of kin for any and all damages, expenses (including attorney fees), claims, judgments, actions or causes of action as a result of any loss or injury to the person or property, which _______ (name) may sustain or suffer during or arising out of activities of the above described event and during transportation to and from such event whether caused on its behalf or otherwise.

I understand that ______ (University / College) does not, in any manner, serve as principal, agent, or partner of any travel agent, commercial carrier or lodging establishment that may provide services or accommodations to the participant. I have read and understood this release and voluntarily sign this document and participate in this trip.

Date	Participant (signature)
I have read and understand this release and voluntarily	allow my son/daughter to participate in this event

Student Release and Waiver Agreement Example

(As laws vary by state, please consult with legal council before using this form)

In consideration of the agreement by	(University / College) to permit my participation in
(Name of activity), I,	(Print Name), agree to abide by all
rules and regulations established by	(University / College), all of which have been made

known to me, or are available to me upon request.

Further, for myself, my heirs, assigns, executors and administrators, jointly or severally (all of whom are herby included as "I"), I"),

Additional Resources

Advising Student Groups and Organizations by Dunkel and Shuh

Astin, A.W. (1984). Student involvement: A developmental theory for higher education. *Journal of College Student Personnel*, 25, 297-308.

Hovland, M., Anderson, E., McGuire, W., Crockett, D., Kaufman, J., and Woodward, D. (1997) Academic Advising for Student Success and Retention. Iowa City, IO: Noel-Levitz, Inc.

Floerchinger, D. (1992) Enhancing the role of student organization advisors in building a positive campus community. *Campus Activities Programming*, 26(6), 39-46.

Johnson, D.W. and Johnson, F.P.(1991). *Joining Together Group Theory and Group Skills*. Needham Heights, MA: Allyn and Bacon.

Lorenz, N. and Shipton, W. (1984). A Practical Approach to Group Advising and Problem Solving. A Handbook for Student Group Advisors. Schuh, J.H. (Ed.). American College Personnel Association.

Greenwell, GNA. (2002). Learning the rules of the road: A beginning advisor's journey. Campus Activities Programming, 35 (2), 56-61.

Vest, M.V. (2002). Years of experience are not enough: Seasoned advisors must continually adapt. Campus Activities Programming, 35(2), 62-66.

Dunkel, N.W. and Schuh, J.H. (1997). Advising student groups and organizations. San Francisco, CA: Jossey-Bass.

Student Organization Advising Resources Online

http://ul.studentaffairs.duke.edu/soar/index.html http://www.wileyeurope.com/WileyCDA/WileyTitle/productCd-0787910333.html http://www.isu.edu/stdorg/lead/manual/advisor.html http://www.bgsu.edu/offices/sa/getinvolved/advising.pdf

Icebreakers and Teambuilders Online

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