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Introduction

It is an honor to be asked by a student organization to serve as the faculty advisor. It implies the students’ respect and trust for you. They view you as someone who is willing to spend time with them and the organization. The Office of Student Life appreciates the time, effort, and concern for the students you give by accepting the responsibility of becoming a faculty advisor.

Each group has its own specific needs and expectations for its advisors but these may change from year to year. While it is not possible to establish a single model to serve as the standard for all groups at all times, there are some general ideas which would apply to almost every advisory role.

Before a faculty or staff member agrees to be an advisor, she or he should have some basic knowledge as to the purposes and structure of the group to be advised. This can be done through a review of the group’s constitution, attendance at an organizational meeting, and discussion with the group’s officers prior to accepting the role of faculty advisor.

Once you accept the position of faculty/staff advisor, you will be listed on CampusConnect for the new or current student organization. You will also work with the officers (new or old) in the development of goals and objectives for the organization.

One important role for an advisor is to act as a resource to the organization. The advisor brings personal experience and expertise to a student organization. This can be crucial to the success of the group. In addition, the advisor generally has had experience with the university system and can often provide significant directions to students in ways of getting things done within the university setting.

The advisor needs to know about the group’s finances and budget. Since the advisor’s signature is needed for account funds it is crucial that the advisor be very knowledgeable about the student group’s finances. It is often through the development of an organization’s budget and subsequent implementation of the budgeted programs that an advisor can be of great assistance in the development of a group’s programs.

The advisor must be willing and able to devote time and energy to the student group. This is not to say that an advisor must attend every meeting or activity of the group, however, he or she should maintain a continuing contact with the officers of the organization. The officers of the organization have a responsibility to keep you informed. You should ask the officers to set regular meetings with you. Students find the formal and informal contacts with their advisors to be richly rewarding, and they are necessary if the group is going to maintain a continuing pattern of vitality.

The staff in the Office of Student Life is happy to support you in your role as advisor. We greatly appreciate you giving up your time and skills to help develop our students.

Call us: 229-333-5674
Send us a fax: 229-249-2647
3rd Floor of the Student Union
Benefits of Advising

There are many benefits associated with becoming an advisor to a student organization, such as:

- The satisfactions 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.

Mentor:

Many students will come to see their advisor as a mentor and the success of these relationships can last many years and be rewarding for both the student and the advisor. If the student is seeking an education and a career in your field, you may be asked to assist in his/her professional development. To be effective in this capacity, you will need knowledge of their academic program and profession, a genuine interest in the personal and professional development of new professionals, and a willingness to connect students to a network of professionals.

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 with a shared vision. 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.
**Conflict Mediator:**

Inevitably, students are going to join the organization with different personal agendas, goals, and ideas about how things should function and the direction they should be taking. When working with students who have conflict, it may be necessary to meet with them to 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.

**Reflective Agent:**

One of the most essential components to learning through “beyond the 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, and then provide them with honest feedback. Let them know when you agree with their self-perceptions and in a tactful manner let them know when you disagree.

**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 of how the organization should operate. 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 to 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.
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, new member education, 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 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.
- Represent the group and its interests in staff and faculty meetings.
- At the beginning, develop clear expectations about the role of the advisor and your relationship to the organization.
- Read the group’s constitution/bylaws.
- Develop a strong working relationship with all the officers.
- Meet with the officers and help them set goals. Encourage the Executive Board reports to be transparent 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.
- Be visible and choose to attend group meetings and events. At the same time, know your limits and respect your own work-life balance.
- Serve as a resource person.
- Have consistency with your words and actions. Be available in emergency situations.
- Carefully review monthly financial reports from the organization treasurer or business manager.
- Learn the strengths and weaknesses of the group. Offer support when necessary; but also allow people to make their own mistakes and learn from them.
- Encourage feedback and the evaluation process.
- Plan and encourage attendance at leadership training.
- Do things right and to do the right things. Guide and assist students in becoming responsible leaders.
- Provide support.
Advising Don’ts

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

Crisis Management

Fire

If you discover a fire:
- **R**—Rescue anyone in immediate danger, if possible without endangering yourself. NEVER enter an unknown (or unfamiliar) area, especially if smoke is visible,
- **A**—Activate the fire alarm system: Immediately call 911
- **C**—Confine the fire by closing doors as you leave the building.
- **E**—Evacuate the building and report the situation to the first arriving firemen or police.
- DO NOT USE ELEVATORS.
- NOTE: you are not required to extinguish a fire with a fire extinguisher and should use an extinguisher only if you have been trained and the situation does not present a personal safety hazard.
- DO NOT RE-ENTER the building until you have been instructed to do so.

When the fire alarm sounds:
- **FEEL THE DOOR**—a "too hot to touch door" means the fire is outside the door.
- **IMMEDIATELY EVACUATE** the building. Go to your pre-designated area. Treat all alarms as a real emergency. Always use the exit stairs. Never use an elevator. Close the door as you leave the room.
- **CRAWL** should you get caught in smoke. If necessary, go to the window and signal for help.
- **ASSIST A PHYSICALLY IMPAIRED PERSON TO THE CLOSEST EXIT STAIRWELL** and advise emergency personnel of this condition.
• NEVER RE-ENTER THE BUILDING until fire officials give the approval.
• REPORT anyone causing a false alarm to the emergency responding personnel.

If trapped in the building:
• Close all doors and windows.
• Wet a cloth and place material around and under the door to prevent smoke from entering.
• Attempt to signal people outside of the building. Call for help using a telephone or cell phone.

Natural Disaster

Tornado/Severe Thunderstorm

Watch
A tornado or severe thunderstorm watch means severe weather is possibly approaching. Remain alert for approaching storms and be prepared to seek shelter if necessary.

Warning
TORNADO and THUNDERSTORM WARNINGS mean threatening conditions are imminent or have been indicated by Doppler radar or reported by storm spotters.

If a TORNADO WARNING is issued or a tornado occurs:
• Move to your pre-designated Storm Shelter Area immediately.
• If you do Storm Shelter Area is unavailable:
  o Put as many walls as possible between you and the outside. Get under a sturdy table and use arms to protect head and neck. Stay away from windows and open spaces. Stay there until the danger has passed.
  o Do not open windows.
  o In a high-rise building, go to a small, interior room or hallway with no windows on the lowest floor possible.
• Get out of vehicles, trailers and mobile homes immediately and go to the lowest floor of a sturdy nearby building or a storm shelter.
• If caught outside with no shelter:
  o Immediately get into a vehicle, buckle your seat belt and try to drive to the closest sturdy shelter.
  o If your vehicle is hit by flying debris while you are driving, pull over and park.
  o Stay in the car with the seat belt on. Put your head down below the windows; cover your head with your hands and a blanket, coat or other cushion if possible.
  o Do not get under an overpass or bridge. You are safer in a low, flat location.
  o Never try to outrun a tornado in urban or congested areas in a car or truck. Instead, leave the vehicle immediately for safe shelter.
  o Watch out for flying debris. Flying debris from tornadoes causes most fatalities and injuries.

After a Tornado:
Injury may result from the direct impact of a tornado or it may occur afterward when people walk among debris and enter damaged buildings. A study of injuries after a tornado in Marion, Illinois, showed that 50 percent of the tornado-related injuries were suffered during rescue attempts, cleanup and other post-tornado activities. Nearly a third of the injuries resulted from stepping on nails. Because tornadoes often damage power lines, gas lines or electrical systems, there is a risk of fire, electrocution.
or an explosion. Protecting yourself and your family requires promptly treating any injuries suffered during the storm and using extreme care to avoid further hazards.

**Injuries**
Check for injuries. Do not attempt to move seriously injured people unless they are in immediate danger of further injury. Get medical assistance immediately. If someone has stopped breathing, begin CPR if you are trained to do so. Stop a bleeding injury by applying direct pressure to the wound. Have any puncture wound evaluated by a physician. If you are trapped, try to attract attention to your location.

**General Safety Precautions**
Here are some safety precautions that could help you avoid injury after a tornado:

- Continue to monitor your battery-powered radio or television for emergency information.
- Be careful when entering any structure that has been damaged.
- Wear sturdy shoes or boots, long sleeves and gloves when handling or walking on or near debris.
- Be aware of hazards from exposed nails and broken glass.
- Do not touch downed power lines or objects in contact with downed lines. Report electrical hazards to the police and the utility company.
- Use battery-powered lanterns, if possible, rather than candles to light homes without electrical power. If you use candles, make sure they are in safe holders away from curtains, paper, wood or other flammable items. Never leave a candle burning when you are out of the room.
- Never use generators, pressure washers, grills, camp stoves or other gasoline, propane, natural gas or charcoal-burning devices inside your home, basement, garage or camper - or even outside near an open window, door or vent. Carbon monoxide (CO) - an odorless, colorless gas that can cause sudden illness and death if you breathe it - from these sources can build up in your home, garage or camper and poison the people and animals inside. Seek prompt medical attention if you suspect CO poisoning and are feeling dizzy, light-headed or nauseated.
- Hang up displaced telephone receivers that may have been knocked off by the tornado, but stay off the telephone, except to report an emergency.
- Cooperate fully with public safety officials.
- Respond to requests for volunteer assistance by police, fire fighters, emergency management and relief organizations, but do not go into damaged areas unless assistance has been requested. Your presence could hamper relief efforts and you could endanger yourself.

If a **SEVERE THUNDERSTORM WARNING** is issued or a severe thunderstorm occurs:

- Use a battery-operated NOAA Weather Radio for updates from local officials.
- Avoid contact with corded phones. Use a corded telephone only for emergencies. Cordless and cellular telephones are safe to use.
- Avoid contact with electrical equipment or cords. Unplug appliances and other electrical items such as computers and turn off air conditioners. Power surges from lightning can cause serious damage.
- Avoid contact with plumbing. Do not wash your hands, do not take a shower, do not wash dishes, and do not do laundry. Plumbing and bathroom fixtures can conduct electricity.
- Stay away from windows and doors, and stay off porches.
- Do not lie on concrete floors and do not lean against concrete walls.
- Avoid natural lightning rods such as a tall, isolated tree in an open area.
- Avoid hilltops, open fields, the beach or a boat on the water.
- Take shelter in a sturdy building. Avoid isolated sheds or other small structures in open areas.
- Avoid contact with anything metal—tractors, farm equipment, motorcycles, golf carts, golf clubs, and bicycles.
• If you are driving, try to safely exit the roadway and park. Stay in the vehicle and turn on the emergency flashers until the heavy rain ends. Avoid touching metal or other surfaces that conduct electricity in and outside the vehicle.

**After a Thunderstorm or Lightning Strike:**
If lightning strikes you or someone you know, call 9-1-1 for medical assistance as soon as possible. The following are things you should check when you attempt to give aid to a victim of lightning:

- **Breathing** - if breathing has stopped, begin mouth-to-mouth resuscitation.
- **Heartbeat** - if the heart has stopped, administer CPR.
- **Pulse** - if the victim has a pulse and is breathing, look for other possible injuries. Check for burns where the lightning entered and left the body. Also be alert for nervous system damage, broken bones and loss of hearing and eyesight.

After the storm passes remember to:

- Never drive through a flooded roadway. Turn around, don’t drown!
- Stay away from storm-damaged areas to keep from putting yourself at risk from the effects of severe thunderstorms.
- Continue to listen to local radio and television stations for updated information or instructions, as access to roads or some parts of the community may be blocked.
- Help people who may require special assistance, such as infants, children and the elderly or those with access or functional needs.
- Stay away from downed power lines and report them immediately.
- Watch your animals closely. Keep them under your direct control.

*Information obtained from FEMA at [http://ready.gov](http://ready.gov)*

**Earthquake**

**During an Earthquake:**
If Indoors:

- DROP to the ground; take COVER by getting under a sturdy table or other piece of furniture; and HOLD ON until the shaking stops. If there isn’t a table or desk near you, cover your face and head with your arms and crouch in an inside corner of the building.
- Stay away from glass, windows, outside doors and walls, and anything that could fall, such as lighting fixtures or furniture.
- Stay in bed if you are there when the earthquake strikes. Hold on and protect your head with a pillow, unless you are under a heavy light fixture that could fall. In that case, move to the nearest safe place.
- Do not use a doorway except if you know it is a strongly supported, load-bearing doorway and it is close to you. Many inside doorways are lightly constructed and do not offer protection.
- Stay inside until the shaking stops and it is safe to go outside. Do not exit a building during the shaking. Research has shown that most injuries occur when people inside buildings attempt to move to a different location inside the building or try to leave.
- DO NOT use the elevators.
- Be aware that the electricity may go out or the sprinkler systems or fire alarms may turn on.

If Outdoors:

- Stay there.
- Move away from buildings, streetlights, and utility wires.
- Once in the open, stay there until the shaking stops. The greatest danger exists directly outside buildings, at exits and alongside exterior walls. Many of the 120 fatalities from the 1933 Long
Beach earthquake occurred when people ran outside of buildings only to be killed by falling debris from collapsing walls. Ground movement during an earthquake is seldom the direct cause of death or injury. Most earthquake-related casualties result from collapsing walls, flying glass, and falling objects.

If in a Moving Vehicle:
- Stop as quickly as safety permits and stay in the vehicle. Avoid stopping near or under buildings, trees, overpasses, and utility wires.
- Proceed cautiously once the earthquake has stopped. Avoid roads, bridges, or ramps that might have been damaged by the earthquake.

If Trapped Under Debris:
- Do not light a match.
- Do not move about or kick up dust.
- Cover your mouth with a handkerchief or clothing.
- Tap on a pipe or wall so rescuers can locate you. Use a whistle if one is available. Shout only as a last resort. Shouting can cause you to inhale dangerous amounts of dust.

After an earthquake:
- When the shaking stops, look around to make sure it is safe to move. Then exit the building.
- Expect aftershocks. These secondary shockwaves are usually less violent than the main quake but can be strong enough to do additional damage to weakened structures and can occur in the first hours, days, weeks, or even months after the quake.
- Help injured or trapped persons. Remember to help your neighbors who may require special assistance such as infants, the elderly and people with access and functional needs. Give first aid where appropriate. Do not move seriously injured persons unless they are in immediate danger of further injury. Call for help.
- Look for and extinguish small fires. Fire is the most common hazard after an earthquake.
- Listen to a battery-operated radio or television for the latest emergency information.
- Be aware of possible tsunamis if you live in coastal areas. These are also known as seismic sea waves (mistakenly called "tidal waves"). When local authorities issue a tsunami warning, assume that a series of dangerous waves is on the way. Stay away from the beach.
- Use the telephone only for emergency calls.
- Go to a designated public shelter if your home had been damaged and is no longer safe. Text SHELTER + your ZIP code to 43362 (4FEMA) to find the nearest shelter in your area (example: shelter 12345).
- Stay aware from damaged areas. Stay away unless your assistance has been specifically requested by police, fire, or relief organizations. Return home only when authorities say it is safe.
- Be careful when driving after an earthquake and anticipate traffic light outages.
- After it is determined that it's safe to return, your safety should be your primary priority as you begin clean up and recovery.
- Open cabinets cautiously. Beware of objects that can fall off shelves.
- Find out how to keep food safe during and after an emergency by visiting:
  http://foodsafety.gov/keep/emergency/index.html
- Put on long pants, a long-sleeved shirt, sturdy shoes and work gloves to protect against injury from broken objects.
- Clean up spilled medicines, bleaches, gasoline or other flammable liquids immediately. Leave the area if you smell gas or fumes from other chemicals.
- Inspect the entire length of chimneys for damage. Unnoticed damage could lead to a fire.
- Inspect utilities.
Check for gas leaks. If you smell gas or hear blowing or hissing noise, open a window and quickly leave the building. Turn off the gas at the outside main valve if you can and call the gas company from a neighbor's home. If you turn off the gas for any reason, it must be turned back on by a professional.

Look for electrical system damage. If you see sparks or broken or frayed wires, or if you smell hot insulation, turn off the electricity at the main fuse box or circuit breaker. If you have to step in water to get to the fuse box or circuit breaker, call an electrician first for advice.

Check for sewage and water lines damage. If you suspect sewage lines are damaged, avoid using the toilets and call a plumber. If water pipes are damaged, contact the water company and avoid using water from the tap. You can obtain safe water by melting ice cubes.

Flood

During a Flood:
If a flood is likely in your area, you should:
- Listen to the radio or television for more information.
- Be aware that flash flooding can occur. If there is any possibility of a flash flood, move immediately to higher ground. Do not wait for instructions to move.
- Be aware of stream, drainage channels, canyons and other areas known to flood suddenly. Flash floods can occur in these areas with or without typical warnings such as rain clouds or heavy rain.

If you must prepare to evacuate, you should do the following:
- Secure your home. If you have time, bring in outdoor furniture. Move essential items to an upper floor.
- Turn off utilities at the main switches or valves if instructed to do so. Disconnect electrical appliances. Do not touch electrical equipment if you are wet or standing in water.

If you have to leave your home, remember these evacuation tips:
- Do not walk through moving water. Six inches of moving water can make you fall. If you have to walk in water, walk where the water is not moving. Use a stick to check the firmness of the ground in front of you.
- Do not drive into flooded areas. If floodwaters rise around your car, abandon the car and move to higher ground if you can do so safely. You and the vehicle can be swept away quickly.
- Do no camp or park your vehicle along streams, rivers or creeks, particularly during threatening conditions.

After the Flood:
Although floodwaters may be down in some areas, many dangers still exist. Here are some things to remember in the days ahead:
- Use local alerts and warning systems to get information and expert informed advice as soon as available.
- Avoid moving water.
- Stay away from damaged areas unless your assistance has been specifically requested by police, fire, or relief organization.
- Emergency workers will be assisting people in flooded areas. You can help them by staying off the roads and out of the way.
• Play it safe. Additional flooding or flash floods can occur. Listen for local warnings and information. If your car stalls in rapidly rising waters, get out immediately and climb to higher ground.
• Return home only when authorities indicate it is safe.
• Roads may still be closed because they have been damaged or are covered by water. Barricades have been placed for your protection. If you come upon a barricade or flooded road, go another way.
• If you must walk or drive in areas that have been flooded:
  o Stay on firm ground. Moving water only 6 inches deep can sweep you off your feet. Standing water may be electrically charged from underground or downed power lines.
  o Flooding may have caused familiar places to change. Floodwaters often erode roads and walkways. Flood debris may hide animals and broken bottles, and it's also slippery. Avoid walking or driving through it.
• Be aware of areas where floodwaters have receded. Roads may have weakened and could collapse under the weight of a car.
• Stay out of any building if it is surrounded by floodwaters.
• Use extreme caution when entering buildings; there may be hidden damage, particularly in foundations.

Staying Healthy
A flood can cause physical hazards and emotional stress. You need to look after yourself and your family as you focus on cleanup and repair.
• Avoid floodwaters; water may be contaminated by oil, gasoline or raw sewage.
• Service damaged septic tanks, cesspools, pits and leaching systems as soon as possible. Damaged sewer systems are serious health hazards.
• Listen for news reports to learn whether the community's water supply is safe to drink.
• Clean and disinfect everything that got wet. Mud left from floodwaters can contain sewage and chemicals.
• Rest often and eat well.
• Keep a manageable schedule. Make a list and do jobs one at a time.
• Discuss your concerns with others and seek help. Contact Red Cross for information on emotional support available in your area.

Bomb Threat

If a bomb threat is received the University will issue a VSU Alert and provide specific instructions. If you receive a threat:

• Remain calm.
• If the threat was made in writing, do not handle the letter or note any more than necessary.
• Do not touch or move any unfamiliar objects.
• If your phone has caller ID, record the number displayed.
• Gain the attention of someone else nearby and point out the number you recorded and have that person call 911. This call should be made out of hearing range from the caller.
• Work with arriving emergency personnel to assist them in evaluating the threat.
• If requested, assist emergency responders with a search of the area.
• If ordered to evacuate by emergency personnel, do so in an orderly manner.
Civil Disturbance
Civil disturbances include riots, demonstrations, threatening individuals or assemblies that have become disruptive.

If you observe such disturbances:

- Call 911.
- Provide the address, location and any details available to the dispatcher.
- Do not provoke or become part of the disturbance.
- Secure your work area, log off computers and secure sensitive files, if safe to do so.
- Remain inside and away from doors and windows if the disturbance is outside.

Accident/Injury

Immediately call 911.
If you suspect a head or spinal injury, DO NOT MOVE the victim unless there is an immediate life-threatening emergency.

- Provide the 911 Dispatcher with the following information:
  - Type of emergency
  - Location of the victim
  - Condition of the victim
  - Any dangerous conditions
- Render first-aid or CPR only if you are trained to do so.
- Do not leave the injured person except to summon help.
- Comfort the victim until emergency medical services arrive.
- Have someone stand outside the building to flag down the ambulance when it reaches the vicinity.

Death/Student Death

University Notification and Assistance

When there is a student death, the main point of contact is the Dean of Student’s Office. The Dean’s staff will notify all appropriate people and departments on campus. Information needed includes the student’s full name and the contact name and phone number for the student’s family. A staff member will be identified by the Dean’s Office to make direct contact with the family and serve as the University’s liaison to assist the family as needed. The names of student friends should also be given to the Dean’s Office for the purpose of outreach to those affected by the death. Details of the funeral arrangements will be shared with students and staff via e-mail.
Responsibilities of student members to the Advisor

The responsibilities of Student Organizations to their advisor include, but are not limited to…

- Establishing and sharing a job description for the advisor that clearly defines his/her responsibilities and anticipated lines of communication anticipated.
- Notifying the advisor of all meetings, activities, and programs.
- Establishing an attendance schedule at organization meetings, which is mutually agreed upon by the advisor and the student organization.
- Providing copies of meeting minutes in a timely manner.
- Meeting regularly with your advisor to discuss organization matters.
- Consulting the advisor prior to making significant changes to the structure of the Organization.
- Consulting the advisor when any significant organization policy changes are made.
- Allowing the advisor to share their thoughts and ideas.
- Showing respect and value for the advisor whom the organization chosen to serve as guide and mentor.
- Considering all advice and guidance provided with an open mind and a sincere interest for improvement of daily operational and special event/activity needs.

Questions to Ask the Organization:

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

The relationship between an advisor and an advisee can be both rewarding and fun. It is important that the relationship be defined from its start, in order to clarify what the advisor and advisee hope to gain from each other. This setting up of mutual expectations will help to create an open atmosphere, will help to prevent misunderstandings between the advisor and advisee, will help the advisor and advisee to set realistic goals for themselves and for the program, and will help to maintain an effective relationship.

It is important to remember that an advisor is not there for the sole reason of providing advice and support; and advisor can be a very valuable resource. The advisee needs to utilize these skills when working with his/her committee and programs. It is important for the advisee to recognize the various roles that the advisor plays within the university system.

Advising Styles and Skills

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

Advising Styles:

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 high level of readiness.
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.

Liability and Risk Reduction

One of the most frequently asked questions about advising student groups concerns the legal liability of the advisor. In general, the advisor has accepted a position of faculty/staff advisor to a student group as part of their job. The advisor should probably not be held personally liable for mistakes as long as the organization is not engaged in an activity which is illegal and as long as there is no negligence involved in the performance of the advisor’s function. The use of common sense is one’s best guide to determine what needs to be done is appropriate in most situations.

In the event that an activity is potentially dangerous, the participants will not usually be judged liable should a participant become injured. Alcohol is an issue about which all advisors should be aware and feel comfortable discussing openly with their students. Travel is another liability issue of concern to faculty/staff advisors. Use of commercial transportation is the safest way to travel. If the students drive one of their cars or you take them in yours, insurance policies should be checked to be sure the policy will cover such use and to see if the amount of coverage is sufficient for the trip and number of passengers involved. Any precautions you would take in planning your family’s vacation, you should also take in helping the students plan their trip. The Student Life staff is more than willing to assist you in questions regarding liability and student organizations.

It is important to remember that, in general, while we need to be concerned about liability, we can seriously damage the educational process by being paranoid about it. 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. 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 reduce risk:

- 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, hazing, or travel).
Identify options for reducing risks by including, but not limited to:

- Hiring a third party vendor or contractor **ANY** time alcohol is used
- 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 a specific event or activity
- 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, and facilities staff)

**Budgeting**

One task that groups face is the development of a plan to be fiscally responsible with funds. A budget can be a helpful method for keeping track of group funds and ensuring transparency with member dues.

**A Budget is:**

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

**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
- Do careful studies, investigations and research of funding, cost and resources.
- Determine the available funds (carry over balance from previous year, cash on hand, funds in bank, interest, etc.)
- Estimate expected income and when it is expected to be available (dues, sales, etc.)
- Get price quotations on big expenditures, delegate responsibilities to members.
• Rank order by their relative importance, which activities/programs are the widest 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 budget.

Managing the Budget:
• Once approved, adapted and prepared, it should be monitored closely. It should also be reported to the membership frequently.
• Set and maintain a minimum cash balance.
• Formulate procedures and policies needed to achieve objectives.
• Keep an accurate log of financial transactions (income/expenses); maintain in a record book (check and balance records regularly.)
• Set up internal controls designed for safeguards and accurate accounting data.
• Control cost-allow only approved expenditures
• Assess budget regularly
• After the budget period has elapsed, determine the outcome of each expense and revenue. Make suggestions.

Fundraising

Many student organizations have big plans and excellent ideas for programs or services. However, few organizations have the finances to make these plans reality. It is important for student organizations to have some kind of fund raising plans and to execute those fundraisers with the utmost professionalism, accountability, and legitimacy. Fund raising events can be a lot of fun for all involved. It is important to make the fundraising project a group effort and to get as many people involved as possible. Not only will you have more help to accomplish your goals, but you will also get more people interested in giving money. The key to being successful in fund raising is to be creative and to keep your goal in mind. Members of your organization will not get excited or interested in your fundraising efforts if they do not know where the money will go. In addition, members of the community will not give unless there is a good cause. Make sure that the reason you are raising money is a legitimate cause, and let everyone know why you are raising funds.

Planning Your Fundraiser
• Set a goal.
• Ask for suggestions from your members. What do the members want to do? Brainstorm for ideas.
• Find out what has been done before. What worked? What didn’t? Why? How can you improve?
• Involve all segments of your group, not just the officers. People contribute to what they create. Get as many volunteers for your project as possible. Make sure they understand the cause and are willing to contribute their time and effort.
• Determine your market: college students, community, parents, etc.
• Know your overhead costs and be honest with participants about if ALL proceeds will go to a cause or just net proceeds.
- Advertise wisely and in variety of ways.
- Let everyone know your expectations in advance and update on progress. Using a goal poster is a great idea; make sure that poster is displayed prominently.
- Recognize everyone involved in the planning and implementation of the fund raising project.
- Reward those who achieve. Make certificates, ribbons, or other type of small rewards for everyone who volunteered for the project.
- Thank supporters. Give your big donors some kind of tangible reminder of how they contributed to a good cause. Create and maintain good will with these contributors, because they will tend to help in the future.
- Complete a written evaluation or report. Make sure you include:
  - Contact names, addresses, and phone numbers
  - Time lines and important dates
  - Suggestions of things to do differently

**VSU Fundraising Policies**

- Student organizations must fill out and submit a Fundraising Request form for at least 2 weeks in advance of your event.
- No Fundraising Request Forms will be accepted if they are not 2 weeks in advance
- Within 2 weeks following your approved Fundraising event at VSU, student orgs must fill out the Fundraising Financial Disbursement Form.
- All forms are submitted via CampusConnect

Questions- Please contact Alisha Stabler at apstabler@valdosta.edu

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**Officer Transitions**

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 source of stability within the organization, the advisor has seen changes, knows what works, and can help maintain continuity. Investing time in a good officer transition early on will mean less time spent throughout the year in a direct role of teaching. The key to a successful transition is making sure new officers know their jobs **BEFORE** they take office. Expectations should be clearly defined. There are a number of ways to conduct the officer transition. The following examples demonstrate two commonly used methods.

**The Team Effort:**

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

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

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

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

One-on-One Training, Advisor with Officers:

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

• Any forms the officers may need to use
• Copies of previous meeting agenda
• A copy of the organization’s constitution and bylaws

Talk about what the officers hope to accomplish in the forthcoming year. Assess the officer’s role in the organization. What are the expectations of each position? What are the student’s expectations of the position and his/her goals?

Student Organization Officer Roles

Each student organization writes its own constitution and bylaws, which should outline the basic role of each organization officer. It is solely up to the members of the organization to assign responsibilities to a specific officer. This reviews some possible position responsibilities. It is intended to assist you in constitutional development and to help you answer the question, "Now that I've been elected, what am I supposed to do?" Although a student organization's constitution lists some specific position responsibilities, and each officer should have the freedom to personalize his/her office; a good officer never forgets what the basic responsibilities are.

Role of the President

Some Potential Responsibilities:

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

Role of the Vice President
Some Potential Responsibilities:
- Assume the duties of the President as needed
- Serve as an ex-officio member of standing committees
- Plans officer's orientation and organizational retreats
- Coordinates organizational recruitment efforts
- Represents organization at official functions
- Remains fair and impartial during organizational decision making processes

Role of the Secretary
Some Potential Responsibilities:
- Keeps a record of members of the organization
- Keeps a record of activities of the organization
- Keeps and distributes minutes of meetings
- Creates and distributes agendas of meetings
- Notifies all members of meetings
- Prepares organization's calendar of events
- Schedules all practices, classes, and other activities of the organization
- Obtains appropriate facilities for activities
- Prepares and files any report required
- Handles all official correspondence
- Manages organization office space
- Collects organization mail from the advisor or wherever mail is received
- Represents organization at official functions
- Remains fair and impartial during organization decision making processes
- Coordinates organization elections

Role of the Treasurer
Some Potential Responsibilities:
- Keeps all financial records of the organization
- Pays organization bills
- Collects organization dues
- Submits financial reports to the members
- Prepares an annual budget
- Prepares all budget requests for funds
- Familiar with accounting procedures/policies
- Advises members on financial matters (i.e. vendors, ticket selling procedures)
- Coordinates fundraising drive

Other possible positions: Parliamentarian, Activities Director, Recruitment/Retention Director, Academic Coordinator, Liaisons, Community Service Director, etc.
Tips to Increase Organizational Productivity

- Know what the students expect of you as an Advisor.
- Let the group and individual members know what you expect of them.
- Express a sincere interest in the group and its mission. Stress the importance of each individual’s contribution to the whole.
- Assist the group in setting realistic, attainable goals. Ensure beginnings of success as much as possible, but allow the responsibility and implementation of events to lie primarily with the organization.
- 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. 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.
- Know and understand the students with whom you are working. Different groups require different approaches.
- Assist the group in determining the needs of the people the group is serving.
- Express a sincere interest in each member. Encourage everyone to be responsible.
- Assist the members in understanding the group’s dynamics and human interaction. Recognize that at times the process is more important than the content.
- Assist the group in developing a system by which they can evaluate their progress. Balance task orientation with social needs of members.
- Develop a style that balances active and passive group membership.
- Be aware of the various roles that you will have: clarifier, consultant, counselor, educator, facilitator, friend, information source, mentor, and role model.
- Do not allow yourself to be placed in the position of chairperson.
- Be aware of institutional power structure—both formal and informal. Discuss institutional developments and policies with members.
- Provide continuity for the group from semester to semester (not mandatory but encouraged).
- Challenge the group to grow and develop. Encourage independent thinking and decision-making.

Policies and Forms

General Policies:
- Organizations must submit an application online through the CampusConnect system at Valdosta.collegiatelink.net
- Each organization is responsible for the actions of its members and their guests at all times.
- Student Organizations are responsible for damages to VSU property
- Student Code of Conduct
- Student Organization Policies

Registration:
- Register through CampusConnect at the beginning of every Spring semester
  - Student should register the organization
  - 10 Member Minimum
  - Updated Constitution
  - Updated Roster
  - Faculty/Staff Advisor

Room Reservations:
- Students must fill out the Event Coordinator Authorization Form via Campus Connect.
- Only 2 Event Coordinators can be authorized at a time.
- Must complete the mandatory BlazeView Event Coordinator Training.
- Must complete the mandatory Classroom Technology Training with IT staff, which is only offered at the beginning of each semester.
- Once the training has been completed, the Event Coordinator will then have access to the Online Event Request Form.

Campus Displays:
- No posters, notices, or flyers that litter VSU or damage property
- No obscenities or profane language
- All banners and sheet signs must be registered and approved by the Office of Student Life PRIOR to displaying them.
- The use of digital TVs in the Union, Odom Library and North Campus is available and forms can be found on each entity’s website.

Financial Policies:
- Use of allocated student activities fee funds must conform to the purposes and practices approved by the Office of Student Affairs
- Organizations shall carry on business transactions and contractual relations with punctual and timely discharge of valid obligations and prudent use of funds.
- Any organization not in good financial standing with the university will not be permitted to use University facilities.

Hazing:
- VSU has a ZERO tolerance policy.
- VSU Student Code of Conduct: Volume V, Section II, Subsection J.
- Hazing is defined as: *any action taken or situation created, intentionally, whether on or off campus, to produce mental or physical discomfort, embarrassment, harassment, or ridicule.*
- Activities considered hazing involve, but are not limited to:
  - coercion, either overt or covert, and
production of physical or mental discomfort, in either the participant(s) or spectators.

Violation of Policies:

- Alleged violations of the Student Code of Conduct may be brought against a registered student organization.
- An incident report is written and submitted to the Student Conduct Office.
- A meeting is held to present informal allegations.
- A conduct meeting is held and appropriate disciplinary actions may be taken.
- Disciplinary action is determined by the Conduct Committee.

Consequences of Violating Policies:

- Restriction of all or any privileges enjoyed as a registered student organization
- Monetary fines, withholding, or withdrawal of student activities monies.
- Restitution for damages
- Probation and/or suspension for a defined period of time of registered group status
- Withdrawal of registration indefinitely.
Advisor's Self-Evaluation Checklist

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

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

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

Please take 15-20 minutes to share your thoughts on the questions and statements listed below. Your feedback is valuable to my professional development.

Please use a scale of 5-1 to rate your answers, 5 being the best score.

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

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

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

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

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

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

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

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

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

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

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

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

Additional Comments (use the back of this sheet if necessary):
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, and then meet to compare answers and discuss any differences. For any items, which are determined not to be the responsibility of the advisor, it would be valuable to clarify which officer will assume that responsibility. For each statement, respond according to the following scale:

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

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

This worksheet can be a means of communicating expectations of the organization-advisor relationship. Both the advisor and officers of your organization should review each item. Organization members check off what you expect from the advisor in the “Org” column. Organization advisor(s) should check off those items he/she feels are appropriate for him/her to fulfill in the “Adv” column. From this, both parties can come to agreement.

<table>
<thead>
<tr>
<th>The Advisor agrees to...</th>
<th>Org</th>
<th>Adv</th>
<th>Agree</th>
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<tbody>
<tr>
<td>Attend all general meetings of the organization</td>
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<tr>
<td>Attend all officer meetings</td>
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<td>Call meetings of the officers when deemed necessary</td>
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<td>Explain University policies where appropriate</td>
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<td>Explain University policy to the membership once a year</td>
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<td>Help the president prepare the agenda before each meeting</td>
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<td>Serve as parliamentarian to the group</td>
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<td>Speak up during discussion when you feel the group is about to make a poor decision</td>
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<td>Be quiet during general meetings unless called upon</td>
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<td>Provide resources and ideas to the group</td>
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<td>Take an active part in formulating goals for the group</td>
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<td>Act as a member of the group, except in voting and holding office</td>
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<td>Receive a copy of all correspondence</td>
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<td>Request the treasurer's books at the end of each semester</td>
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<td>Keep the official files in her/his office</td>
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<td>Let the group work out its problems, including making mistakes</td>
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<td>Request a written evaluation at the end of each semester</td>
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<td>Cancel any activities that you believe have been inadequately planned</td>
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<td>Approve all candidates for office in terms of scholastic standing, periodically check their GPAs</td>
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<td>Take an active part in officer transition and training</td>
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<td>Represent the group in any conflict with members of the University staff</td>
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<td>Mediate conflicts as they arise</td>
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<td>Veto a decision when it violates a by-law or constitution</td>
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<tr>
<td>Keep the group aware of its stated goals, purpose and objectives</td>
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