



University Centers

STUDENT ORGANIZATIONS

Adviser Manual

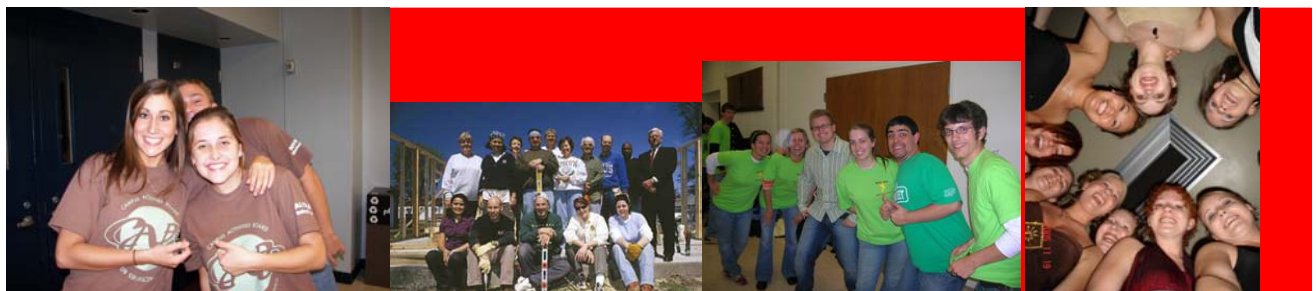


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Dear Student Organization Adviser:

University Centers would like to thank you for your decision to become involved with a student organization at the University of Wisconsin-La Crosse. By agreeing to serve as an adviser, you have demonstrated your firm commitment to the comprehensive education of the students of this institution. You have the opportunity to truly enrich the experience of UW-L students, and we hope that you will find this a rewarding experience.

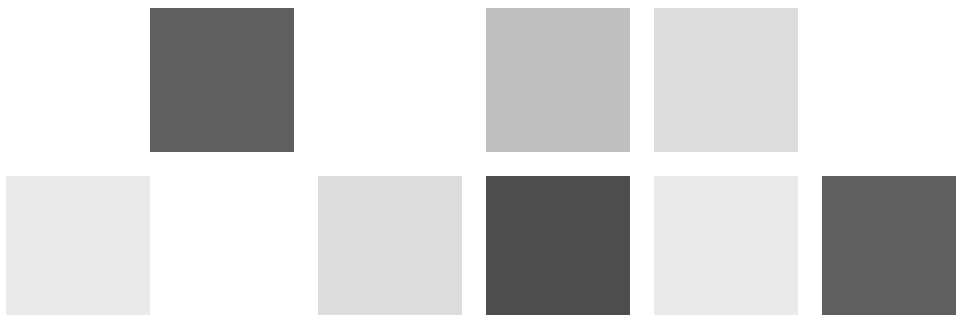
This manual has been designed to help you be a successful adviser and will address some frequently asked questions. If you or your organization needs further assistance, please do not hesitate to contact University Centers staff at 785-8866.

Again, thank you for volunteering your time and effort to the service of students at the University of Wisconsin-La Crosse. Your dedication is greatly appreciated.

Welcome to the world of Student Organizations!

Sincerely,

Kaye Schendel
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While the University Centers Student Organizations Adviser Manual 2008-2009 is intended to be a summary of matters of interest to student organization advisers, its readers should be aware that:

- ◆ It is not a complete statement of all procedures, rules and regulations of the University of Wisconsin-La Crosse;
- ◆ The University reserves the right to change without notice any procedure, policy, and/or program which appears in the University Centers Student Organizations Adviser Manual 2008-2009;
- ◆ Divisions and departments may have their own procedures and policies that apply to student organizations.

Each recognized student organization is required to have an adviser. An adviser to an organization can be any person employed by the UW institution where the organization is seeking recognition. The adviser selected can be a faculty member, academic staff or classified employee. While organizations may have more than one adviser, only one is required.

Policies can be found on line at
www.uwlax.edu/uc

UNIVERSITY CENTERS SERVICES

<u>SERVICE</u>	<u>LOCATION</u>	<u>PHONE</u>
Audio-Visual Equipment	223 Cartwright	5-8895
Bookstore	Lower Level, CC	5-8855
Campus Activities Board	Mezzanine, 233 CC	5-8873
Campus ID Card	223 Cartwright	5-8891
Catering	68 Lower Level CC, Dining Service Office	5-6841
Computer Lab	264 Cartwright	5-8366
Copy Machines	Information Counter, CC	5-8877
Ticket Office	Information Counter, CC	5-8898
FAX Machine	Service Desk-Bookstore, Lower Level, CC	5-8855
Food		
Chartwells	Lower Level, CC	5-8608
Catering-No Frills	Lower Level, CC	5-6841
Vending Machines	Lacrosse Room, Lower Level; 2nd Floor Hallway, CC	
Whitney Menu Hotline	Whitney Center	5-8899
Graphics	La Crosse Room, Lower Level, CC	5-6488
<i>Layout/poster design, brochures, signs and banners, photocopies, computer type and graphics, lamination, and scanned images</i>		
Greek Office	Cartwright Mezzanine, West End	5-8868
Information Counter	Information Counter	5-8868
Center for Civic Engagement & Learning	221 Cartwright	5-6600
Leadership/U-LEAD	212 Cartwright	5-8869
Lost & Found	Information Counter, CC	5-8877
Lost ID Cards (Tower Cards)	223 Cartwright	5-8891
PRIDE Center	42 Cartwright, Lower Level	5-8870
Publicity Registration	212 Cartwright	5-8866
Racquet	231 Cartwright	5-8378
Racquet Advertising	231 Cartwright	5-8381
Room Reservations	223 Cartwright	5-8895
Safe Space—LGBTQQA Students	42 Cartwright, Lower Level, CC	5-8870
Student Association Offices	234, Mezzanine, CC	5-8717 5-8777
Telephones	WC Concourse	
<i>Courtesy phone across from Information Counter, CC</i>		
Pay Phones	Info. Counter; WC Concourse	
TDD Phone	212 Cartwright	5-8897
Television Lounge	2nd Floor & La Crosse Room, CC	
Textbook Services	Lower Level, CC	5-5583

BENEFITS OF ADVISING:

There are many benefits associated with becoming an adviser 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.

ADVISER ROLES

Each adviser perceives his/her relation to a student organization differently. Some advisers 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 adviser will maintain some regular contact with his/her organization. An adviser 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. Advisers 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 adviser will vary in some degree between groups. The purpose of this section is to outline basic roles of an adviser. As groups vary in their expectations and needs, it is important that you, as an adviser, develop an understanding with the organization you are to represent as to the nature of your involvement. The adviser 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 adviser.

Listed below are some of the roles you may assume as an adviser at UW-La Crosse.

Mentor

Many students will come to see their adviser as a mentor and the success of these relationships can last many years and be rewarding for both the student and the adviser. 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. The Counseling and Testing Center is available if an issue warrants a referral, 785-8073.

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 adviser. 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 adviser, 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.

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

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 adviser, 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 adviser, 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 adviser 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 adviser, 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. You may be called upon to remind students of their need to adhere to UW-L and UW system policies. Remember, a recognized UW-L student organization represents the university, the UW System, and the state of Wisconsin. Further assistance on policy interpretation can be obtained by contacting University Centers staff at 785-8866.

As an adviser you will assume numerous roles and all possible roles are not mentioned here. A key idea to remember is that you are an adviser 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.



ADVISING STYLES

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

Coaching. The adviser 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 adviser 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 adviser 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.

RESPONSIBILITIES OF AN ADVISER

The student organization adviser serves as an agent of the university in a voluntary capacity to the recognized student organization and provides guidance, direction, advice, and continuity to both the members and officers of the organization. This relationship between the recognized student organization and the adviser is considered ongoing until University Centers is notified of a change in adviser status.

Specific Responsibilities

- ◆ Attend general meetings and executive board meetings as often as schedule allows.
- ◆ Help the organization evaluate its purpose and goals and the programs it provides.
- ◆ Meet with the leaders of the student organization on a regular basis to discuss upcoming meetings, long-range plans, goals, and problem solving.
- ◆ Provide direction in the area of parliamentary procedure, meeting facilitation, membership recruitment, organizational unity, goal setting, and program planning.
- ◆ Maintain awareness of the activities and programs sponsored by the student organization.
- ◆ Explain and clarify campus policies, procedures, and liability issues that apply to the organization.
- ◆ Discuss with organization members the liability issues and appropriateness of activities/events.
- ◆ Assist the organization's financial director in monitoring expenditures and fundraising activities, and maintaining an accurate and up-to-date account ledger.
- ◆ Assist with officer transitions and new officer training.
- ◆ Accompany the organization when attending conferences or other activities.
- ◆ Maintain contact with University Centers staff to assist in the promotion of leadership development programs and the compilation of student organization data.
- ◆ Assist in the formulation of organizational grants and one-shot requests.
- ◆ Report any criminal offenses, and any violations of state, local, and university policies.
- ◆ Serve as a mentor and resource for students by sharing expertise and making recommendations.
- ◆ Learn from the organization.

ROLE OF ADVISER CHECKLIST

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

Directions: The adviser 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 adviser, 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 adviser 2=Helpful for the adviser to do 3=Nice, but they don't have to
4=Would prefer not to do 5=Absolutely not an adviser's role

1. Attend all general meetings _____
2. Store all group paraphernalia during the summer and between changeover 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 adviser 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. Take the initiative in creating teamwork and cooperation among officers _____
20. Speak up during discussion when he/she has relevant information or feels the group is making a poor decision _____
21. Let the group thrive or decline on its merits; do not interfere unless requested to do so _____
22. Take an active part in formulation of the creation of group goals _____
23. Represent the group in any conflicts with members of the University staff _____
24. Indicate ideas for discussion when he/she believes they will help the group _____
25. Be familiar with University facilities, services, and procedures for group activities _____
26. Be one of the group except for voting and holding office _____
27. Recommend programs and speakers _____
28. Request to see the treasurer's books at the end of each semester _____
29. Take an active part in the orderly transition of responsibilities between old and new officers _____
30. Check the secretaries minutes before they are distributed _____
31. Cancel any activity when he/she believes it has been inadequately planned _____

ADVISER'S AGREEMENT WORKSHEET

This worksheet can be a means of communicating expectations of the organization-adviser relationship. Both the adviser and officers of your organization should review each item. Organization members check off what you expect from the adviser in the "Org" column. Organization adviser(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.

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

INDIVIDUAL CONSULTATION

University Centers staff members are available for individual consultation and support to organization advisers. Most advisers frequently go above and beyond the call of duty in their dedication to working with student organizations.

MEETINGS

Periodically University Centers staff will host meetings for advisers. The purpose of these meetings is to offer support, resources, and a listening ear to the concerns of advisers. While you are not required to attend these programs, they may prove helpful in the effort to further support student organizations.

RESPONSIBILITIES OF THE STUDENT ORGANIZATION TO THEIR ADVISER

The responsibilities of student organizations to their adviser include, but are not limited to:

- ◆ Establishing and sharing expectations for the adviser that clearly defines his/her responsibilities and anticipated lines of communication.
- ◆ Notifying the adviser of all meetings, activities, and programs in advance.
- ◆ Establishing an attendance schedule for organization meetings, which is mutually agreed upon by the adviser and the student organization.
- ◆ Providing copies of meeting minutes in a timely manner.
- ◆ Meeting regularly with the adviser to discuss organization matters.
- ◆ Consulting the adviser prior to making significant changes to the structure of the organization.
- ◆ Consulting the adviser when any significant organization policy changes are made.
- ◆ Allowing the adviser to share their thoughts and ideas.
- ◆ Showing respect and value for the adviser whom the organization chose to serve as a 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.
- ◆ Confirming the appointment of the adviser each year.
- ◆ Maintaining a close working relationship with the adviser.
- ◆ Updating the adviser on the organization's finances, especially if funded from segregated fees.

ADVISING DO'S

Each adviser and organization leadership should openly discuss what kind of role the adviser should play with the organization. Some advisers 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 adviser 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 advisers or departments for assistance.
- ◆ At the beginning, develop clear expectations about the role of the adviser and your relationship to the organization.
- ◆ Read the group's constitution.
- ◆ Get to know all of the members on an individual level. Maintain a complete officer and membership list with addresses and phone numbers.
- ◆ Develop a strong working relationship with all the officers.
- ◆ 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 provide reports (such as financial reports) to the general membership on a regular basis.
- ◆ Help to resolve intragroup conflict.
- ◆ Be available in emergency situations.
- ◆ 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.
- ◆ 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.
- ◆ 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 adviser can serve as a continuity factor for the group.
- ◆ Be consistent with your actions. Model good communication skills and listening skills. Develop good rapport.
- ◆ Head off situations that might give rise to poor public relations for the student group or University.
- ◆ Introduce new program ideas with educational flavor; point out new perspectives and directions to the group; and supply the knowledge and the insight of experience.
- ◆ Carefully review monthly financial reports from the organization treasurer. Familiarize yourself with the group's financial structure, from where the treasury is derived (dues, fundraising), for what the money is used, how money is allocated, and how the money is budgeted; assist in budget development and execution.
- ◆ 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. Give the group autonomy but offer feedback, even when it is not solicited. Let the group work out its problems, but be prepared to step in when called upon to assist.

ADVISING DON'T'S

Once again, this list is not meant to be totally inclusive or applicable to every organization, but it may serve as a guideline when determining the role that you will play.

It is also important to bear in mind that the job of an adviser is not always an easy one. At times you may have to make a difficult decision or take an action which is not popular with the organization.

It is important to realize that your first responsibility is to the health and wellbeing of the students and to uphold campus policies and regulations. It may be necessary on occasion to use your authority to ensure that you meet these responsibilities.

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

QUESTIONS YOU SHOULD ASK THE ORGANIZATION

- ◆ How much involvement is expected or needed?
- ◆ How often does the group meet?
- ◆ How many major activities does the group plan per semester?
- ◆ How experienced are the student leaders?
- ◆ How do your skills match the needs of the organization?
- ◆ What are some of the problem areas that your organization specifically needs advisory assistance in dealing with? Ask for past examples.
- ◆ What are some of the ways the adviser can be more helpful to the group?
- ◆ Will the adviser 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 adviser expected to give feedback? How? When?
- ◆ Are there areas of the organization that are “hands off” to the adviser?

TROUBLESHOOTING

The following lists are provided so that an adviser may have a better idea of the types of problems he/she may face with their organization. This list is not all inclusive, but may serve as a guide for the adviser.

Leadership Problems

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

The leader appears to lack self-confidence, is non-assertive, and lacks interest in organization.

A rivalry exists between leaders in the organization.

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

Membership Problems

Low attendance at meetings.

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

Members compete for attention.

An individual member's goals differ from those of the organization.

There exists a lack of trust among members.

Programs fail.

There is a lack of ideas.

Organizational Problems

Meetings are disorganized.

Meetings are too long.

The organization suffers from financial problems.

There is no continuity from one year to the next.

The organization has no "plan of action".

Inner-organization Problems

Disagreement between an organization and other student organizations.

Disagreement with institutional policies and procedures.

Adviser Problems

Organization members avoid the adviser.

Organization members do not pay attention to adviser's advice.

The adviser is overwhelmed by their responsibility.

The adviser assumes a leadership function.



ADVISER'S SELF-EVALUATION CHECKLIST

Please answer the following questions as they relate to your role as a student organization adviser. 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 fundraising.
- _____ I understand how 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.

ADVISER/STUDENT EVALUATION & 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 adviser spends with our group
Comments: | 5 4 3 2 1 |
| 2. I am satisfied with the quality of time our adviser spends with our group
Comments: | 5 4 3 2 1 |
| 3. I am satisfied with the amount of information our adviser shares with our group
Comments: | 5 4 3 2 1 |
| 4. I am satisfied with the quality of information our adviser shares with our group
Comments: | 5 4 3 2 1 |
| 5. Our adviser is familiar with the goals of our group
Comments: | 5 4 3 2 1 |
| 6. Our adviser advises our group in a way consistent with our goals
Comments: | 5 4 3 2 1 |
| 7. Our adviser adjusts his/her advising style to meet our needs
Comments: | 5 4 3 2 1 |
| 8. Our adviser is a good listener
Comments: | 5 4 3 2 1 |
| 9. Our adviser understands the dynamics of our group
Comments: | 5 4 3 2 1 |
| 10. Our adviser role models balance and healthy living
Comments: | 5 4 3 2 1 |
| 11. Our adviser challenges me to think
Comments: | 5 4 3 2 1 |
| 12. Our adviser allows me room to make and execute decisions
Comments: | 5 4 3 2 1 |

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

STUDENT ORGANIZATION POLICY STATEMENT

The Student Association has adopted the following policy on the standards and procedures for recognized student organizations at the University of Wisconsin-La Crosse (Spring, 1995). This policy includes procedures for registration, conduct, and discipline. The policy acknowledges the need to preserve the orderly processes of the university with regard to its teaching, research, and public service mission, as well as the need to observe the students' and recognized student organizations' procedural and substantive rights. The Student Association, via the Student Organizations Committee, subject to approval by the Chancellor of the University of Wisconsin-La Crosse, shall be responsible for revisions of this policy. University Centers is responsible for distribution of updates, which can be obtained at 212 Cartwright Center. The procedures in this policy for registering student organizations, the code of conduct, and the disciplinary procedures apply to all UW-La Crosse recognized student organizations. Social fraternities and sororities are also subject to the registration requirements and the conduct rules of their governance groups: Panhellenic Council and Interfraternity Council. Organizations that are suspected of violating any policy will face a Student Organization Hearing. Please visit our webpage for hearing procedures: <http://www.uwlax.edu/studentlife/>

Registration Procedures for Recognized Organizations

1. The procedures for registering a recognized student organization will be monitored and updated by the Student Organizations Committee, in consultation with the Assistant Director of University Centers.
2. Registration forms will be accepted and maintained by the University Centers Office.
3. Registration forms will include a statement of understanding, that all primary contacts must sign, to the effect that the recognized student organization understands and agrees to abide by the ***Policy on the Registration, Conduct, and Discipline of Recognized Student Organizations***; this shall include an assurance that the recognized student organization is in compliance with UW-System Chapters 14, 17, and 18. (To access the Eagle Eye, which lists these policies, go to <http://www.uwlax.edu/studentlife/main2.html> on the internet or stop by the Office of Student Life, 149 Graff Main Hall). Any organization that does discriminate must describe the nature of the discrimination, in writing, and the exception recognized by law that the organization claims allows this discrimination.
4. Registration forms must be completed in their entirety by October 1 of each fall semester and updated upon any revisions; when accepted by the University Centers Office, the organization's registration is complete. Organizations that do not register by October 1 will be unable to reserve university facilities.
5. The Student Organizations Committee will retain oversight of all recognized student organizations to assure compliance with these regulations.
6. The registration of recognized student organizations is an annual process, with the registration period being the current academic year, which is usually from September to August.
7. The registration of a recognized student organization will remain in effect until the first class day of the following academic year, unless the organization is subject to disciplinary sanction revoking such status.

GENERAL REQUIREMENTS OF STUDENT ORGANIZATIONS

A recognized student organization may not discriminate on the basis of age, race, creed, color, disability, sex, sexual orientation, developmental disability, national origin, ancestry, marital status, arrest record, or conviction record unless pursuant to an exception recognized by law.

A recognized student organization that violates federal, state, or local laws shall be liable in the appropriate courts and is not exempt from disciplinary action under this policy.

A recognized student organization can be liable for disciplinary action as a result of actions of individual members of the organization while representing the organization.

Recognized student organizations using university facilities must observe the provisions of any contract issued for use of a particular facility, and must follow university policies governing the use of its facilities.

A recognized student organization may use university facilities for events which are primarily for university students and employees. Publicity for such events must comply with campus publicity guidelines. Copies of the campus publicity guidelines are available in University Centers, 212 Cartwright Center.

A recognized student organization shall be responsible for all activities and/or damages at any event. A recognized student organization must exercise reasonable precaution to ensure that its events, and agents acting on its behalf, do not cause damage to the property of students, university employees, other organizations, or the university; do not harm or constitute a serious danger to the personal safety of students or university employees; do not obstruct or seriously impair university-run or university-authorized activities; and do not violate provisions of the University of Wisconsin System Administration Code, Chapter UWS 17, as printed in the Eagle Eye publication, available online at <http://www.uwlax.edu/studentlife/main2.html>.

A recognized student organization will be subject to disciplinary action if it organizes, sponsors, cosponsors, or in any way coordinates an event with any recognized student organization that has been prohibited from participating in that type of event or which has had its status revoked.

Recognized student organizations are accountable, through their primary contact, officers, faculty/staff adviser, and other designated representatives, to the university. Where an organization's primary contact, officers, faculty/staff adviser, or other designated representatives makes a knowingly false statement, either orally or in writing, to any university employee or agent, including the Student Organizations Committee and Student Court or a person conducting an investigation under the provisions of this policy, on a matter relating to the activities of the organization or its members, the organization shall be subject to discipline.

Recognized student organizations shall be subject to disciplinary action for non-compliance with university alcohol beverage regulations, state statutes, and city ordinances regarding possession, consumption, and sale of alcoholic beverages at any event, and also for verified instances of underage persons consuming or possessing an alcoholic beverage, or other violations of any of the above rules at any event.

Recognized student organizations can hold closed meetings for the purpose of peer counseling sessions or for other purposes if attendance is limited to current members. If such a meeting is publicized, it must be clearly labeled as limited to members only.



RIGHTS OF A RECOGNIZED STUDENT ORGANIZATION

As a University of Wisconsin-La Crosse recognized student organization, a student group may:

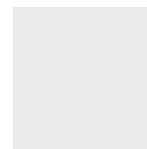
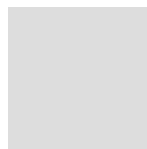
- ◆ Use the name of the University of Wisconsin-La Crosse to identify the group's affiliation. When using the name of the university, the student group must clearly identify itself as a recognized student organization.
- ◆ Reserve and use university facilities in Cartwright Center and elsewhere that are available for non-instructional use.
- ◆ Take advantage of services and programs developed for recognized student organizations by the University Centers Office, the UW-La Crosse Student Association, and other university departments or organizations.
- ◆ Be placed on official lists of recognized student organizations.
- ◆ Participate in services or events in university facilities that are announced as open to all recognized student organizations.

LIABILITY AND RISK REDUCTION

As an adviser of a student organization, you are the university's representative regarding the organization's activities. As such, you are expected to give reasonable and sound advice to your organization about such things as programs, use of facilities, and operational procedures. If you have reason to question an action taken by the organization, express your concern directly to the organization.

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. If you have concerns about a situation unique to your organization or to a specific event sponsored by the organization you advise, please contact someone from the University Centers staff.

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.



RISK REDUCTION TIPS:

- ◆ Clarify the needs and expectations of participants.
- ◆ Identify specific risks involved with 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).
- ◆ 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, advisers, participants, facilities staff).
- ◆ Identify options for reducing risks by including, but not limited to:
 - * Hiring a third party vendor or contractor
 - * Purchasing additional liability insurance
 - * Preparing liability waivers, if necessary
 - * Providing advanced training
 - * Assuming a 'worstcase scenario' and preparing for it in order to reduce likelihood of it occurring
 - * Utilizing waivers that outline the specific nature and risk associated with the event.
 - * Canceling the event if the conditions are dangerous or the group is not prepared to assume full responsibility for the risk involved.

STUDENT SAFETY AND APPROPRIATENESS STATEMENT

The University of Wisconsin-La Crosse is committed to fostering a campus environment that provides a wide variety of quality activities and programming for students. Colleges and universities have long recognized the positive contribution made by activities, events, and programming in creating a campus environment that retains students, promotes learning and critical thinking, and provides opportunity for personal and social development.

To guide the planning and delivery of quality programming, activities, and events at the University of Wisconsin-La Crosse, involved faculty and staff should ensure consideration of the issues of safety and appropriateness.

SAFETY AND RISK MANAGEMENT

Increasing litigation involving institutions of higher education suggests the need for improved awareness of potential risks associated with programming, activities, and events. The University of Wisconsin System provides a number of policies and reports outlining risk management issues. These policies protect employees/advisers acting within the scope of their assigned position responsibilities. Employees that serve as advisers or sponsors are advised to review these policies, which are available through Barry Miller, the UW-La Crosse Risk Management Director, 785-8504. A risk management video is available for checkout from the Risk Management Director, 125 Graff Main Hall or from University Centers, 212 Cartwright Center. Risk management information is also available on the internet at <http://www.uwlax.edu/risk>.

This policy recognizes that there is an element of risk in almost every organized program, activity, or event. The policy is not intended to eliminate all risk nor cause unreasonable interference with advisers and sponsors in their attempts to create activities, programs, and events. Policy cannot adequately define the considerations of risk associated with all university programming, activities, and events. Reasonable consideration and planning to manage or avoid potential risks associated with programming, activities, and events is the intent of this policy. Consultation with risk management personnel and/or supervisors is encouraged.

APPROPRIATENESS AND GOOD PRACTICE

Events and activities can be social, cultural, educational or just for fun. Events do not need to pass a litmus test to be programmed. However, university personnel have established some standards that they feel are important to all events. These standards are:

- ◆ The dignity of all individuals will be protected. No program or activity will in any way intentionally embarrass or chastise an individual so they lose their own and/or other's respect or dignity. No events or activities shall be designed to devalue other individuals. Personal freedom will be respected. All students will have the freedom to choose to be involved in an activity or not to be involved in an activity without coercion.
- ◆ All activities/events shall be designed to provide for physical safety. Organization advisers and leaders will analyze the potential risks of the activities in the development of the activity. Advisers who direct safe events recognize that any activity can result in danger, and therefore risks are evaluated and discussed with the activity sponsors. Risks are minimized with proper orientation and safety instructions provided to activity participants.
- ◆ All activities/events must assure that participants have appropriate knowledge of the activity. Some events scheduled will need the participants to have an appropriate level of skill and ability. Event sponsors shall take steps to help orient all participants, familiarizing them with the activity in which they are participating.
- ◆ At times organizations may contract out for a program or service. When this occurs, references will be checked and the contractor shall have the appropriate training and certifications to ensure a successful and safe event.
- ◆ Activities fall within our educational mission. The university's educational mission calls for the freedom of inquiry. Events and activities shall support the mission by developing heightened intellectual, cultural and human sensitivities. All activities should be reviewed for their educational components. Some activities are designed as tension relievers from the day to day educational process. Therefore, these activities can be classified as fun events which serve as contributors to the campus life at UW-La Crosse.

ADVISER/STUDENT RESPONSIBILITY

Faculty and staff who serve in an advising and/or planning role to student organizations, or who engage in the planning of events, activities, and programming are advised to ensure that their role is defined and/or endorsed by the university. Advisers to student groups or students leaders of organizations should encourage discussions regarding the learning or entertainment goals of the program/activity, and the issues of safety and appropriateness should be considered in the planning process. Predictable areas of risk should be proactively addressed and participants should be informed of risks, sign waiver forms, and receive instructions intended to reduce and manage risk as is reasonable. Advisers and program planners can reduce risk by being present at activities and encouraging adherence to planning considerations. Please be aware of university policy and regulations regarding the use of alcohol at recognized student organization events. The University of Wisconsin-La Crosse officially discourages the use of alcohol at all recognized student organization events. For information regarding special events insurance or other risk management concerns, contact Barry Miller, 785-8504.

ANTI-HAZING POLICY

We, the Student Organizations Committee of UW-L, hereby assert unequivocally our opposition to hazing and pre-initiation activities which do not contribute to the positive development and welfare of organization members. We define hazing as any action taken or situation created intentionally, whether on or off university premises, with or without consent, to produce excessive physical fatigue, embarrassment or public ridicule, or possibly cause mental or physical harm or injury. Such activities and situations include paddling in any form; physical and psychological shocks; publicly wearing apparel which is not normally in good taste; engaging in public stunts or other activities which may be harmful to the image of the university and the organization; morally degrading or humiliating activities, including eating and swallowing of any food or beverage or any activity that might violate any local, state, or federal law; late work sessions which interfere with scholastic activities; and any other activities which are not consistent with the organization's by-laws, ritual or policy, or the regulations and policies of the university. Violations of this policy will be dealt with judiciously by the respective governing bodies or the Student Organizations Committee when no other governing body exists. (adopted 9-17-68, revised 4-14-82).

1. A complaint that a recognized student organization has violated any provision(s) of student organization policies must be submitted in writing to the Director of University Centers, and must include a statement of the facts upon which the allegation is based. The written report shall be signed by the complainant(s) specifying the following: a detailed description of the violation(s) including the date, time, place, circumstances, and the names of witnesses to the alleged incident; name(s) of the organization(s) involved in the alleged violation(s); name(s) of the individual(s) involved in the alleged violation(s); and name(s), address(es), and phone number(s) of the complainant(s).
2. The Director of University Centers will promptly forward a copy of the complaint to the chair of the Student Organizations Committee.
3. The chair of the Student Organizations Committee, in consultation with the Director of University Centers, shall file a formal complaint seeking discipline of the recognized student organization. The complaint shall be filed with the Student Organizations Committee.

Note: The Student Organizations Committee shall serve as a hearing body to recommend to the Chancellor findings of fact, conclusions and disciplinary sanctions. The Student Organizations Committee shall adopt hearing procedures that provide the complainant(s), organization(s) subject to complaint, and the Student Court with opportunities to be heard.
4. The chair of the Student Organizations Committee, in consultation with the Director of University Centers, may at any time resolve a complaint by mutual agreement with the recognized student organization for the imposition of discipline; the agreement must be confirmed by the Chancellor before it becomes effective.

FUNDING GUIDELINES

Student organizations are expected to anticipate, provide for, and promptly meet all financial obligations in a businesslike manner. As an adviser it is your responsibility to ensure adherence to these rules. This guide was prepared to assist the treasurer and other organization officers in meeting these responsibilities and making the task easier to perform. Each organization is required to submit an "End of the Year Summary" (which includes information on fundraising and financial status), to the University Centers Office before the end of the spring semester each year.

Banking Policy for Student Organizations

Student organizations receiving allocations from any state fund must bank those funds in a university account through the Business Services Office, 125 Graff Main Hall. State fiscal rules and regulations will govern the financial transactions of these organizations, which are facilitated through the organization adviser.

Organizations not receiving allocations from state funds must obtain banking service from the Business Services Office, 125 Graff Main Hall. Call 785-8611 or stop in for specific information on opening a "Student/Faculty Organization Account." (Forms for opening an account are also available from University Centers, 212 Cartwright Center). **Student organizations are not permitted to have bank accounts off campus, due to state regulations.** Student organizations can collect dues or conduct fundraisers to generate funds. (Student organizations soliciting donations of money or merchandise beyond the campus community must get approval from University Centers and from the Foundation Office. See the Fundraising Guidelines for more information).

Deposits to a "Student/Faculty Organization Account" may be made at any time during office hours. An official receipt for your records will be issued with each deposit. For accuracy, check the amount of deposit and credit to the correct organization account before leaving the office. **Requests for withdrawals** from this type of account can be made and received on the same day; however, the Business Services Office asks that advance notice be given if at all possible. **Payment of bills** from this type of an account will be made only upon receipt of an itemized sales or charge slip signed by the treasurer and adviser. All transactions regarding a "Student/Faculty Organization Account" should be made in the Business Services office, 125 Graff Main Hall.

BUDGETING

One task 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.

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.

LEDGER/BALANCE SHEET:

All financial transactions should be recorded on a ledger or balance sheet for accurate and meaningful record keeping. Three column ledger sheets are recommended for student organizations. Another idea is to organize your budget on a computer spreadsheet, using software like Microsoft Excel.

All deposits (receipts) and expenditures (payment of bills) should be recorded in the ledger as soon after the transaction as possible. A running account of the balance can quickly be had if the amount of each deposit is added and each expenditure subtracted from the old balance. The ledger sheet will also serve as the basic source of information for the organization's annual report.

RECEIPTS:

The treasurer should issue a receipt whenever any money is received by the organization. Each receipt shows the date, from whom the money was received, the amount, the reason for the payment, the name of the organization, and the signature of the treasurer. A copy of the receipt given by the treasurer should be kept (to explain the source of revenue and show where it went). Any time the organization spends money on purchases or services, original receipts should be saved.

RECORD KEEPING:

Be sure to assist the treasurer as needed to maintain up-to-date records. This will allow for a smoother end of the year budget analysis.

- ◆ Record every transaction on a ledger or balance sheet;
- ◆ Issue a receipt each time someone pays dues or gives money;
- ◆ Pay out money only on receipt of an itemized sales slip;
- ◆ Save original receipt for all transactions.

BUDGET:

A budget listing anticipated receipts and expenditures should be prepared at the beginning of each school year.

EXPENDITURES:

Funds should not be spent unless authorized by the membership of the organization or the approved budget. **The treasurer will authorize payment only upon receipt of an itemized sales or charge slip showing vendor name, address, date, items received and price of each item.** Register all expenditures in the ledger at the time of the transaction listing the date, description (recipient and item) and amount.

All payments should be made by check rather than by un-deposited cash on hand. A canceled check is your best evidence of payment and will aid you in presenting a true and accurate record.

DEPOSITS:

All money received by your organization should be deposited as soon as possible by the treasurer. An official receipt will be given to you at the time the deposit is made which becomes a part of your records. Record the date, description, and amount of each deposit in the ledger as soon as possible. All checks received should be endorsed on the back with the name of the organization and the signature of the treasurer. All checks should be deposited as soon as possible. UW-L policy is to have a check deposited within one week.

ANNUAL FINANCIAL REPORT:

The treasurer, president, and adviser should compile financial information into an annual report for the organization's records at the end of each year. File an "End of the Year Summary" with the University Centers Office at the end of each spring semester.

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.
- ◆ 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.



FUNDRAISING

Many student organizations have big plans and excellent ideas for programs or services. However, few organizations have the finances to make these plans a reality. It is important for student organizations to have some kind of fundraising plans and to execute those fundraisers with the utmost professionalism, accountability, and legitimacy. Fundraising 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 fundraising 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.



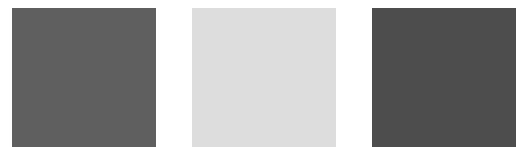
FUNDRAISING GUIDELINES

1. Fundraiser requests should be submitted to the University Centers Office, Room 212 Cartwright Center, for approval at least one week prior to the starting date of the fundraiser.
2. Three consecutive days is the maximum length of any fundraiser in a given week.
3. Student organizations planning to solicit a donation of money or merchandise beyond the campus community must be approved by University Centers, 212 Cartwright Center, and the Foundation Office, Cleary Center, at least three weeks prior to the starting date of the fundraiser.
4. Organizations may sell at more than one location on a given day.
5. Food sales are restricted to home baked items approved by University Centers personnel. Any food that has to be heated or refrigerated is not acceptable unless special arrangements have been made with University Dining Services for storing, cooking, and selling. Organizations can contact University Dining Services for specialty food sales, 68 Cartwright Lower Level, 785-8608.
6. Merchandise that may be similar to or identical to merchandise available at the University Bookstore (i.e., T-shirts, posters, mugs, etc.) must be approved by University Centers and University Bookstore staff prior to selling. The University Bookstore also offers merchandise options for student organization fundraisers. If artwork, logos, slogans, UW-L word marks, etc., are being printed, a finished copy must be provided prior to approval.
7. Recognized student organizations may sponsor commercial merchandise sales. The student organization representative is the primary representative during the fundraiser and serves as the liaison between an outside agency and the university.
 - ◆ Arrangement for payment needs to be made in advance between the student organization and the agency. This agreement should be in writing.
 - ◆ Payment is usually given by check at the conclusion of the fundraiser.
8. Student Association approved the following rules pertaining to credit card vendors on campus:
 - ◆ Credit card tables MUST have a recognized student organization as a sponsor.
 - ◆ Credit card vendors MUST give the sponsoring recognized student organization \$3 per credit card application and a \$100 sponsor fee per set-up on campus (maximum of 3 days for \$100).
 - ◆ Free gifts from credit card tables are not allowed, unless gifts are given without needing to sign up for a credit card.
 - ◆ Verbal soliciting from credit card table vendors is not allowed.
 - ◆ Credit card tables and all other vendors are banned from academic buildings.
 - ◆ Credit card vendors must give out a pamphlet regarding sound financial management and debt to students who sign up for credit cards.
9. University Trademark Policy — All logos, seals, names, symbols, and slogans associated with UW-La Crosse are trademarks and are the exclusive property of the University of Wisconsin-La Crosse. Reproduction of these marks for resale, or other commercial purposes must receive university authorization through University Centers, 212 Cartwright.

10. No soliciting is allowed on the campus of the University of Wisconsin-La Crosse. This includes residence hall rooms and academic and administrative offices.
11. Fundraising in residence halls requires approval from individual residence hall councils and residence hall directors.
12. All fund raiser publicity must follow the publicity guidelines.
13. Fund raisers on the university mall which require a vehicle to load or unload items must have permission from the Physical Plant and Campus Police.
14. Raffles
 - ◆ Student organizations must have been recognized for at least one year and be in good standing to operate a raffle.
 - ◆ Student organizations must have the fundraiser approved through University Centers prior to contacting the Foundation Office.
 - ◆ A raffle license number must be obtained from the Foundation Office.
 - ◆ The raffle license number must be printed on all raffle tickets.
15. Student organizations can appeal any decision to the Student Organizations Committee, Student Association, and ultimately to the Associate Vice Chancellor for Student Development and Academic Services.

PLANNING YOUR FUNDRAISER

- ◆ Set a goal.
- ◆ Ask for suggestions from your members. Brainstorm for ideas.
- ◆ Find out what has been done before. What worked? What didn't? Why? How can you improve?
- ◆ Check into local and state regulations. Check University policy.
- ◆ 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.
- ◆ Advertise wisely.
- ◆ 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 fundraising 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



A FEW FUNDRAISING IDEAS

The following are ideas for creative fundraising projects. This list just touches the surface of all the 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
- ◆ Spaghetti dinner
- ◆ Candy sale
- ◆ Drive-in movie
- ◆ Decathlons
- ◆ Best beard contest
- ◆ Car washes
- ◆ Invitational turtle races
- ◆ Kite flying contest

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

EVEN MORE IDEAS . . .

- ◆ Cartoon, horror movie, special films festival
- ◆ Product testing for local or national companies
- ◆ Pancake breakfast before hunting or fishing season
- ◆ Get on lists to act as group test subjects for surveys
- ◆ Euchre (or other card games) tournaments
- ◆ Pie auction. Bid for privilege of throwing a pie into another person's face
- ◆ Sell small throw pillows with the name of your organization glued on in felt
- ◆ Sell miniature paddles with the Greek letters or your organization's name painted on it
- ◆ Check with local trucking or car rental companies to wash their vehicles on a regular basis

Student Organization Grants

Each year, the Student Senate allocates approximately \$10,000 from student-segregated fees to be dispersed to recognized student organizations in the form of student organization grants. The Student Organizations Committee (a subcommittee of Student Senate) is responsible for the review and disbursement of grants. These grants exist for the purpose of providing a means for those non-budgeted clubs and organizations to request segregated fees.

To be eligible for a student organization grant, an organization must:

- ◆ Have full recognition status from Student Senate.
- ◆ Have had representatives attend the All Student Organization Meeting fall semester and have filed an updated registration sheet with the University Centers.
- ◆ NOT be a budgeted program (budgeted programs work through the Apportionment Committee of Student Senate).
- ◆ Complete the student organization grant application correctly and completely.

Grant applications will be available at the All Student Organization Meeting in the fall. Follow the criteria outlined below when applying. The organization must use the grant for an event that occurs within six months from the projected allocation date.

1. Grant money will be given for deferring costs of organization-sponsored activities that fall into the following categories:
 - ◆ Speaker fees and contractual services;
 - ◆ On-campus events;
 - ◆ Conference registration fee.
2. Organization grants may NOT be used for:
 - ◆ Supporting fund raisers (regardless if it is for a philanthropy);
 - ◆ Food;
 - ◆ Lodging and travel;
 - ◆ Items considered of a personal nature (i.e. club T-shirts, etc).
3. Priority will be given to those events that:
 - ◆ Directly or indirectly affect the largest population of UW-L students;
 - ◆ Request money for the specific purpose of registration fees or speaker fees;
 - ◆ Are not receiving academic credit;
 - ◆ Have demonstrated efforts to raise money from other funding sources.
4. Hearings will be requested by the committee based on the committee's judgment for every grant applicant. Hearings will be requested by the committee.

Other Information

Recognized student organizations will receive information regarding grant applications and processes at the fall semester All Student Organizations Meeting. Notification about the time and location for this meeting will be mailed to student organization representatives and their advisers well in advance of the event. Call University Centers, 785-8866, with questions you have about this meeting.

PUBLICIZING YOUR EVENT

The following tips may be helpful in publicizing your opportunity or event. Use some, or use them all--just make sure to get permission when required. To use registered bulletin boards, stop in 212 Cartwright Center to get your publicity stamped before you post it. You may reserve table tent, outdoor message board and/or banner space through University Centers. Once the event has ended, please remove publicity from around campus. Publicity Guidelines are available online: <http://www.uwlax.edu/uc/documents/PublicityGuidelines0708.pdf>

ON-CAMPUS

- ◆ Contact University Relations for a press release.
- ◆ Explore technology to spread the word: webpage links or pages, kiosks, emails, etc.
- ◆ Contact the campus & local newspapers for placement in their calendar of events.
- ◆ Create flyers for posting on campus bulletin boards.
- ◆ Write a note on classroom wipeboards/chalkboards.
- ◆ Contact local radio and ask if they'd donate a PSA (public service announcement).
- ◆ Purchase professionally created posters.
- ◆ Chalk sidewalks in prominent locations around campus.
- ◆ Create a phone distribution list of all on campus phone numbers. Make one call and contact everyone on campus (including the residence halls) regarding your event.
- ◆ Create table tents for display.
- ◆ Have a display or table with free giveaways.
- ◆ Contact faculty / staff to make sure they know about your event. They may announce it in class!
- ◆ Have a mini-event as a teaser in the middle of the cafeteria or at the Clocktower.
- ◆ Order food from Dining Services as an enticement for students to come to the event, or give away door prizes 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.
- ◆ Announce your event in your classes.
- ◆ Create postcards and send 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.

EVERYWHERE

- ◆ Word of mouth is important! Get people excited about your event. Talk it up and involve others.
- ◆ Create mini handbills to hand out.
- ◆ Purchase balloons with your information printed on them, or take the cheaper route, and write

on balloons, then blow them up.

- ◆ Use BIG posters (ie, butcher paper) or odd sizes to catch peoples' attention.
- ◆ See if your presenter has professionally made posters you can use for free. You may need to write dates, times, and locations, on them.
- ◆ Create a webpage to specify details of your event (then make sure to publicize the webpage!).
- ◆ Purchase professionally made stickers, or make them yourself with sticker kits or with Avery labels through your laser printer!
- ◆ REMEMBER--People LOVE to be in the know, they love freebies, and you can't beat free food!

Reservation Needs

Contact the Information Counter/University Reservations & Event Support Services at 785-8892 to reserve facilities and arrange for technical equipment.

Venues: Valhalla, Cellar, Cartwright, Drake/Coate Field, Whitney Center

Equipment: Sound-microphones, Lighting, LCD projector, Room set-up, Cable Reel, Staging, Dance Floor, Slide Projector, Overhead Projector, Easels, Flip Charts, TV/VCR, Telephone Hookup, Screens (portable), Extension Cords, Remotes

PUBLICITY GUIDELINES

The publicity guidelines can be found online at: <http://uwlax.edu/uc/documents/PublicityGuidelines0708.pdf>

Fliers for University Sponsored Events, Activities, and Education

Registered bulletin boards are provided for university groups sponsoring campus events, activities, and education (i.e. residence hall events, Friends, Family, and Alumni Weekend, student organization events, departmental events, etc.). A registered bulletin board is identified by a green sign at the top that reads, "Registered Publicity Only." The publicity needs to be *computer generated* or of comparable quality and *registered with the University Centers Office. Each flier must be stamped* (or the original can be stamped prior to photocopying) by University Centers or include a Cartwright Graphics logo, which indicates approval for registered boards and identifies a date for removal of the flier. For information on posting in the residence halls, contact the Residence Life Office.

Fliers for Non-University Sponsored Events

Unregistered (general use) bulletin boards are provided for general publicity of interest to the university population (i.e. buy, sell, rent items, non-university events). Advertising for private business is restricted to information which will enhance the educational environment at UW-L. An unregistered, or general use, board has a white sign at the top that reads "General Publicity." No stamp is required. These boards are cleared of undated and outdated material on a regular basis.

Required Information

All fliers should contain the name of the sponsoring organization, university department, or business; the date, time, and location of the event; and any other descriptive information. Fliers can be attached to bulletin boards using thumbtacks or masking tape. *No staples or transparent tape may be used.*

Where to Post Information

Fliers can be posted on designated bulletin boards located throughout campus. Publicity is prohibited on trees, light poles, garbage cans, interior and exterior walls, windows, ceilings, lights, doors, mirrors, bathroom stalls etc., of all university buildings unless authorized by the building director of that building. In all buildings, one flier per board is the guideline. Posting over/defacing other fliers is prohibited. Publicity that is larger than 8-1/2" x 14" must be hung from the bottom of the boards.

Banners and Table Tents

Banner and table tent space is available in Cartwright Center and Whitney Center. Campus events, activities, and education which have the potential to impact the entire campus community will have priority. To order banners, reserve banner and table tent space, or reserve a spot on the electronic sign board outside of Cartwright, please stop into University Centers, 212 Cartwright Center.

Chalking

Chalking on chalkboards located in the front of classrooms is not allowed. Colored chalk is prohibited on any chalkboard. Permission from the building director is required prior to chalking side boards of classrooms. Chalking outdoors is allowed on campus sidewalks. *Chalking is not allowed near entrances or under overhangs of buildings.* Spray Chalking is prohibited.

UW-L Publications

The university's name, seal, watermark, and logo are registered marks of the University of Wisconsin System. They should never be redrawn, re-proportioned, or otherwise modified. The "Eagle in the L" emblem and the eagle caricature are identifiers of UW-L Intercollegiate Athletics and are not to be used on publications or other pieces with a non-athletic focus.

Violations

Materials found to be in violation of the campus publicity guidelines will be removed and the sponsoring organization or department will be contacted. Organizations may be subject to consequences, including warning letters and revocation of posting privileges.

PROGRAM PLANNING IDEAS

TYPES OF PROGRAMS

- ◆ Presentation/Speaker
- ◆ Panel
- ◆ Speaker
- ◆ Dinner
- ◆ Film with Discussion
- ◆ Symposium
- ◆ Retreat
- ◆ Workshop

RESERVATIONS

Visit University Reservations and Event Support Services, 223 Cartwright Center, 785-8892, to arrange time, date and place for the program, reserve your room with setup, and arrange for technical equipment that you might need. Schedule well in advance to ensure that you will get the facility that you want. Be sure to check the university calendar to see what other events are planned for your potential date and time.

If the event is to be held outside, you will need to fill out the Outdoor Event Approval Form.

CONTRACTS

If you are bringing a speaker or entertainer to campus, call Event Support Services, 785-8871, for assistance in arranging the contract and payment. Only the Director of University Centers is authorized to sign university contracts and some restrictions apply.

Hotel and transportation costs need to be included with the performance fee as a total flat fee payment. The agent or performer is responsible for confirming the hotel reservation with a credit card.

Payment, in the form of a check, will be held in the safe at the Information Counter.

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 accomplish? Is it necessary? What is your target population (immediate community, local community, city, etc.)? How many people do you estimate attending?

What are the Costs Involved with the Program

Consider food, supplies, advertising, tickets, prizes, transportation off campus, etc. Should the program be cosponsored with another group?

When will the Program Happen

Does the date conflict with major exams, holidays, or other important events around campus?

Where will the Program be Held

Locations include spaces in and around our building, our quad area and campus, off-campus sites.

How will People Know about the Program

What needs to be done to advertise the program — posters, e-mail, personal contact? When does the advertising need to go out? Who will be in charge of coordinating ads?

Why?

What is the purpose of our program? What are our goals? Why are we doing this? How does this program support the vision and scope of our group?

Have you considered the following?

Gender bias and gender-neutral language; religious backgrounds, rituals and traditions; diverse racial and/or ethnic populations; needs of students with disabilities; economic limitations faced by some residents; heterosexual bias and diverse sexual orientations.

INCLUSIVE PROGRAMMING

When programming, it is important to be mindful of the differences of the people in the community. Individuals striving to create, and maintain, inclusive communities must ask the following question: “Whose perspectives, experiences, viewpoints, and voices are included?” Below, you will find general questions to assist your community building efforts:

Have you considered gender bias and gender-neutral language in your programming?

- ◆ Did you assume that only men in your community will be interested in intramural football?
- ◆ Did you assume that only women will be interested in doing a crafts project?

Western society assumes that boys and girls are supposed to act certain ways. Do not do the same.

Have you considered religious backgrounds, rituals and traditions in your programming?

- ◆ If you have food at your event, will students of diverse religious traditions be restricted from eating it (some Jewish or Islamic traditions, and non-eating of pork)?
- ◆ Will you have food at an event when certain students are fasting due to religious commitments and beliefs?
- ◆ In the month of December, will you have a Christmas party (while not acknowledging the other religious celebrations during the month)?

The U.S., along with its practices and traditions, has been heavily influenced with Christianity. Be aware of how these beliefs have been engrained in your actions and ways of thinking, especially around the beliefs of other people.

Have you considered diverse racial and/or ethnic populations in your programming?

- ◆ Will your event attract people of different races and/or ethnic groups?
- ◆ Will your event culturally affirm, or demean, people of diverse racial and/or ethnic groups?
- ◆ Does your advertisement indicate, whether in pictures or words, that this event will be appreciated by people of different races or ethnic groups?

Do not program as if the people in attendance will be of one particular race or ethnic group.

Have you considered the needs of students with disabilities in your programming?

- ◆ Is the activity location accessible by wheelchair?
- ◆ If you are having a speaker, will there be an American Sign Language ‘Interpreter’?
- ◆ If you have handouts, are fonts large enough for individuals with seeing impairments?

Do not assume that all students are able-bodied.

Have you considered the economic limitations faced by some students ?

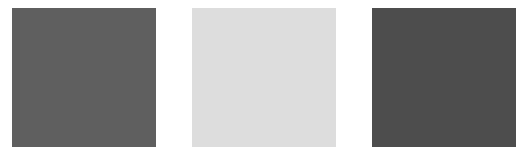
- ◆ Does it cost money to attend ALL activities planned?
- ◆ Are scholarships available for students who cannot afford to attend the planned event?

Do not assume that all students can afford to attend your program.

Have you considered the heterosexual bias and diverse sexual orientations of students?

- ◆ Does your advertising and dialogue before and at the program assume that all participants are heterosexual? For example, at a Valentine’s Day Dance, have you said that same sex couples will be welcome?

Do not assume that all students are straight.



EVENT PLANNING TIMELINE

This timeline is to be used to spark ideas and reminders for you to create your own timeline specifically tailored to your needs. Please remember to check specific deadlines for reserving facilities, room setups, and technology. Also note that many of the items can be done in advance of their deadline.

One Semester in Advance

- ◆ Survey students
 - * Determine possible target audience
 - * Phone/paper surveys – consider raffle
 - * Use event evaluations to solicit more ideas
- ◆ Review past program evaluations and reports
- ◆ Establish budgets
- ◆ Determine audience: campus-only, open to general public, all-ages, family, etc.
- ◆ Choose events
 - * Does it meet your mission?
 - * Does it move your organization forward?
 - * Does it serve/help your target audience?
- ◆ Choose event coordinator and committees
- ◆ Check campus calendar for conflicts
 - * Other student organization events
 - * Athletics
 - * Academic calendar (Avoid finals, Spring Break, etc.)
 - * Holidays (school, religious)
- ◆ Reserve facilities (remember that the earlier submitted, the more likely you'll get your first choice!)
 - * Reserve rain location for outdoor events
 - * Dressing room(s), if necessary
- ◆ Contact agent/performers – get all necessary information, but be careful not to make verbal agreements
- ◆ Consider any liabilities/risk associated with event
- ◆ Identify possible co-sponsors
- ◆ Decide upon need for tickets and costs
- ◆ Consider people power needed for event – be realistic with your resources
- ◆ Create event checklist/calendar with specific dates and people responsible for each item on list

Two-Three Months in Advance

- ◆ Contract performers—contact University Centers for assistance with signing contracts
 - * Reserve hotel and obtain meal tickets for performers, if necessary
- ◆ Order supplies
 - * Decorations
 - * Tickets and/or Wristbands
 - * Raffle tickets
 - * Awards
 - * T-shirts
- ◆ Identify target marketing groups
- ◆ Work with Campus Reservations for ticket sales
- ◆ Get information to University Relations

EVENT PLANNING TIMELINE

One Month in Advance

- ◆ Start promotion for event – announcements to media, teaser campaign
- ◆ Confirm housing and meals for performers– retain confirmation numbers
- ◆ Arrange for performer payment through University Centers
- ◆ Review Technical Rider with Event Support Services and arrange all technical considerations
 - * Sound – microphones, tape decks/CD players, amps, speakers, cords, stands
 - * Lights – bulbs, dimmers, wiring, gels
 - * Staging – platforms, seating for audience, caution tape
 - * Special needs – projectors, screens, recording equipment, musical instruments, music stands, lecterns, furniture (couch, side table, etc.), mats, access to water
 - * Rent additional equipment, if needed
- ◆ Order food for event
 - * Meals for performer(s), if needed
 - * Refreshments or concessions
 - * Meet with campus catering to arrange food order and complete appropriate forms
 - * Don't forget vegetarians!
- ◆ Confirm security
- ◆ Arrange for parking
- ◆ Talk with University Relations for advertising and coverage of event
- ◆ Contact other local media
- ◆ If open to public, contact other local schools, organizations, etc.
- ◆ Start determining staffing needs – be specific with duties and responsibilities
- ◆ Use committees – delegate responsibility and authority
 - * Public Relations
 - * Photographer
 - * Ticket-takers
 - * Refreshments/Concessions
 - * Security
 - * Load-In & Load-Out Crew
 - * Runners
 - * Host/Welcome Committee
 - * Driver(s)
- ◆ Delegate creation of signage needed
 - * “No photos/recording devices”
 - * Directional signs
 - * Sponsorship banners including board/committee banner
- ◆ Design Marketing Campaign/Publicity – vitally important!
- ◆ Complete Program Checklist Form

EVENT PLANNING TIMELINE

Three Weeks Before

- ◆ Distribute promotional materials/advertising
- ◆ Order/purchase supplies (obtain cash advance if necessary/able)
- ◆ Start ticket sales
- ◆ Finalize volunteer staff (you can not do it all!)

Two Weeks – One Week Before

- ◆ Second round of promotion, including word of mouth
- ◆ Confirm all details with agent
- ◆ Send performer information packet

Day of Event

- ◆ Get there early - make sure supplies are ready to go
- ◆ Place signs and decorations
- ◆ Hand out flyers/handbills
- ◆ Everyone wear committee/board/event t-shirt if possible
- ◆ Make sure someone is at venue at least 30 minutes prior to the arrival of the performer
- ◆ Introduce yourself to the building manager on duty at the Information Counter in Cartwright Center
- ◆ Assist performer with loading equipment in and out of the building (2-5 persons)
- ◆ Make sure all appropriate persons are there for sound check (security, performer, tech crew)
- ◆ Make sure all volunteers are in place (arrive 30 minutes prior to performance)
- ◆ Don't forget to pick up performer's check(s) with the building manager
- ◆ Make sure performer is introduced at beginning and thanked at end of program
- ◆ Provide water for stage
- ◆ Keep event on schedule
- ◆ Make sure volunteers have breaks if they are working entire event (delegate this responsibility)
- ◆ Clean-up following performance

Post-Event

- ◆ Return all rented or borrowed equipment
- ◆ Remove all advertising displays and posters
- ◆ Take care of financial matters—ticket sales, receipts, deposits, etc.
- ◆ Thank adviser, members, volunteers, etc. for job well done
- ◆ Send thank-you's to agent, performer along with photos and letter of recommendation if appropriate
- ◆ Jot down notes for file and future programs
 - * Attendance, budget with receipts
 - * Whether program met goals
 - * Strengths, weaknesses
 - * Personal and audience response to performer
 - * Copies of thank-you's, reviews, evaluations
 - * Recommendations for new procedures, additions to event checklist, etc.
- ◆ Complete program evaluation/summary form – ideally with input of committee and volunteers

EVENT REPORT

Event _____

Date _____ Time _____

Location _____

Coordinator(s) _____

Area of Focus _____

Attendance (total) _____ Attendance (Specifically Targeted Students) _____

Cost (total) _____ Cost (from Budget) _____ Cost (to students) _____

Partners: Faculty _____ Student Gov't. _____ Student Leadership _____ Housing _____ Other _____

Description of Event:

SWOT Analysis (What are the **S**trengths and **W**eaknesses of the event? What are the **O**pportunities you had and what were the **T**hreats to your success?)

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

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?

Other comments?

Attach any promotional materials and audience evaluations.

ALCOHOL & OTHER DRUGS POLICY

The University of Wisconsin System and UW-L prohibit the unlawful possession, use, distribution, manufacture or dispensing of illicit drugs and alcohol by students and employees on university property or as part of university activities.

UW-L recognizes alcohol and other drug abuse as a problem prevalent throughout society. This is a matter of concern at an academic institution because it interferes with the activities and education of students and the performance of faculty and staff. The university recognizes that college students exercise personal discretion regarding alcohol and drug use. UW-L, consistent with its mission as a public institution of higher education, is committed to providing education about the effects of alcohol and other drugs in a wide variety of settings and formats, assisting individuals who have developed patterns of abuse to lead more constructive and healthy lives, and upholding the law. In those circumstances where students, as a result of patterns of abuse, endanger themselves or others, the university will assist in providing professional help, which may require remediation, and may examine the appropriateness of continued enrollment. This commitment is carried out in an environment which is educational and supportive in nature and designed to bring about positive changes in behavior and attitude.

The use or possession of alcoholic beverages is prohibited on university premises, except in faculty and staff housing, and as expressly permitted by the chief administrative officer or under institutional regulations, in accordance with s. UWS 18.06 (13) (a), Wis. Adm. Code. Without exception, alcohol consumption is governed by Wisconsin statutory age restrictions under s. UWS 18.06 (13) (b), Wis. Adm. Code.

The unlawful use, possession, distribution, manufacture or dispensing of illicit drugs (“controlled substances” as defined in Ch. 961, Wis. Stats.) is prohibited in accordance with UWS 18.10(1), Wis. Adm. Code.

Violation of these provisions by a student may lead to the imposition of a disciplinary sanction, up to and including suspension or expulsion, under s. UWS 17.06 (1) (c), Wis. Adm. Code. University employees are also subject to disciplinary sanctions for violation of these provisions occurring on university property or the worksite or during work time, up to and including termination of employment. Disciplinary sanctions are initiated and imposed in accordance with applicable procedural requirements and work rules, as set forth in Wisconsin Statutes, administrative rules, faculty and staff policies, and collective bargaining agreements. Referral for prosecution under criminal law is also possible. Further, violations of s. UWS 18.06 (13) and 18.10 Wis. Adm. Code may result in additional penalties as allowed under Chapter UWS 18, Wis Adm. Code.

Employees who are convicted of any criminal drug statute violation occurring in the workplace must notify their dean, director, or department chair within five days of the conviction if the employees are employed by the university at the time of the conviction.



GUIDELINES FOR SALE OF ALCOHOLIC BEVERAGES

General Provisions

The administration of these guidelines shall be the primary responsibility of the Director of University Centers.

The university food service is the sole vendor of beverage alcohol on campus. As such, they will provide all necessary qualified personnel for dispensing beverage alcohol, checking identifications and clean-up.

Beverage alcohol is defined in Chapter 18.06 of the University Code: 13. Alcohol Beverages:

The use or possession of alcoholic beverage (fermented malt beverages and intoxicating liquors containing 0.5% or more alcohol by volume) is prohibited on all university premises, except as permitted by the chief administrative officer, subject to statutory age restrictions. The chief administrative may generally permit the use or possession of alcoholic beverages by promulgating institutional regulations as provided under Administrative Code (UWS 18.09) or in specific instances by written permission.

No person may procure, sell, dispense or give away alcohol beverages to any person contrary to the provisions of Chapter 125 stats.

Beverage alcohol service is available only to UW-L students, staff, faculty, and their invited guests and non-University groups during their scheduled conferences and meetings held on campus. Persons not of legal drinking age within the State of Wisconsin will not be served alcohol in areas where beverage alcohol is dispensed. Identification will be by a valid university I.D. and either a valid state driver's license with a picture of the license holder or the appropriate state I.D. card. Identification will be checked by University Food Service personnel at the point of sale and may be checked again at any time. The process for identification checking in the Cellar will be a changeable hand stamp with varying colors of ink which may be used from opening to 7:00 p.m. to identify persons eligible to purchase beverage alcohol. Between 7:00 p.m. and closing and during large events a wristband will be affixed by the checker to those eligible to purchase beverage alcohol. Beverage alcohol will not be sold at any event in order that the proceeds will be used to

make a profit or to raise funds for any purpose. Student activity fees may not be used to purchase alcohol beverages. It is the responsibility of the group sponsoring an event and Centers staff on duty to assure appropriate behavior is exhibited in accordance with University Centers and university policy.

Catered Service

Catered service will be provided in:

- ◆ Cartwright Center - Port O'Call, Valhalla, Ward Room, Second and third floor catering areas
- ◆ Whiney Center - dining areas

Other areas in Cartwright Center may be scheduled at times when the building is not normally open by making arrangements with the Director of University Centers.

Other Provisions

Catered events may not be held in the Cellar during open hours except by prior approval from the Director of University Centers.

Catered alcohol beverage service shall be limited to two hours duration per event unless special approval is received from the Director of University Centers.

All alcohol beverages shall be served on a "cash by the drink" basis at the established prices. Under no circumstances will the prices be reduced for any reason. However, wine by the bottle with a banquet meal and alcohol punch by the gallon may be furnished upon special approval of the Director of University Centers.

Additional non-alcohol beverages and snacks will be made available at all times where alcohol beverages are served. If alcohol beverages shall be served, donated, or sold at a reduced rate by a distributor as a donation to a philanthropy, the food service company will sell the beverage at the contract rate, subtract expenses from revenue, and issue a check for the difference made payable directly to the philanthropy. A check will not be issued to the sponsoring organization. Requests for alcohol beverage service at a catered event must be scheduled with the University Centers Office and the food service office at least three (3) working days in advance of the event in order to assure that adequate arrangements may be made.

OFFICER TRANSITION

One of the most important functions of an adviser is to assist in the transition from one set of organization officers to the next. As the stability of the organization, the adviser has seen changes, knows what works and can help maintain continuity. Investing time in a good officer transition early on will mean less time spent throughout the year nursing new officers through the quarter.

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

The Team Effort

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

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

The adviser'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 adviser'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, Adviser 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 adviser to educate the incoming officers. In that situation, there should be a joint meeting of the new officers. After that meeting, the adviser 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:

1. Any forms the officers may need to use
2. Copies of previous meeting agendas
3. A copy of the organization's constitution and bylaws

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

RETREATS

Why Should Your Organization Have a Retreat/Workshop?

Organization retreats and workshops enable student organizations to briefly get away from the distractions of school and work and to focus on the needs of the organization and the needs of the individual members of the organization. Planning for the future will enable an organization to operate more efficiently. By setting goals and planning together, members of an organization can operate more effectively as a team.

Establish the Purpose for Your Retreat

Team Building, Skills Training, Communications, Goal Setting, Problem Solving, Planning, Learning, Orientation, Socializing, Transition, Revitalization, Conflict Resolution

Determining Who the Retreat is For

New Officers, Executive Board, All Organization Members, etc.

Selecting a Facility

On Campus or Off Campus; convenience vs. isolation; Urban or Rural Getaway. When looking for an off campus retreat location consider nearby summer camps. They often charge cheap rates in the off season. Be sure to check availability, accessibility, and accommodations. Don't forget about costs and contracts.

Transportation

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

Food and Drink

Before deciding on a menu consider cost, cooking facilities, preparation and clean up. Try cooking together - it makes a great team building activity. On a tight budget? Consider potluck.

Selecting the Best Format

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

Selecting the Facilitators and Presenters

Organization Officers, Organization Members, Adviser, Other Staff Members.

Planning the Retreat

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

Resources in Developing Your Workshops and Exercises

Structured experiences books, reference books, videotapes; Adviser; Staff Members

Evaluating Your Retreat

Evaluation Forms. Ask members what they thought of the experience. What would they change? What would they keep the same? Ask the presenters what they thought of the experience. What could have made it better?

SAMPLE TEAM EFFORT RETREAT

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?
- ◆ With the departments/areas listed above, what capacity did the outgoing officer work with them on?
- ◆ What University paperwork is this position responsible for completing?
- ◆ What did the outgoing officer have to do with the organization's funding requests (assuming this question applies to your group)?
- ◆ What University procedures did the outgoing officer have the most trouble with and how can the incoming officer avoid those troubles?
- ◆ What were the biggest challenges the outgoing officer faced and how did they overcome them?
- ◆ What goals did the outgoing officer have, and which were achieved and which were not?

2. Joint officer meeting

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

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

- ◆ Goal review. What did the past officers accomplish?
- ◆ What is left to do from the past goal list? Revise list or eliminate it if the officers choose.
- ◆ Provide new officers time to list goals for their position on their own.
- ◆ Reassemble and share updated goals.
- ◆ Brainstorm new goals for the organization and ideas for programs, fundraisers, and social events.

Make an exhaustive list of everything the group could possibly accomplish.

Narrow down that list to what they can reasonably accomplish.

Assign tasks to specific officers. If no one wants to do it, take it off the goals list.



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 I've been elected, what am I supposed to do?*"

Although a student organization's constitution lists some specific positions' responsibilities, each officer should have the freedom to personalize his/her office. Individual interest areas and skills often dictate the amount of time an officer spends on a particular responsibility. However, a good officer never forgets what the basic responsibilities are.

Role of the President

- ◆ Presides at all meetings of the organization
- ◆ Calls special meetings of the organization
- ◆ Schedules all activities of the organization
- ◆ Obtains appropriate facilities for organization meetings and activities
- ◆ Prepares and files any reports required
- ◆ Appoints committee chair people
- ◆ Completes annual Registration Forms
- ◆ Attends All Student Organization Meetings
- ◆ Represents organization at official functions
- ◆ Maintains contact with organization adviser(s)
- ◆ Maintains contact with organization alumni
- ◆ Maintains contact with affiliated department
- ◆ 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

Role of the Vice President

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

Role of the Secretary

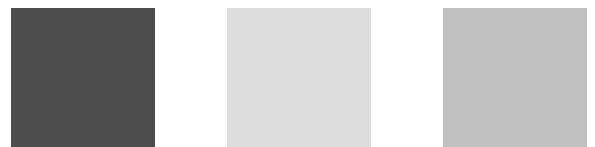
- ◆ Keeps a record of all members of the organization
- ◆ Keeps a record of all activities of the organization
- ◆ Keeps and distributes minutes of each meeting of the organization
- ◆ Creates and distributes agendas for each meeting of the organization
- ◆ Notifies all members of meetings
- ◆ Prepares organization's calendar of events
- ◆ Schedules all activities of the organization
- ◆ Obtains appropriate facilities for organization activities
- ◆ Prepares and files any reports required
- ◆ Handles all official correspondence of the organization
- ◆ Manages organization office space
- ◆ Collects organization mail from the adviser or wherever mail is received
- ◆ Represents organization at official functions
- ◆ Remains fair and impartial during organization decision making process
- ◆ Coordinates organization elections

Role of the Treasurer

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

Other possible positions:

Parliamentarian, Activities Director, Recruitment/Retention Director, Academic Coordinator, Liaisons, Community Service Director, etc.



SAMPLE STUDENT ORGANIZATION CONSTITUTION & BY-LAWS

Guidelines for Constitutions

The following outline and questions are designed to help write a constitution for an organization. The constitution should contain statements concerning enduring aspects of the organization. Items that are subject to frequent revision should be included in the bylaws.

PREAMBLE

This section should be a statement of the group's establishment and purpose of the Constitution. The preamble should contain the name of the organization.

ARTICLE I. Name

Section 1. What is the exact title to be used in addressing this organization?

ARTICLE II. Purpose

Section 1. What is the purpose? Is it fostering a broad educational goal? Is it a social, cultural, or political aim? Why was the group founded?

Section 2. This section should be a statement of the group's willingness to abide by established college policies.

ARTICLE III. Membership

Section 1. Who is eligible for membership? Are there any restrictions? How does one become a member? How are members identified?

Section 2. Voluntary withdrawal of membership may be provided for.

Section 3. Nondiscrimination clause should be provided for and include the following: race, color, creed, sex, or sexual orientation.

ARTICLE IV. Officers

Section 1. How many officers are there? What are their titles and duties? Will the officers constitute an executive committee? Description of any standing committees should be included, probably in the bylaws.

ARTICLE V. Operations

Section 1. How are officers elected? What type of ballot? When are they elected, and for what period? Who is eligible for office? When do officers assume office? How may officers be removed? Clarify the role of the adviser.

ARTICLE VI. Finances

Section 1. How will the organization finance its activities?

ARTICLE VII. Amendments

Section 1. How are amendments to be proposed and by whom? Should there be a delay before voting on amendments? How are the amendments to be voted upon?

SAMPLE STUDENT ORGANIZATION CONSTITUTION & BY-LAWS

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. **Meetings:** Stipulate the frequency of meetings, possibly the day of the week, and even the time and location.
2. **Officers:** List any additional duties or responsibilities assigned to the various officers, which have not already been covered in the constitution.
3. **Committees:** 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. **Financial:** Provide for initiation fees, dues, and other assessments (if any); also details regarding delinquencies.
5. **Elections:** 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. **Amendment of By-Laws:** 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.

Sample Meeting Agenda

I. Call to order

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

II. Roll Call

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

III. Minutes

The secretary reads a record of the last meeting.

IV. Officers' Reports

Officers give a report to the 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.

PARLIAMENTARY PROCEDURE

What is Parliamentary Procedure?

Parliamentary procedure is a set of rules for conducting meetings. It allows for everyone to be heard and to make decisions without confusion.

Today, *Robert's Rules of Order, Newly Revised* is the basic handbook of operation for most clubs, organizations, and other groups. *Robert's Rules* can be found in most libraries.

A Very Abridged Version of *Robert's Rules*

The degree of order needed at a meeting is dependent upon the size and purpose of the group. The following are some basics of *Robert's Rules of Order*, which may be helpful for groups that need a degree of normality in conducting business.

The Motion

You may make a motion when you want the group to take some action: to send a letter, to accept a report, to hold a special meeting, to spend money for some special purpose, etc.

Introduce the motion by saying, "I move that," followed by a statement of the proposal. You cannot discuss the motion until someone has seconded it. This is done to reduce the number of discussions on a subject in which no one else in the group is interested.

The Amendment

Amendments are offered in the same way as a motion. You may offer an amendment when you agree substantially with the motion which has been made but want to make some changes before it is adopted.

Amending the Amendment

Just as a motion may be amended, an amendment may also be changed in the same way. As with the first amendment, the second amendment must relate to the motion and the amendment. It is in order only when it relates to both. No more than two amendments may be made to one motion.

Substitute Motion

The substitute motion is sometimes used when there is a motion and two amendments on the floor in order to save the time of the meeting. If there does not seem to be substantial disagreement with the motion and the two amendments, a substitute motion incorporating all three into one motion may be made and accepted by the chair.

Note: If you disagree with a motion or an amendment, you do not defeat it by trying to change the sense of the motion through amendment. You speak against the motion or amendments and urge the membership to vote against them. Then new motions calling for different action may be made and considered.

Speaking on Motions and Amendments

When you want to speak at a meeting, you raise your hand and ask the chair for the floor. As soon as you are recognized by the chair, you may proceed to speak either for or against the motion or amendments being considered.

PARLIAMENTARY PROCEDURE

When several members wish to speak at the same time, these guiding principles should determine the decision of the chairman:

1. The chairman should show preference to the one who made the motion.
2. A member who has not spoken has first choice over one who has already spoken. If the chairman knows the opinions of members discussing the measure, he/she should alternate between those favoring and those opposing it.

Motion to the Table

If you wish to postpone or end debate on an issue, you may also make a motion to table. Such a motion is not debatable, and if it is seconded by one other member, the motion must be put to an immediate vote by the chair. The chair may discuss the reason for tabling with the member.

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 *Adviser Manual* 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.

MEMBERSHIP & RECRUITING

New members are the lifeblood of every organization. They bring new ideas, increase the organization's person power, foster organizational growth, prevent member burn out, and take over leadership roles when you leave.

People join organizations for many reasons. They want to get involved, meet people and make new friends; they want to develop skills and have fun. Groups need new members because they bring new ideas and talents, in addition to replacing old members. It is vital that an organization has a well-conceived and executed recruitment and retention plan.

Recruitment and Retention is the responsibility of every member of your organization! Every member must be involved in the planning and implementation of a recruitment and retention campaign. Some organizations create a Membership Development Committee that oversees the design and implementation of a recruitment campaign, maintains membership information, plans and implements members training programs, coordinates the leadership selection/election process and plans social functions to enhance team building.

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

Know and Understand Your Organization

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

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

Set Recruitment Goals

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

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

Get Everyone Involved

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

- ◆ Talk about your group. Tell people what you have to offer them. Ask them about themselves – and really listen.
- ◆ Sell your organization and the benefits of membership. Tell them how the organization can benefit someone like them. Personalize the message to each potential member. Let them know how their talents, skills, and interests would help the organization.



MEMBERSHIP & RECRUITING

Design an Advertising Campaign Using Visual Elements

Recruitment campaigns need to have a visual element as well. Have those members with artistic talents work on your posters, flyers, banners, bulletin boards, etc. Be creative. Get the publicity up early enough. (Read the section in this handbook regarding Publicity and Promotion to make your publicity as effective as possible.) Your publicity can be effective only if it's noticed.

Plan a Special Welcoming Meeting

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

Hold an Orientation for New Members

Developing and conducting an organizational recruitment campaign is very important. Yet, as we all know, retaining these new members is another matter entirely.

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

RECRUITMENT TIPS & SUGGESTIONS

- ◆ Set up a series of informational meetings.
- ◆ Create a brochure that will answer questions and serve as a resource.
- ◆ Develop a slide show that will "Tell the Story."
- ◆ Set up informational tables in Cartwright Center.
- ◆ Contact those new students who requested information about your organization through UWL MyOrgs.
- ◆ Request lists or labels of target groups from University Centers. (Direct Mail to target groups).
- ◆ Call and invite target groups to your meetings and events.
- ◆ Get an article in The Racquet about your organization.
- ◆ Reach out to UW Staff and Faculty who will encounter students searching for involvement - Residence Halls, Career Services, Academic Departments, etc.
- ◆ Set up a recruitment table at every event you sponsor.
- ◆ Ask each current member to bring a friend to your next meeting.
- ◆ Make announcements at all of your programs.
- ◆ Have a Retention Campaign. Continually recruiting and training new members takes a lot of time and energy. Set new members up for continued involvement.

RECRUITMENT TIPS

- ◆ Remember that a personal contact is always better than 1000 flyers and newspaper advertisements. People join organizations because they like the people they find there. Nothing can replace the simple act of getting to know someone and asking them to join the organization.
- ◆ Get scheduled to make a brief introduction of your organization at floor meetings.
- ◆ Co-sponsor campus events so that the organization's name gets out there more. Be sure to have information about the organization at each event.
- ◆ Ask key people to give recommendations of possible members and leaders.
- ◆ Don't expect a person to come to a meeting in a room full of people he/she doesn't know. Offer to meet the student somewhere and go to the meeting together. Then make sure you personally introduce that person to others in the group.
- ◆ Have a membership drive.
- ◆ Feed potential members. College students are attracted to free food.
- ◆ Recruit people by the issue that interests them. There are people very interested in one issue, you can recruit them to head up a program on that issue.
- ◆ When someone has expressed an interest in getting involved to any degree in your organization, immediately get them involved and give them a meaningful task to do.
- ◆ Go out of your way to make new members or potential members feel like "players" right away.
- ◆ Go door to door in the residence hall and talk to students about the organization and invite them to come to an event later in the week.
- ◆ Get exclusive rights to a really cool "members only" job for the organization.
- ◆ Hold meetings and events in comfortable, visible, easy-to-come-to places.
- ◆ Make a list of all of the advantages of being a member. This could include public speaking opportunities, or any number of other things. Use this list of advantages as your major selling points for new members.
- ◆ Always take photos at meetings and events, then put together a scrapbook for prospective members.
- ◆ Create a display that you can set up in the hall.
- ◆ When working to recruit members, always try to think in terms of "what's in it for them."
- ◆ Have an informational meeting.
- ◆ Rent a video camera and make your own recruitment video. Its ok if it's amateur and sloppy, just make it funny! Show your group members at an event. Show a few minutes of a typical meeting. Show your members hanging out, playing cards. Whatever! The more hilarious, the better.
- ◆ Print up business cards for your members to carry. Be sure to have a place for members to write his/her own name and number, but the card should also say, "Open meetings! Please come!"

INCORPORATION PACKET

An Incorporation Packet gives new members information about the organization and current members information about the new members.

Interest Form –

Personal data, skills, experience, expectations, class/work schedule, interest areas.

Statement of Organizational Philosophy and Goals -

Copy of Constitution. Description of what your organization does, for who, and why.

Committee and Position Description –

Should be specific without limiting creativity and individuality.

Organizational Flow Chart –

Shows leadership positions. Helps people understand how the organization functions. Analyze the needs of your members. Remember why people get involved in the first place and then meet those needs.

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 with untapped potential; go out of your way to express this attitude.

Give Praise

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

Give People Status

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

Communicate

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

Give Security

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

People Need You – People Need People

They need you to give them what they want and need: intrinsic satisfaction. When you give them what they want, they will give you what you want. This is what motivation is all about. It is not something you do to other people, but something they do for themselves. You give them the reasons and that makes you the motivator – a person who gets things done through others.

Develop Purpose

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

Encourage Participation in Group Goal Development

Include all members when planning goals. Consider and follow through on members’ suggestions. Remember that we support that which we help to create.

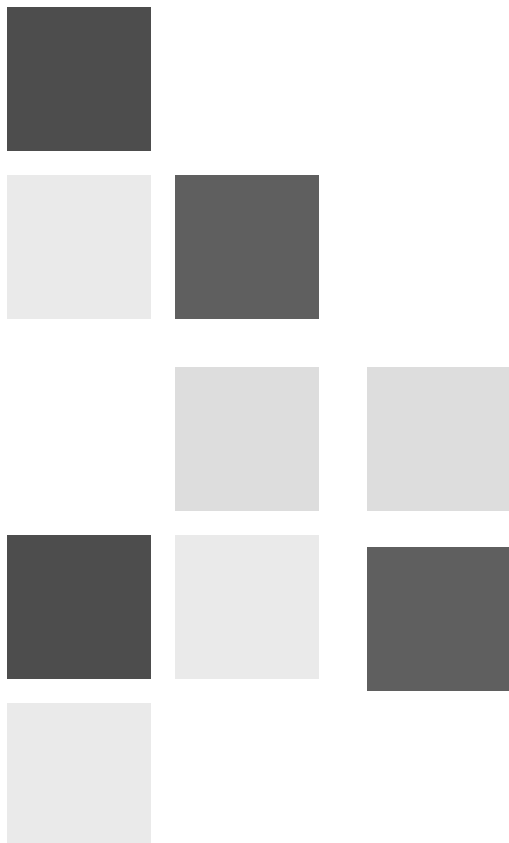
Develop a Sense of Belonging

People like to belong. Those who feel like they belong will more likely invest themselves.



SPECIFIC WAYS TO INCREASE MOTIVATION

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



GRAPE THEORY OF MOTIVATION

Growth

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

Recognition

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

Achievement

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

Participation

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

Enjoyment!

Having fun in a warm, friendly, supportive atmosphere.

20 TIPS FOR ADVISERS TO INCREASE ORGANIZATIONAL PRODUCTIVITY

1. Know what the students expect of you as an Adviser.
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.
8. Assist the group in determining the needs of the people the group is serving.
9. Express a sincere interest in each member. Encourage everyone to be responsible.
10. Assist the members in understanding the group's dynamics and human interaction. Recognize that at times the process is more important than the content.
11. Realize the importance of the peer group and its effect on each member's participation or lack thereof. Communicate that each individual's efforts are needed and appreciated.
12. Assist the group in developing a system by which they can evaluate their progress. Balance task orientation with social needs of members.
13. Use a reward system and recognition system for work well done.
14. Develop a style that balances active and passive group membership.
15. Be aware of the various roles that you will have: clarifier, consultant, counselor, educator, facilitator, friend, information source, mentor, and role model.
16. Do not allow yourself to be placed in the position of chairperson.
17. Be aware of institutional power structure—both formal and informal. Discuss institutional developments and policies with members.
18. Provide continuity for the group from semester to semester (not mandatory but encouraged).
19. Challenge the group to grow and develop. Encourage independent thinking and decision-making.
20. Be creative and innovative. Keep a sense of humor!

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
- ◆ 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
- ◆ Enable to grow on the job
- ◆ Send newsworthy information to the media
- ◆ Say "Good Afternoon"
- ◆ Honor their preferences
- ◆ Create pleasant surroundings
- ◆ Welcome them to staff meals
- ◆ Have a public reception
- ◆ Take time to talk
- ◆ Defend against hostile or negative staff
- ◆ Make good plans
- ◆ Throw a pizza party
- ◆ Plan a theater party
- ◆ Recommend to prospective employer
- ◆ Utilize as consultants
- ◆ Praise them to their friends
- ◆ Say "Thank you"
- ◆ Smile
- ◆ Be a real person
- ◆ Plan occasional extravaganzas
- ◆ Send impromptu fun cards
- ◆ Attend a sports event
- ◆ Have a picnic

ADDITIONAL RESOURCES

Student Organization Advising Resources Online

<http://ul.studentaffairs.duke.edu/soar/index.html>

<http://www.wileyurope.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/>

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SPECIAL LETTER TO ADVISERS

August, 2008

Dear Student Organization Advisor:

According to federal law, specifically the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act of 1990, institutions of higher education are required to report statistics concerning the occurrence of certain incidents reported to local police or any official of the institution who has "significant responsibility for student and campus activities." As student organization advisors, you are considered to be in the category of having significant responsibility for student and campus activities.

The criminal offenses that we are required to report are murder/non-negligent manslaughter, negligent manslaughter, sex offenses (forcible and non-forcible), robbery, aggravated assault, burglary, motor vehicle theft, arson, liquor law violations, drug law violations, and/or illegal weapons possession. We are also required to separate incidents as to where they occur, on campus, in residence halls, on non-campus property, and on public property.

UW-System mandates a separate report of sexual assaults that occur during a given calendar year. Both a Violence* Report form and an Incident Report Form that should be used to report the incidents described above are attached. Data is collected on an annual basis, January through December, and the security report is compiled during the summer of the following year in order to have it available on the internet (http://www.uwlax.edu/StudentLife/eagle_eye.htm) by October 1. As incidents occur during the upcoming academic year, please complete the form and forward it to the Office of Student Life, 149 Graff Main Hall. These incidents do not need to be reported to police, but simply those that have been reported to you. If you have any questions concerning this process, please feel free to contact either Larry Ringgenberg, 785-8882, or Marcia Johnson-Sage, 785-8066.

Thank you for your assistance in complying with this federal law.

Sincerely,

Larry Ringgenberg
Director, University Centers

Marcia Johnson-Sage
Senior Student Services Coordinator, Student Life

*Violence now includes sexual assault, domestic and dating violence, and stalking which are areas covered under the Violence Prevention Specialist, Ingrid Peterson.

INDIVIDUAL UWL REPORT FORM

CONFIDENTIAL INDIVIDUAL UWL REPORT FORM

Please check one: Sexual Assault Domestic Violence Dating Violence Stalking
(For incidents of stalking, please complete the comment area below and specify dates and occurrences.)

(Optional) Initial of Victim's First Name: _____
(This information is requested to ascertain accuracy of numbers reported, not for identification purposes.)

Date of Assault: _____ Time of Assault: _____ Date Reported to You: _____

*Sexual Assault Degree: _____ First _____ Second _____ Third _____ Fourth

Number of Perpetrators: _____

Perpetrator was: _____ UWL Student _____ Student from another UW institution
(**check all that apply**) _____ UWL Employee _____ Student from outside the UW system
_____ Non-Student _____ Stranger/Not acquainted with victim
_____ Known to victim

Assault was: _____ male to female _____ male to male
_____ female to female _____ female to male

Victim reported: _____ to police _____ to UWL Office of Student Life
(check all that apply) _____ to another campus office (please specify: _____)
_____ to no one _____ other (please specify: _____)

**Location: _____ on campus _____ in a UW-L residence hall _____ non-campus
_____ public property _____ other (specify _____)

Alcohol/drugs involved -- perpetrator: _____ yes _____ no _____ don't know

Alcohol/drugs involved -- victim: _____ yes _____ no _____ don't know
(Please note that the above information regarding alcohol/drugs is requested by UW-System.)

Other comments: _____

Submitted by: _____
Office: _____
Date: _____

Submit form to Office of Student Life, 149 Graff Main Hall. This form will not be submitted to any other office, although data totals may be used for semester and annual reports to increase awareness of this issue at UW-La Crosse. Comprehensive data reports will respect individual confidentiality by not linking any information to a particular assault report.

DEFINITIONS OF SEXUAL ASSAULT

***Legal Definitions of Sexual Assault in the State of Wisconsin**

First Degree Sexual Assault: Whoever does **ANY** of the following is guilty of a Class B felony.

- (a) Has sexual contact or sexual intercourse with another person without consent of that person and causes pregnancy or great bodily harm to that person;
- (b) Has another person use of a dangerous weapon or any article fashioned in a manner to lead the victim reasonably to believe it to be a dangerous weapon;
- (c) Is aided or abetted by one or more persons and has sexual contact or sexual intercourse with another person without consent of that person by use or threat of force or violence.

Second Degree Sexual Assault: Whoever does **ANY** of the following is guilty of a Class C felony.

- (a) Has sexual contact or sexual intercourse with another person without consent of that person by use or threat of force or violence;
- (b) Has sexual contact or sexual intercourse with another person without consent of that person and causes injury, illness, disease, impairment of sexual or reproductive organ, or mental anguish requiring psychiatric care for the victim;
- (c) Has sexual contact or sexual intercourse with a person who suffers from a mental illness or deficiency which renders that person temporarily or permanently incapable of appraising the person's conduct, and the defendant knows of such condition;
- (d) Has sexual contact or sexual intercourse with a person who is under the influence of an intoxicant to a degree which renders that person incapable of giving consent if the defendant has actual knowledge that the person is incapable of giving consent and has the purpose to have sexual contact or sexual intercourse with the person while the person is incapable of giving consent;
- (e) Has sexual contact or sexual intercourse with a person who the defendant knows is unconscious;
- (f) Is aided or abetted by one or more other persons and has sexual contact or sexual intercourse with another person without the consent of that person.

Third Degree Sexual Assault is sexual intercourse with a person accomplished without the consent of that person. Third degree assault is a Class G felony.

Fourth Degree Sexual Assault is any sexual contact with a person without the consent of that person. Fourth degree sexual assault is a Class A misdemeanor.

****Location of Assault Definitions**

On campus: (a) any building or property owned or controlled by an institution of higher education within the same reasonably contiguous geographic area of the institution and used by the institution in direct support of, or in a manner related to, the institution's educational purposes, including residence halls; and (b) property within the same reasonably contiguous geographic area of the institution that is owned by the institution but controlled by another person, is used by students, and supports institutional purposes (such as a food or other retail vendor).

Non-campus: (a) any building or property owned or controlled by a student organization recognized by the institution; and (b) any building or property (other than a branch campus) owned or controlled by an institution of higher education that is used in direct support of, or in relation to, the institution's educational purposes, is used by students, and is not within the same reasonably contiguous geographic area of the institution.

Public property: All public property that is within the same reasonably contiguous geographic area of the institution, such as a sidewalk, a street, other thoroughfare, or parking facility, and is adjacent to a facility owned or controlled by the institution if the facility is used by the institution in direct support of, or in a manner related to the institution's educational purposes.

Other: Although it is not required by UW System to report those assaults that took place in any other geographic areas than those outlined above, the Office of Student Life would like to continue gathering statistics for any assault that is reported – please be as specific as possible regarding location.

INCIDENT REPORT

UW – La Crosse
Incident Report

In compliance with the *Jeanne Clery Disclosure of Campus Security and Campus Crime Statistics Act*, this form must be completed upon notification that one of the incidents listed below has occurred, regardless of police involvement in the situation. This information must be forwarded to the Office of Student Life, 149 Graff Main Hall, immediately.

Date of Report: _____ Time of Report: _____

Reporting University Official: _____ Title: _____

Contact Number: _____

Date of Incident: _____ **Time of Incident:** _____

(If date and time are unknown, please use an approximate date and time and note as such.)

Type of Incident:

Murder & Non-negligent Manslaughter	<input type="checkbox"/>	Burglary	<input type="checkbox"/>
Manslaughter by Negligence	<input type="checkbox"/>	Motor Vehicle Theft	<input type="checkbox"/>
Sex Offenses (forcible)	<input type="checkbox"/>	Arson	<input type="checkbox"/>
Sex Offenses (non-forcible)	<input type="checkbox"/>	Liquor Law Violation	<input type="checkbox"/>
Aggravated Assault	<input type="checkbox"/>	Drug Law Violation	<input type="checkbox"/>
Robbery	<input type="checkbox"/>	Illegal Weapons Violation	<input type="checkbox"/>

Can the crime be classified as a hate crime? Yes No

Action Taken (if known):

Campus Disciplinary Action Arrest Other (please explain)

Location Where Incident Occurred:

On Campus Residence Hall Non-campus building or property Public Property

Please give a brief description of location:

Name of person reporting to you (optional):

(Although the name of the reporting person is optional, it assists in prevention of double counting.)

Relationship: Student Non-Student

Role: Victim Witness Suspect

If you have questions or concerns regarding this form, contact the individual responsible for crime reporting at 785-8066.

Narrative:

DEFINITION OF TERMS

Definition of Terms (according to the FBI Uniform Crime Reporting Handbook): If you have questions concerning the following definitions, please call 785-8066.

Murder and Non-negligent manslaughter – The willful (non-negligent) killing of one human being by another.

Negligent Manslaughter – The killing of another person through gross negligence.

Sex Offenses – Forcible – Any sexual act directed against another person, forcibly and/or against that person's will; or not forcibly or against the person's will where the victim is incapable of giving consent.

Sex Offenses – Non-Forcible – Unlawful, non-forcible sexual intercourse. There are only two types of offenses included in this definition – incest and statutory rape.

Aggravated Assault – An unlawful attack by one person upon another for the purpose of inflicting severe or aggravated bodily injury.

Robbery – The taking or attempting to take anything of value from the care, custody, or control of a person or persons by force or threat of force or violence and/or by putting the victim in fear.

Burglary – The unlawful entry of a structure to commit a felony or a theft (intent is included even if nothing was taken or harmed). Unlawful entry includes entry without permission even if there is no "breaking and entering."

Motor Vehicle Theft – The theft or attempted theft of a motor vehicle.

Arson – Any willful or malicious burning or attempt to burn, with or without intent to defraud, a dwelling house, public building, motor vehicle or aircraft, personal property of another, etc.

Hate Crime – Classifying crimes as a "hate crime" can be difficult. Knowing that a perpetrator is prejudiced is not enough. There must be evidence that the perpetrator was motivated by that prejudice to commit the crime. If you believe the crime can be classified as such, please explain why in the narrative portion of the form.

Locations as defined by the Clery Act. If you have questions concerning the following categories, please call 785-8066.

On Campus – Any building or property owned or controlled by an institution within the same reasonably contiguous geographic area and used by the institution in direct support of, or in a manner related to, the institution's educational purposes, including residence halls.

Non-Campus Building or Property – Any building or property owned or controlled by a student organization that is officially recognized by the institution; or any building or property owned or controlled by an institution that is used in direct support of, or in relation to, the institution's educational purposes, is frequently used by students, and is not within the same reasonably contiguous geographic area of the institution. **Please note:** If you feel that a crime has been committed in this area as defined, please call 785-8066 for confirmation.

Public Property – All public property, including thoroughfares, streets, sidewalks, and parking facilities, that is within the campus or immediately adjacent to and accessible from the campus. Include the sidewalk across any street that is adjacent to the campus.

