Student Organization

Advisor Handbook

Office of Student Engagement

Brown-Lupton Student Union Building

Student Project Center

http://txwes.edu/life/clubAndOrganization.aspx

Introduction

Student organizations are a critical part of the collegiate experience for students. Student organizations provide a unique opportunity for students to gain practical skills and enhance the out-of-classroom experience.

An advisor is one who gives ideas, shares insight, provides different perspectives, and, most importantly, counsels. Advisors serve to guide student organization members through the process of effectively operating an organization. In addition, advisors act as confidants in both individual and organizational-related matters, provide context about the organization's history and traditions, and can be a valuable source of information.

Finally, whether assigned or volunteered, it is important to remember that advisors devote a significant portion of their time to making the students' experience at Texas Wesleyan University a rewarding one. This dedication is not only rewarding to the student organization and the students it serves; the advisor will also be rewarded in a variety of ways as a result of working with student organizations.

Who Can Become an Advisor

An organization advisor is a Texas Wesleyan University full-time faculty or staff member, who advises a student organization, serves as a resource, provides an educational experience for the individual members, and serves the Texas Wesleyan University community by functioning as a Texas Wesleyan University representative. Undergraduate and or graduate students may NOT advise student organizations.

A registered student organization's advisor must:
- Represent the interests of Texas Wesleyan University at meetings and activities of the registered student organization with regard to compliance with regulations and policies;
- Provide guidance regarding the operation of the registered student organization and its activities
- Participate in the risk management program in their first year of advising a registered student organization, if required by this policy. An organization advisor is only required to attend the program one time, but organization advisors are encouraged to attend annually with the required representatives of their student organization
- Participate in annual Clery training provided by Texas Wesleyan University and understand the obligation to report crimes as outlined by the Clery Act.

In the event that an organization advisor is removed or resigns, a new advisor shall be selected within 15 business days and reported to Student Engagement.

Advisor Responsibilities

The following responsibilities should be kept in mind when advising student organizations:

- Responsibility to the individual group members
- Responsibility to the student organization
- Responsibility to the institution— Texas Wesleyan University

Responsibility to the Individual Group Members

- Help the students find a balance between their academic pursuits and co-curricular activities
- Encourage individuals to participate in and plan organization events.
- Encourage students to accept responsibility for specific roles within the group.

Responsibility to the Student Organization

- Help the students develop realistic goals, strategic planning, and training for the academic year
- Be aware of plans and programs the organization has planned, and inform them of institutional policies
- Be available to regularly meet with organization officers and some members
- Encourage teamwork
- Be familiar with the student organization, its history, and constitution in order to provide continuity in the organization
- Offer ideas for projects and programs
- Assist in organization evaluation

Responsibility to the Institution—Texas Wesleyan University

- Work with the student organization, but do not direct its activities
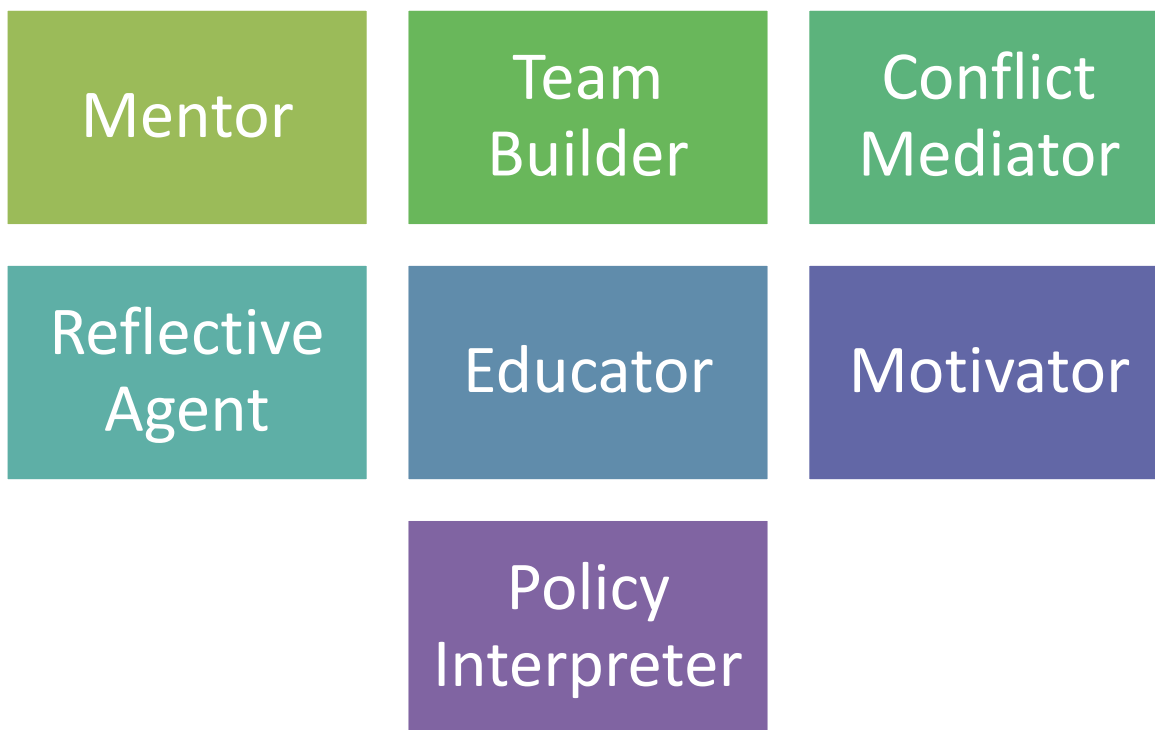- Help the organization during an emergency

Adapted from the Resources and Policy Manual, Virginia Commonwealth University

10 Guidelines of Effective Advising

1. Be an educator and a challenger
2. Know or help develop the goals of the organization
3. Know the members of the organization and their needs
4. Be sincerely committed to the organization
5. Be available and approachable
6. Provide appropriate feedback
7. Guide the organization to success—share in successes and failures
8. Be open to learning yourself
9. Know resources available
10. Have FUN!

Advisor Roles

The following graphic below displays different roles you will assume as an advisor.

Mentor	**Team Builder**	**Conflict Mediator**
Reflective Agent	**Educator**	**Motivator**
	Policy Interpreter	

Mentor

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

At times, students will seek out someone to assist with their personal development. In this capacity, a mentor will have a basic understanding of student needs and perspectives, a desire to challenge students intellectually and emotionally while providing support to meet the challenge, and the ability to listen to students' verbal and nonverbal communication. Students may want to talk to you about family or relationship issues, conflicts they are having with other students, or to have conversations about their ideas and thoughts on different subjects.

Team Builder

When new officers are elected or new members join the organization, you may need to take the initiative in turning the students from individuals with separate goals and expectations into a team. Team building is important because it enhances the relationships of the students between one another and the advisor. Positive relationships help the organization succeed and to work through conflicts and difficult times.

To accomplish the goal of creating an effective team, it is necessary to conduct a workshop (if you and the students have the time, a full-scale retreat encompassing team building and goal setting could be planned) to engage students in this process. As the advisor, you may consider working with the student officers to develop a plan and to have the students implement it. Training students in effective techniques for team building will keep students invested in the organization and give them the opportunity to learn what it takes to build a team.

Conflict Mediator

Inevitably, students are going to join the organization with different agendas, goals, and ideas about how things should function and the direction they should be taking. When working with students who have come in to conflict, it may be necessary to meet with them and have them discuss their issues with each other. In many cases, it may be necessary to remind them that they both want what is in the best interest of the organization. Ask them how they think they can work together, point out the organization's mission, and ask how their conduct is helping the group achieve its mission.

Sometimes, one student may be causing problems with other students. In many cases this student may not realize that his/her actions are causing a problem. In this case, speaking with the student individually could be helpful. Chances are that no one has met with the student previously and discussed how his/her attitudes are impacting other people and how those attitudes or actions can be changed to make everyone feel better. In many cases, the student will appreciate honest feedback.

Reflective Agent

One of the most essential components to learning in "out of classroom" activities is providing time for students to reflect on how and what they are doing. As an advisor, you will want your officers to talk to you about how they think they are performing, their strengths, and their weaknesses. Give them the opportunity to discuss their thoughts on their performance. Then be honest with them. Let them know when you agree with their self-perceptions and in a tactful manner let them know when you disagree. Remember, any criticism you provide students should be constructive and you will want to provide concrete examples of actions the student took that seem to contradict their self-perceptions. When students discuss their weaknesses, ask them how they can improve those areas and how you can help them. Students usually have the answer to what they need; they just don't like to ask for help. Remember to have students reflect on their successes and failures.

Educator

As an advisor, your role of educator will often come through the role modeling of behavior, guiding the student in reflection of their actions, and being there to answer questions. One of the most difficult actions to take as an advisor is to do nothing, but sometimes this can be the most important action of all. Allow the students to make their decisions even if they do not agree with your ideas. Sometimes, students will succeed; other times, they may fail. The key is to return to the role of the reflective agent and give the students a safe place to reflect on their experiences.

Motivator

As an advisor, you may have to motivate students to excel and to carry out their plans and achieve their goals. Some students are easily discouraged and at the first sign of difficulty they may want to quit. You will need to be their "cheerleader" to keep them excited about all of the potential successes they will experience. You can motivate students through the recognition of

their efforts, appealing to their desire to create change, and to connecting their experiences here at the University to the experiences they will have in the community.

Policy Interpreter
Student organizations operate under policies, procedures, and rules. At times, students may not be aware of these policies and they will do things in an inappropriate manner. The more you know about these policies the better advising you can give to the students on their plans.

Adapted from Student Organization Advisor Guide, University of Nebraska—Lincoln.

Advisor Expectations

All student organizations are not the same, so each one will have a different set of expectations. In addition to the organization expectations, the officers and members will have their own individual sets of expectations. It is important for the advisor to talk to the organization in order to develop a set of expectations for both sides.

See some important questions advisors should ask organizations below:

1. How much involvement is expected or needed?
2. How often does the organization meet?
3. How many major activities does the organization plan per semester?
4. How experienced are the student leaders?
5. How do your skills meet the needs of the organization?
6. What are some areas where the organization specifically needs guidance? Ask for examples of past problems.
7. What are some ways the advisor could be more helpful to the organization?
8. Do they expect the advisor to be a silent observer or an active participant?
9. Is the advisor expected to give feedback?
10. Are there areas of the organization that are 'hands off' to the advisor? If so, which ones?
11. Does the national organization (if applicable) require an affiliated advisor? If so, what is his or her role? *Adapted from the Advisor Handbook, University of South Florida*

Advisor Do's & Don'ts

Do	Don't
•Be a resource	•Micromanage the organization
•Interpret University Policy	•Run organiztion meetings
•Serve as a role model	•Veto organization decisions
•Keep record of organization history	•Be the sole recruiter for new members
•Be consistent	•Say "I told you so"
•Allow organization to succeed and fail	•Break promises
•Teach leadership	•Be the leader of the organization
•Have a sense of humor	•Be unavailable
•Enjoy being a part of the organization	•Take everything seriously
•Be available in emergency situations	•Be afraid to let the organization fail
	•Be afraid to let the group try new idea

Adapted from Student Organization Advisor Guide, University of Nebraska—Lincoln

Advisor Expectations Worksheet

The following table outlines expectations to go over with your organization president. Rate the expectations on a scale of 1 through 5 (1 being a strong disagreement and 5 being a strong agreement).

Check one—I am an: ☐ Advisor ☐ Organization President

Expectations	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
1. Both Advisors and organization presidents should have a structured, scheduled time to meet one on one	1	2	3	4	5
2. Advisors should attend all of the student organization meetings.	1	2	3	4	5
3. Advisors should be a part of the programmatic decision making processes	1	2	3	4	5
4. Advisors and organization presidents should undergo periodic performance evaluations	1	2	3	4	5
5. Advisors should be prepared to attend events outside of typical working hours (8am-5pm)	1	2	3	4	5
6. Organization members should be able to voice concerns or opinions to the advisor	1	2	3	4	5
7. Organization members should be allowed to talk to whomever they like regarding a conflict with their advisor	1	2	3	4	5
8. Organization members should seek approval prior to making financial or contractual decisions	1	2	3	4	5
9. Organization members can make decisions concerning a large project without advisor approval	1	2	3	4	5
10. Organization members should keep the advisor informed of all projects, programs, meetings, upcoming events, etc.	1	2	3	4	5
11. Advisors should give feedback on each project, program, meeting, previous events, etc.	1	2	3	4	5
12. Advisors should give advice on personal matters	1	2	3	4	5

	1	2	3	4	5
13. Advisors should help the students develop realistic goals, strategic planning, and training for the academic year.	1	2	3	4	5
14. Advisors should offer ideas for future programs and events	1	2	3	4	5
15. Advisors should socialize (professionally) with the student organization	1	2	3	4	5
16. Advisors should be present at officer transition meetings and organization retreats	1	2	3	4	5
17. Other:_____ _____ _____	1	2	3	4	5
18. Other:_____ _____ _____	1	2	3	4	5

Advising Styles

There are three different styles an advisor can choose from when working with student organizations: hands-on, hands-off, and a hybrid of both.

Hands-On Advising

The advisor who chooses this style is very involved in all aspects of the organization. The advisor may attend all organization meetings and take control of activities, events, and programs. While this style is very involved and time-consuming, it may be necessary for student organizations that have just been created, have large amounts of first-generation students, or students who do not have any programming experience. It is important that advisors who take this approach remember to develop the student leaders in the organization by increasingly giving students more autonomy over their programs as they learn and grow as student leaders.

Hands-Off Advising

An advisor taking this approach rarely steps into the matters of the student organization unless his or her help is needed. This style is effective when advising student organizations that are well established or have students who have experience programming. It is important for an advisor to understand the needs of an organization before taking this approach.

Hybrid

Depending on the structure or circumstances of the student organization, the advisor uses elements of the hands-on and hands-off approach.

Enser, J. (2012). Advising student programming boards. The ACPA Student Activities Journal. Retrieved from http://www.apca.com/Magazine_Flip/Individuals/Jason-Enser-newsletter.pdf

Motivating Your Student Organization

The following list includes ways advisors can help motivate the officers and members of student organizations.

Enhance Potential

Recognize the talents in each of your students, and help them reach their potential by expressing this attitude.

Give Praise

People need positive reinforcement and appreciation, so give praise when it is due.

Develop an Award System

Creating awards like "Member of the Month" help motivate organization members to participate in programs and become more involved.

Communicate

Make sure members keep you informed of organization activities, and you (as the advisor) keep members informed about activities.

Give Security

Students will look to you for advice without judgment, respect, and acceptance. As an advisor, be sure you develop a safe environment for students to come and talk to you.

Develop Purpose
Explain why your student organization members are needed, and share ways that their participation can help the organization grow.

Encourage Participation in Organization Goal Development
Include all members in the planning process, and consider their suggestions in planning.

Develop a Sense of Belonging
When students feel like they belong, they will invest more time in the organization. Make sure all students feel included and a part of the overall group.

Adapted from Student Organization Advisor Guide, University of Nevada Lincoln.

Student Organization Retreats
Organization retreats allow student organizations to take some time away from the distractions of campus to focus on the organization and member needs. Retreats allow organization leaders to think of future goals for the upcoming year, and how to reach those goals. In addition to planning for the future, retreats allow the organization leaders to learn more about each other and to build a strong team. This section outlines briefly what advisors should do when planning a retreat for their student organizations.

Assess the Needs of the Group
What goals do you have for the students attending the retreat? Organization leaders should know why they are expected to go to the retreat and what they need to accomplish while they are there. Retreat goals may include some of the following:
- Team building
- Problem solving
- Socializing
- Building knowledge of university policies
- Officer transitions
- Communication
- Goal setting
- Leadership training

Determine the Cost of Holding a Retreat and Funding
Prepare a budget with the costs of the following items: facility rentals/room reservations, meals and refreshments, supplies, lodging (if applicable), and transportation (if applicable). Determine how the retreat should be funded. Does the organization have the money to fund a retreat? Do you need to fundraise or ask members to pay a fee to help cover costs?

Select a Retreat Site
How long do you foresee the retreat lasting? If it lasts more than a day, you may want to consider arranging overnight lodging. Would you like the retreat to be held on campus or off campus? Possible locations include local camps, hotels, parks, or campus facilities.

Develop Member Ownership in the Retreat
Establish committees to work on different parts of the retreat. For example, have separate committees handle transportation, food, recreation, agenda, speakers, and clean up. When the members are involved, then the retreat will be more successful.

Plan the Agenda
Make sure the agenda is planned ahead of time, and be sure to include free time. Items to consider on an agenda include workshops, exercises, team building activities, and games. Determine how much time you would like to dedicate to each item and order of events. Send the agenda out to members or officers going to the retreat, so the students know what to expect.

Choose Facilitators
When determining facilitators for the retreat think about the following: qualifications to share the information covered, abilities to assess situations, listening skills, concern for the group, and if he/she is respected by the group. Facilitators could be advisors, officers, members, or outside people. Make sure the facilitators you choose know the schedule of events, and are available to speak to your group.

Evaluate the Retreat
Conduct an evaluation at the end of the retreat. Ask attendees about their overall experience, their thoughts on sessions and exercises, what aspects of the retreat they would change, and aspects of the retreat they would keep the same. Be sure to include closure activities to wrap up the retreat and allow attendees to review what they learned.
Adapted from Planning an Organizational Retreat, University of Wisconsin EauClaire.

Sample Retreat Schedule

Texas Wesleyan University Pinterest Crafting Club: Organization Retreat

What to Bring
- Sleeping bag & pillow
- Towels & toiletries
- Clothes you don't mind getting dirty
- Comfortable walking shoes
- A hat
- Your imagination

Travel Information
We will meet in front of Stovall Hall on Saturday morning at 8 AM and expect to return to campus by 5 PM on Sunday.

Agenda
Day one
8 AM—Depart from Stovall Hall
9 AM—arrive at retreat location
10 AM—Team building activity
12 PM—Lunch in dining hall
1 PM—Icebreaker
1:30 PM—Officer Transition
3 PM—Free time
5 PM—Dinner in dining hall
6 PM—Free time
7 PM—Pinterest craft activity
8 PM—Free time, good night

Day two
8 AM—Breakfast in dining hall
9 AM—University policy review
10 AM—Communication exercise
11 AM—Risk management review
12 PM—Lunch in dining hall
1 PM—Goal setting and planning for the next year
3:30 PM—Overview of retreat, pack-up, leave for campus

Student Event Planning Guide: A Step-by-Step How to

Event planning can be as simple or as difficult as you make it. The secret is to have a flexible plan fromconception to the birth of the idea that is followed and applied. The key terms to remember are the five W's: Who, What, When, Where, and What Else. These should be used during each step of the planning process.

Determine the Event and Purpose

Think about your audience, and who the event is really going to target.
- Is it the general student body, a select set of students in a particular major or extracurricular interest, alumni (during Homecoming)?
- How many people do you expect to attend? (Be realistic)

What would you want to see out of the program?
- Determine some expectations or a vision of what you want, and what your audience wants?
- Develop a theme once you come up with a vision.

Event Details

Set a budget for your event.
- Estimate the amount of money your event would cost by considering different components you need.
- Create a template or sample budget

Determine a date and time for your event
- Think of the amount of students you would like to attend, and the best times to draw them to your event.

Think of possible event locations
- The Baker Building, Lou's Place, Science Lecture Theatre and all campus classrooms (fill out the General Room Reservation form to reserve)
- Carter Conference Room, fire pit, Dora's, and the Library Mall (contact Dean of Students office)
- Sub/Grill, Mall, BLC Foyer, Classrooms in BLC, SWR Atrium, and SWR Foyer (fill out the Facilities Room Reservation form to reserve)
- Bobby Bragan Fellowship Hall, Bride's Room, Chapel, Choir Room, Parlor, Sanctuary, and the Youth Center (fill out the PUMC Room Reservation Form to reserve)
- Martin Hall (contact Janna McKinley at 817-531-4992)
- Nurse Anesthesia Building Foyer (contact Tommie Kates at 817-531-7540)
- OSH Board Room and the President's Conference Room (contact the President's Office at 817-531-5820)
- The gym (contact Amanda Bermejo at 817-531-4857)
- The pool (contact Gayle Anderson at 817-531-4950)

Determine if you will serve food at the event

- If you are serving food (i.e., from a grocery store such as Walmart or from a vendor such as Papa John's) at your organization meeting or event, you will need to submit proof of having a food handlers license to Student Engagement when you submit your program. Please see this website for more information on obtaining one: http://www.dshs.state.tx.us/food-handlers/default.aspx

Advertise

Think of some places where your target audience will see marketing for your event. Below are some ideas for advertising around campus.

- Yard signs
- Posters and Flyers
- Social Media (Twitter, Facebook, Instagram, etc.)

Miscellaneous

Attend an Event Safety Committee (ESC) meeting

- The purpose of the Event Safety Committee is to make sure all student organization events consider all options if a program may be considered risky. Therefore, your organization may be requested to attend a meeting to identify possible risks and discuss ways to avoid them.

Secure volunteers for your event

- Determine member responsibilities and jobs for the event, and make sure your members understand what to do.

Check and Double Check

Confirm that you have everything you need:

- Tables, chairs, event materials, food, and members to help run the event.
- All location reservations are correct.
- Members know the time and place to meet, set up, and run the event.

Assess, Evaluate, and Write a Report

Write down an event plan including:

- How you planned the event
- Contacts
- Final budgets
- Reservations
- Other documents you used

Include a section in the event plan explaining what needs improvement next year. This gives future officers a plan to follow for the next year without having to reinvent the wheel.

Sample Event Planning Time Line

6 - 8 Weeks Before Event
- Discuss event with advisor
- Determine date of event
- Determine the budget and solicit campus co-sponsorships for event (e.g., SGA funding)
- Develop comprehensive promotion/marketing plan with committee members
- Fill out event application to reserve event location (must be submitted at least 15 business days in advanced)
- Complete necessary paperwork
- Select any giveaway or promo items

4 Weeks Before Event
- Identify and secure any other special needs or equipment
- Duplicate and / or design promo/marketing materials
- Order giveaway or promo items
- Have advisor review your promo/marketing materials before printing

2 Weeks Before Event
- Print and distribute marketing materials
- Log all expenditures on event budget spreadsheet
- Sign up event volunteers at organization meeting to assist with event tear down /set up
- Start working on your "day of" schedule
- Confirm security if needed

Day(s) Of/Before Event
- Turn in day of show timeline to advisor
- Print copies of latest day of show sheet
- Check out event space to make sure it is clean and holds the necessary equipment and furniture requested
- Purchase food, drinks, ice, tablecloths, and decorations not supplied by catering
- Post directional signs to the room, if event is open to the public
- Keep event on schedule
- Make sure all volunteers are in place to help setup and cleanup

Post Event
- Take down old promo/marketing materials
- Deposit any event ticket revenue
- Turn in all event receipts to treasurer
- Return all borrowed equipment within one day of event
- Finalize event budget spreadsheet
- Send out event thank you notes to any guests or VIPs
- Jot down notes into an event plan

Student Group Responsibility

University student groups ("Student Groups") are expected to conduct themselves in a manner consistent with the University's function as an educational institution. Student organizations

must observe all international, federal, state and local laws and university policies, including the Code, both on and off campus. A student organization will be responsible for the actions and conduct of its members, when one or more of its members, acting in the capacity of their membership, commit a violation of the Code. Student organizations found in violation of the Code will be subject to conduct procedures and sanctions in the same manner as individual students, except that student groups cannot be permanently removed from the University.

Any Notice of Complaint regarding alleged misconduct involving a student organization will be delivered to the student organization's local address that is on file with the University. A Notice of Complaint will be sent to the attention of the president or other leader of the student organization with a copy to the on campus advisor and/or other advisors as appropriate. Student organizations are responsible for responding to all Notices of Complaint and failure to respond may result in resolution of the matter in the absence of any representative of the student organization.

A complaint filed against a student organization does not preclude the possibility of complaints being filed individually against any or all individual students involved in alleged misconduct.

Common Problems Student Organizations Face
The following lists are provided so that an advisor 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 Advisor.

Leadership Problems
- The leader does not consult with the organization before making significant decisions
- The leader appears incompetent because he/she does not have self-confidence, is non-assertive, and lacks an interest in the 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 and events
- Members have low satisfaction and morale, are bored, do not communicate well, feel left out, are apathetic, or appear to be incompetent
- Members compete for attention
- An individual member's goals differ from those of the organization.
- Lack of trust among members
- Programs that fail
- 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
- There is a failure to complete the organization's administrative tasks
- The organization has no "plan of action"

Inner-Organization Problems
- Disagreement between an organization and other student organizations
- Disagreement with institutional policies and procedures

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

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

Responding to Student Organization Leadership Challenges
Below are some challenges of student organizations and suggestions for addressing and fixing the issues.

Leaders not Including Members in Decision-Making
Have a meeting with leaders to discuss the importance of letting members be a part of the decision-making process. This helps build consensus in the group and develops ownership.

Leaders with Low Self-Confidence/Leaders Lacking Interest in the Organization
Try to work closely with the leader to help build his/her skills and confidence. If the leader lacks interest, then ask why he/she is in the position and help him/her understand how it is affecting the organization.

Leadership Rivalry
Have the leaders reflect on their roles and effectiveness in the organization. Highlight the issues that have come up, and how to resolve what is currently going on. Allow the student leaders to take ownership of their actions, and try to work together in the best interest of the organization.

Leader is Overwhelmed
Talk to the student and see how you can help, but do not take on his/her responsibilities. Instead teach him/her the importance of delegation and sharing responsibilities, time management, or focusing on more important things—even if that means losing the student leader.

Membership Challenges and Problems

Low Attendance
There are many reasons why attendance can be low, but there are three basic reasons why this happens: low recruitment efforts, disorganized meetings, or members not feeling included. Help student members identify what is happening or not happening in the organization, and then determine how to fix the problem.

Low Member Satisfaction
Meet with the student leaders to discuss how they can improve satisfaction and morale. Suggest leaders holding more social functions instead of meetings to reenergize members,

recognizing member efforts in the organization, or hosting a team-building activity or retreat for all members.

Member Goals Differ from the Organization Goals
Hold a meeting to review the organization mission and to set goals. This way the members feel a part of the planning process.

Lack of Trust in Student Leaders
Find the root of the problem, and try to work with the members and student leaders in order to find a solution.

Program Failures
Reflect with the organization on why the failure happened and ways they can improve the next time.

Lack of Help from Members
Follow up with members who did not help with programming in order to see what went wrong. Attend a meeting and discuss the importance of teamwork, and why the organization needs members to help with programming.

Lack of Ideas
When members are not interested or feel like they do not have a voice in their organizations, then they are less inclined to contribute their ideas. Meet with the members and see what the student leaders or you can do to help them feel valued.

Organization Challenges and Problems

Meetings are Disorganized and Long
Assist student leaders in creating an agenda for future meetings

Financial Issues
If the organization has low funds, then discuss ways to fundraise with members. If the organization is embezzling funds, then refer to the Texas Wesleyan University Student Code of Conduct.

Lack of Officer Transition
Work with student leaders to recruit and train new members and leaders who will be able to run the organization the next year. Encourage officers to create binders or folders containing manuals or important information new officers need to know.

Failure to Complete Tasks
Review officer duties and responsibilities with student leaders, and discuss how they can improve. If they fail to complete tasks, find a new member who is willing to take on those responsibilities.

No Organization Goals

Encourage the members and officers to have a goal setting meeting at the beginning of each semester, and to hold evaluation meetings at the end of each semester to reflect on those goals.

Disagreements Between Different Organizations

Encourage leaders of both organizations to meet and discuss their issues with both advisors acting as mediators. If the problem is not resolved, contact the Student Engagement Center.

Advisor Challenges

Members Avoid the Advisor

Slowly connect with members one-by-one in order to integrate yourself in the organization.

Members do not Follow the Advisor's Advice

Members will not always listen to you, and it is your job to allow them to make their own decisions and to learn from their mistakes. If they disregard your advice regularly, reflect on your delivery. Make sure you are communicating in a way that lets the students know you have their best interest in mind.

Advisor is Overwhelmed

Work with students to balance the tasks and responsibilities of the organization. They have to run the organization, not you.

The Advisor is the Leader

Your responsibility is to advise the organization, not to assume leadership. Let the students make their own choices.

Adapted from Student Organization Advisor Handbook, University of Wisconsin-Milwaukee

Maintaining Professionalism

Advisors are responsible for setting boundaries between themselves and their student organizations. Let students know when their behavior is unacceptable, otherwise they will think certain behaviors are acceptable. Keep your interactions with the students limited to work and school-related activities. It is okay to be friendly and caring, however, remember you need to maintain appropriate relationships.

Adapted from Morrell, E. (2006). Advising student organizations: Strategies for establishing and maintaining successful advisor/student relationships. Campus Activity Programming, Nov/Dec 2006. Retrieved from http://www.k-state.edu/osas/advisor/Nov%2006%20Advising%20Student%20Orgs.pdf

Risk Management Policy

According to state law, organizations should adopt a risk management policy or plan. This should include standards to guide the organization in reducing risks at community service activities, socials, when traveling, and any other activity that your specific org is likely to encounter.

- o Sample event: Hosting a skit night open to anyone
- o Identify risks that occur for each activity
  - ▪ Ex: Injury on stage or even in audience
- o Identity ways to reduce risks/prevent potentially harmful things from happening
  - ▪ Ex: Check equipment prior to use, make sure cords are taped down
- o Create a plan for what to do if something harmful does happen
  - ▪ Ex: Info on nearest hospital, training event staff on exit locations, first aid kit

In a court of law, if you can show that you made an effort to reduce risks and followed protocol listed within your plan, your personal and organizational liability will be decreased.

Your national organization or Student Engagement can help you create a risk management plan if you don't already have one.

Risk Management

All student organizations are strongly encouraged to attend the risk management program; however, student organizations associated with the Office of Greek Life and Recreational Sports (Sport Club Committee) are required to send at least the president (or equivalent leader) or the risk manager (or equivalent leader). Any other member of a student organization who is not otherwise required to attend may also attend. If the position of president or risk manager is vacant at the time the risk management program is offered, the student organization must designate another student in a leadership position and must contact Student Engagement to identify the role of the student leader in the student organization. On a case-by-case basis, Student Engagement may require other student organizations to attend the risk management program, based their level of the inherent or perceived risk of their activities or purpose.

Effective June 14, 2013, the 83rd Texas Legislature enacted HB 2639/SB 1138/SB1525, adding section 51.9361 to the Texas Education Code regarding risk management training of members and advisors of student organizations at postsecondary educational institutions. A copy of the law can be found on
http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.51.htm#51.9361

The law requires student organization officers and advisors be trained in seven different areas of risk management. These areas include:

1. Possession and use of alcoholic beverages and illegal drugs, including penalties that may be imposed for possession or use
2. Hazing
3. Sexual abuse and harassment
4. Fire safety and other safety issues, including the possession and use of a firearm or other weapon or of an explosive device
5. Travel to a destination outside the area in which the institution is located
6. Behavior at parties and other events held by a student organization
7. Adoption by a student organization of a risk management policy
8. Issues regarding persons with disabilities, including a review of applicable

requirements of federal and state law, and any related policies of the institution, for providing reasonable accommodations and modifications to address the needs of students with disabilities, including access to the activities of the student organization.

Each student leader or organization advisor who attends the risk management program must report the contents of the program at the next full meeting of the student organization membership.

Failure of a student representative to attend this program by the deadline set by Student Engagement may result in a violation of the Code of Student Conduct.
The Student Engagement Center will retain all records of attendance and program notices for no fewer than three years.

Alcohol and Illegal Drugs

The legal drinking age in Texas is 21. Because a large percentage of Texas Wesleyan University students are not of legal drinking age, the university has established specific polices for drinking at events off campus:

- Individuals under the age of 21 may not use or possess alcoholic beverages in or on any property under the control or jurisdiction of the university.
- In regard to alcohol, *Texas Wesleyan University Student Code of Conduct (2013-2014)* states that a violation of the alcohol policy or laws can be grounds for disciplinary action.

Drugs and Inhalants
- Students and employees may not use, possess, sell, manufacture, or distribute illegal drugs, inhalants, or controlled substances (narcotics or dangerous drugs), be in possession of drug paraphernalia, or misuse any legal drug or other substance in or on university owned or controlled property or as a part of any university sponsored activity.

Penalties
- Penalties that may be imposed for conduct related to the unlawful use, possession, or distribution of drugs or alcohol are: probation, payment for damage to or misappropriation of property, loss of rights and privileges, suspension for a specified period of time, expulsion, or such other penalty as may be deemed appropriate under the circumstances.

Hazing

The following is an abbreviated summary, in question and answer form, of the contents of the Texas Education Code, section 51.936 & 37.151-157 regarding hazing, and the applicability and implications for students, faculty and staff at Texas Wesleyan University. This is only a summary.

To report hazing with Texas Wesleyan University student organizations, please call Dean of Students Office (817-531-4872) directly or call the Campus Conduct Hotline (866-943-5787).

"Hazing" means any intentional knowing, or reckless act, occurring on or off the campus of the Texas Wesleyan University, by one person alone or acting with others, directed against a student that endangers the mental or physical health or safety of a student for the purpose of pledging, being initiated into, affiliating with, holding office in, or maintaining membership in any organization whose members are students at Texas Wesleyan University.

The definition of Hazing includes but is not limited to:
1. Any type of physical brutality, such as whipping, beating, striking, branding, electronic shocking, placing of a harmful substance on the body, or similar activity;
2. Any type of physical activity, such as sleep deprivation, exposure to the elements, confinement in a small space, calisthenics, or other activity that subjects the student to an unreasonable risk or harm or that adversely affects the mental or physical health or safety of the student;
3. Any activity involving consumption of a food, liquid, alcoholic beverage, liquor, drug, or other substance which subjects the student to an unreasonable risk of harm or which adversely effects the mental or physical health or safety of the student;
4. Any activity that intimidates or threatens the student with ostracism that subjects the student to extreme mental stress, shame, or humiliation, or that adversely effects the student from entering or remaining registered in an educational institution, or that may reasonably be expected to cause a student to leave the organization or the institution rather than submit to acts described in this subsection;
5. Any activity that induces, causes, or requires the student to perform a duty or task which involves of the Penal Code. Sec. 4.52.

A person commits an offense if the person:
1. Solicits, encourages, directs, aids, or attempts to aid another in engaging in hazing;
2. Intentionally, knowingly, or recklessly permits hazing to occur; or
3. Has firsthand knowledge of the planning of a specific hazing incident involving a student of the Texas Wesleyan University, or firsthand knowledge that a specific hazing incident has occurred, and knowingly fails to report said knowledge in writing to the appropriate university official.

Sexual Misconduct

It is the policy of the Texas Wesleyan University that acts of sexual harassment, as defined herein, toward guests of and visitors to the campus or any member of the University community including faculty, staff, students and candidates for positions at the University (regardless of the individual's gender) will not be tolerated. All members of the administration, faculty, staff and students will be subject to disciplinary action for violation of this policy. Members of the public doing business with the University who violate this policy may be subject to sanctions.

Sexual Harassment Defined
Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature (regardless of gender), even if carried out under the guise of humor, constitute a violation of this policy when:

    a. Submission to or tolerance of such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education; or

b. Submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions (including admissions and hiring) affecting that individual; or

c. Such conduct has the purpose or effect of substantially interfering with an individual's academic or professional performance or creating an intimidating, hostile or offensive employment, or educational environment.

Sexual harassment takes many forms; examples of conduct which might be considered sexual harassment under this policy include but are not limited to:

- sexual exploitation of a relationship between individuals of unequal power and authority,
- sexual exploitation of a relationship between peers and students that could affect the workplace or educational environment,
- repeated and unwanted requests for dates, sexual flirtations, or propositions of a sexual nature,
- subtle pressure for a sexual relationship,
- sexist remarks about a person's clothing, body or sexual activities,
- unnecessary touching, patting, hugging, or brushing against a person's body,
- direct or implied threats that submission to sexual advances will affect or be a condition of employment, work status, grades, or letter of recommendation,
- physical assault,
- conduct of a sexual nature that causes humiliation or discomfort, such as use of inappropriate terms of address,
- sexually explicit or sexist comments, questions or jokes, and
- conduct of a sexual nature that creates a hostile work or educational environment

Conduct constituting sexual harassment, as defined herein, toward another person of the same or opposite sex is prohibited by this policy.

Travel

It is the policy of the University to promote safety and to encourage students to engage in safe conduct when traveling to and from university activities or events. Accordingly, in addition to encouraging students to use good judgment, the university has adopted this policy and authorized the university Office of Risk Management to approve rules designed to encourage safe behavior on the part of students presently enrolled at the university.

This policy applies to all students enrolled in the university who travel to an activity or event that is organized and sponsored by the university when:

1. the activity or event is located more than 50 miles from the campus from which travel originates; and

2. the travel is:
   a) required by a student organization properly registered at the university; or
   b) funded by and requires use of a vehicle owned or leased by the university.

For purposes of this policy, an activity or event is organized and sponsored by the university when it has been planned, funded and properly approved by the appropriate university official. This policy generally does not apply to travel to and from field trips, internships and service-learning activities. However, students are encouraged to follow the guidelines set out in this

policy and the safe travel rules established by the university Office of Risk Management whenever travel is university-related.

Students traveling to and from university organized and sponsored activities or events may be required to use various modes of travel and travel under different conditions. Each form of travel requires the student to follow common and mode-specific safety precautions. In addition to following federal and state laws that encourage safe travel, using sound judgment, and following this policy, students traveling to and from events covered under this policy must follow the safe travel rules approved by the university Office of Risk Management. At a minimum, these rules must include provisions concerning:

- Use of seat belts and other safely devices
- Passenger capacity
- Required qualifications and training
- Fatigue and time of travel
- Privately owned vehicles
- Air and other modes of commercial transportation
- International travel
- Alcohol, illegal drugs, and weapons prohibited
- Travel authorization

Departments that encourage or require one or more students to travel to events and activities covered under this policy are responsible for verifying that students are aware of this policy and the safe travel rules approved by the Office of Risk Management. Departments that permit students to drive any vehicle owned or leased by the university are responsible for ensuring the student meets the driving requirements established by the Office of Risk Management. Departments must report violations of this policy and safe travel rules to the Office of Risk Management.

University employees who authorize students to drive vehicles rented for any university- related business or activities are responsible for ensuring the student meets driving requirements established by state law and the Office of Risk Management. Faculty and staff employees who fail to comply with this policy are subject to disciplinary action in accordance with applicable provisions of university policy.

Individual students and student organizations who violate this policy and the safe travel rules approved by the Office of Risk Management are subject to disciplinary action, in accordance with the applicable provisions of the Student Code of Conduct which may include disciplinary action and loss of funding. In the planning stage of any trip that fits the criteria above, please contact the Student Engagement Office for guidance.

Finances

A very important area where you can lend your expertise to student organizations is in the realm of financial situations. Without being overbearing, try to remain involved and up-to-date on the financial status of your group. Student treasurers come and go, but if you know the operations of the organization, you can help in transition and continuity of procedures.

Contract Preparation

This is an area where you need to be involved. Any negotiation with outside vendors that include solicitation on the Texas Wesleyan University' campus requires a Solicitation Permit. This permit will be review by the SAC and signed. The advisor is also required to sign the Solicitation Permit. Students should keep in mind that by signing a contract they are legally obligating the University, and themselves.

Fundraising

Registered student organization shall be permitted to hold functions on-campus and to charge admission for such functions provided:

- The desired facilities are available and the organizations requesting such facilities complete the proper forms and do so within the designated time prior to the date of proposed use (usually at least 15 days in advance),
- Such groups pay the designated costs for the facilities used (if applicable),
- The contractual arrangements made by such groups clearly show that the University is not sponsoring the event (Texas Wesleyan University Student Engagement Center, 2011).

After the organization determines the details of fundraisers they would like to hold on-campus, encourage them to communicate their ideas to Student Engagement to ensure the details do not violate university policy or local, state, or federal laws, and to discuss risk management.
If you have additional questions or concerns about fundraising, please contact Student Engagement.

Disability Accommodation

It is the policy of the Texas Wesleyan University not to discriminate on the basis of sex, race, color, religion, national origin, age, disabled veteran status, veteran of the Vietnam era or qualifying disability under the Americans with Disabilities Act (ADA) in its programs, activities, admissions, or employment policies. In addition to complying with federal and state equal opportunity laws and regulations, the university through its diversity policy declares harassment based on individual differences (including sexual orientation) inconsistent with its mission and educational goals.

Should your organization recognize the need to accommodate students with special needs (i.e. access to program location, sign language interpretation, etc.) encourage your students to contact Student Engagement.

University Resources

ACADEMIC SUCCESS CENTER
Eunice & James L. West Library, first floor
txwes.edu/academics/academic-success-center-/
817-531-4219

ATHLETIC DEPARTMENT
Brown Lupton Campus Center
txwes.edu/academics/school-of-
education/**athletic**training/
817-531-4857

CAMPUS SECURITY
Avenue A & Collard st.
txwes.edu/security/
817-531-4911

CAREER SERVICES
Glick House
txwes.edu/student-life/**career-services**/
817-531-6552

DEAN OF STUDENTS
Brown Lupton Center 131
txwes.edu/student-life/
817-531-4872

GLICK HOUSE
Glick House
txwes.edu/spotlight-archive/**glick-house**/
817-531-4859

HEALTH AND WELLNESS CENTER
West Village SH Building #1 110
txwes.edu/student-life/student-life-staff/
817-531-4948

MORTON FITNESS CENTER
Morton Fitness Center
txwes.edu/student-life/**morton-fitness**-center/
817-531-7589

THE RAMBLER
Polytechnic United Methodist Church
http://therambler.org/
817-531-7552

RESIDENCE LIFE
Brown-Lupton Campus Center
txwes.edu/student-life/residence-life
817-531-4872

STUDENT ACTIVITIES
Student Engagement Center - Brown Lupton Center
txwes.edu/student-life/
817-531-6522

STUDENT GOVERNMENT ASSOCIATION
SGA Chambers - Brown-Lupton Campus Center
txwes.edu/student-life/clubs--organizations/
817-531-4872

STUDENT LEADERSHIP
Student Engagement Center - Brown Lupton Center
txwes.edu/student-life/
817-531-6522

STUDENT ORGANIZATIONS & GREEK LIFE
Student Engagement Center - Brown Lupton Center
txwes.edu/student-life/
817-531-4877