STUDENT ORGANIZATION ADVISOR HANDBOOK

UNIVERSITY OF WISCONSIN-MILWAUKEE

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PREFACE ON PRINCIPLES AND POLICY

Guiding Principles for Student Organization Advisors at UWM
All registered student organizations must have an advisor who is employed at UW-Milwaukee. (Student Employees, Teaching, Research, or Graduate Assistants do not qualify). Advisors are educators outside the classroom setting and a resource person for the organization. Ideally, the advice of the advisor to the organization's membership and leadership is welcome and seen as valuable. It is understood at times the advisor may disagree with organizational decisions and/or activities, but decision making and goal setting for the organization must remain in the hands of the student membership. A situation may occur when the advisor feels organizational activities or decisions as incompatible with his or her own beliefs, the objectives of the University, or inappropriate for a university setting. In this case, if the students do not heed the insights of the advisor, he or she must decide whether to continue as the group's advisor or not. If the actions or decisions of the organization are contrary to University policy or regulation, the advisor must report the group to Student Involvement or the Dean of Students.

Advisors have a variety of roles with an organization including a mentor, teacher, leader and follower. The advisor and students must have regular communication for him or her to advise the organization on its day-to-day operations and activities. Ideally, the advisor assists the organization members and officers in staying in compliance with their charter, constitution and bylaws and applicable Student Association, UW-Milwaukee and UW System policies as well as local, state and federal laws and ordinances. Advisors should also assist student leaders in developing critical thinking skills in the areas of event planning, risk management, organization management, group processes and ethical decision making among other areas for personal development.

Guiding Principles for Student Organizations
(Selected sections. For full text see the Student Organization Manual)

Financial Responsibility of Organizations
Every student organization is governed by the standards and regulations defined by the University Segregated Fees policies established by the University of Wisconsin System. Officers of organizations are responsible for making sure their groups are financially sound. Student organizations are responsible for contacting the Federal Internal Revenue Service and Wisconsin Department of Revenue for specific information on income tax requirements and other filing requirements. Student organizations may be liable to pay sales tax on some of their fund-raising efforts.

The University is not responsible for debts or other liabilities of student groups. All new and continuing members of groups, as well as businesses where products and services are ordered, should be informed of this. Officers of groups may be held liable for financial obligations incurred by the group.

Responsibility of Organizations
All students are subject to local, state, and f e d e r a l laws and ordinances. The University expects that all student organizations will prevent unlawful actions in connection with their activities. Failure to do so could subject student organizations, the officers and members to disciplinary action. The organization acknowledges that its activities, including some which may occur on the campus of UWM, are not eligible for liability protection under the State of Wisconsin Self-Funded Liability Program and need to obtain a special-event(s) liability policy at its own expense.

Student Organization Officers

As used here, the term *officer* includes anyone who holds a position of trust, authority, or command within an organization. A *student organization officer* is further defined as any student who assumes a leadership position within an organization with day-to-day responsibility for conducting the business of the organization, usually with a title and role responsibilities. Student organization officers act as authorized representatives for the organization's membership and in so doing bear some personal responsibility for the organization. All registered student organizations at UWM have a minimum of four currently enrolled student officers to comply with registration and recognition requirements.

Role of the Faculty/Staff Advisor in organizational financial matters

All registered student organizations at UWM are required to have a Faculty/Staff Advisor in compliance with UWS Policy 820. Although control and decision making in all student organization matters must remain in the hands of students, advisors can be a great help in guiding leaders and members in developing sound decisions in these matters. Student Involvement will provide Faculty/Staff Advisors of record with copies of segregated fee budgets for the organization(s) they advise. It is helpful to have an organization's advisor attend meetings with the Student Involvement staff with regards to event planning and segregated fee fund expenditure and management (but not required).

Policy Foundations for Advisors of Student Organizations

There are several policies which advisors need to be aware of to effectively advise a student organization. Although there are hundreds of policies that affect student organizations, these are some of the more important ones:

Segregated University Fees (SUF), UW Policy 820, *https://www.wisconsin.edu/uw-policies/uw-system-administrative-policies/segregated-university-fees/*. This policy outlines the eligibility for and how student groups can spend SUF funds. It also lists the criteria for student organization university recognition that are set at the UW System level.

Safety & Loss Prevention Risk Management Policy and Procedure Manual, *https://www.wisconsin.edu/risk-management/manual/*. This manual reviews UW-system policies and guidelines. Student Organizations are covered in section 10.

Board of Regent Policies, *https://www.wisconsin.edu/regents/policies/*. Items to note are: 30-6 Policy on Recognition of Student Organizations; 30-3 Guidelines for Student Governance; and 25-3 Policy on Use of University Information Technology Resources.

UWM Family Educational Rights and Privacy Act (FERPA), *https://uwm.edu/registrar/ferpa-facultystaff/* UW-System also has information on FERPA at: *https://www.wisconsin.edu/general-counsel/legal-topics/ferpa/* This covers what information UWM may release about students to others.

General Counsel, Overview of Wisconsin's Open Meetings Law, *https://www.wisconsin.edu/general-counsel/legal-topics/open-meetings-law/*

UW-Milwaukee Business and Finance, *https://uwm.edu/business-financial-services/training/* Items to note are: 5.5.4: Expenses Not Reimbursable; 5.6.2: Headquarters City and UWM Sponsored Events; 5.3.7: Vehicle Rentals; 3.3.14: Ineligible Vendors - Affirmative Action Contract Compliance; and 3.3.20: Contracts for Entertainers and Public Speakers.

Advisors are reminded that Conflict of Interest policies apply to their role with student organizations as well as their University employment.

INTRODUCTION

Advisors of student organizations are worth more than their weight in gold. An advisor can help provide continuity and support for student organizations, which will take them through the tough times and enhance the good times. The handbook is for current advisors at UWM to provide you with the support and information you need to find success and satisfaction in your position, as well as potential advisors so you can get a taste of what advising entails.

The goal of a Student Organization Advisor is to assist in the development of students involved in the organization. The Advisor Handbook is intended to help in this endeavor. It is an assortment of suggestions, tips, expectations and procedures that have been consolidated into one resource. It is not, however, all-encompassing of everything an advisor will need to know or have all the answers to every situation an advisor might face. It is a good place to start to assist an advisor to becoming successful.

The following pages provide a framework for advisors to use when working with a student organization. The most important thing to remember as an advisor is that every organization, and every student, is different. Therefore, part of your role is to assist members as they develop their unique foundation for productivity, goal-setting, and decision-making-skills that will prepare them for life beyond the University.

Here are a few benefits of advising a student organization:
- ➢ a unique opportunity for getting to know & work with students outside the classroom or office;
- ➢ the reward of watching the group develop and grow to its fullest potential;
- ➢ the reward of watching students mature and develop their individual skill and talents;
- ➢ satisfaction and sense of accomplishment through making a special contribution to a group of students;
- ➢ the informal opportunity to share your knowledge and expertise on relevant topics; and
- ➢ the chance to demonstrate service to students, an organization and the University. *(Promotion & Tenure, dependent on School or College policies)*.

Attributes of a Good Advisor

Aware	Knows what is happening with the group at all times…problems, dates of function, etc.
Dedicated	Willing to assist the organization when necessary. Enjoys being associated with the group and is very involved.
Visible	Attends meetings, social functions, and other special activities of the group.
Informed	Familiar with the rules, policies, and regulations of the University and the by-laws and constitution of the organization. Is prepared to render assistance with their interpretation.
Supportive	Provides encouragement and praise to group members.
Open-minded	Willingness to consider new ideas and approaches although s/he may not totally agree with them.
Respected	Earned respect through being trustworthy, honest, and demonstrating a genuine interest in the welfare of the group.

Source Unknown

WHAT IS ORGANIZATION ADVISING?

Organization Advising, Defined

An advisor is an educator in a "non-traditional classroom." "The advisor uses personal expertise and perspective to stimulate individual development of members and the overall development of the organization."

The basic purpose of the advisor is to work with the designated leaders and members of a functioning student organization with the intent of:

➢ Providing a sense of continuity for the organization especially during officer transition;
➢ Being a resource person with a knowledge base for institutional policies, etc.;
➢ Assisting the leaders and members to fulfill their responsibilities;
➢ Aiding the organization to define and achieve its goals and objectives; and
➢ Integrating the organizational activity with the overall purpose of the educational setting.

[Adapted from: McKaig, R. & Policello, S. (1984). Group Advising-Defined, Described, and Examined. In Schuh, J.H. (Ed.), A Handbook for Student Group Advisers, 47.]

Advisor Function and Role

As an advisor or student, you may be wondering why a student organization would want a faculty or staff advisor when most of the students are competent and capable adult leaders. An advisor can provide the student organization with support that the students may not have thought of:

➢ Assisting the student leaders with administrative red tape;
➢ Providing support from related academic or service departments;
➢ Providing the organization with some connection to University administration and services;
➢ Assist in providing a history of the organization to new members.

The role of the advisor, besides assisting student leaders with the list above, includes:

➢ serving as a "sounding board" to bounce new ideas off;
➢ planning and assisting in the leadership development of all officers and general members.
➢ providing continuity and stability as student leaders change from year to year;
➢ providing an outside perspective or view on various policies, decisions or activities;
➢ intervening, when appropriate, in conflicts between group members;
➢ helping deal with organizational crises; and
➢ giving honest feedback to group members to assist them in their personal growth and development as a leader.

HOW TO BECOME AN ADVISOR

Student organizations at UWM are required to have an advisor, per UW Regents policy 820 (See link on page 2). Wisconsin State Statute 36.09(5) provides students with the freedom to self-govern, so student organizations are not considered official units of the University. Through Student Involvement, student organizations who register with at least four UWM students enrolled for at least half-time (6 credits for undergraduates and 4 Credits for graduate students) as contacts and comprised of at least 75% of UWM student members are recognized by the university to operate on campus.

Becoming an Advisor

There are three ways someone can become a student organization advisor: (1) ask a student organization that you are interested in (mission, purpose, events, etc.) if they would like you as an advisor, (2) being asked by a student to advise his/her organization, or (3) give your name, information and interests to Student Involvement so you can be matched up with an organization. A list of current student organizations is available at https://uwm.presence.io/organizations.

Once you find an organization, the first task is to meet all the members. Attend a general meeting or an event and introduce yourself to as many students as possible. After you meet the members, set a meeting with the current officers to discuss their history, future, expectations that you have for each other, and work on goals for the semester/year. The first couple of meetings could be a little uncomfortable but that is natural, especially if this is a completely new experience for either or both of you. Take things slow…and just let it develop with time.

Advisor Acceptance

It can be a difficult challenge for advisors to avoid the two extremes: to get overly involved and aggressive or to be uninvolved and passive. One situation will make the advisor appear as if he/she is taking control, and the other makes the advisor appear as if he/she is not interested in the organization. For the advisor to gain the acceptance from members of the organization and develop good rapport, follow these guidelines/suggestions:
  - ➤ Let the organization know (through verbal and non-verbal communication) that you are not in charge and the organization needs to step up and work together on its activities.
  - ➤ Let the organization know that you are there and are interested in the members and wish them well, much like a "big brother" or "big sister" who would like to be helpful on occasion.
  - ➤ Do not favor any one member, and do not show any signs of dislike toward any one member.
  - ➤ Do not suggest or initiate activities for the organization unless they are planned on the organization's calendar, the group is brainstorming, there is a newly proposed university activity, or the group is in a rut.
  - ➤ When organization members initiate activities, be helpful, though do not display actions that put you in competition for status with members.

[Adapted from: Dunkel, N.W. & Schuh, J.H. (1998). Advising Student Groups and Organizations. San Francisco: Jossey-Bass Publishers. Sherif and Sherif's Concepts on Advisor Acceptance.]

ADVISOR EXPECTATIONS

It is very important that the advisor and the organization communicate their expectations to each other. The advisor should be very clear about the things he/she will do, and the things he/she will not do. Of course, the expectations will vary according to the needs of the organization and the advisor. It is recommended that when you first become an advisor you have a meeting with the officers of the organization to discuss expectations and goals for both parties. It is also helpful to have these meetings once a year or when there is turnover in the officer positions. Use the following list of expectations to facilitate this meeting.

Checklist of Expectations
You are not expected to do all of these things nor are you expected to carry the weight of the organization on your back. So be very clear and upfront with the officers about what you are able and willing to do. The membership of most organizations changes each semester and year, and that is typical. Let the organization thrive or decline on its merits; do not interfere unless requested to do so by the members. With that said, the focus on some of your duties will change each semester and you need to expect those changes.

Directions: This checklist is designed to help advisors and student officers arrive at a clear and mutually agreed upon role for the advisor. The advisor and each executive officer should respond to the following items and meet to compare answers and "iron out" any differences. For items, which are determined not to be the advisor's responsibility, it would be valuable to clarify which officer will assume that responsibility.

For each of the following statements, respond on a scale of 1 - 4 how important this function is:
 1 - Essential for the advisor to do
 2 - Nice, but not essential
 3 - Not an advisor's role
 4 - Does not apply to our organization

_____ Attend general meetings and executive committee meetings.
_____ Remind officers/members of deadlines and calendar events.
_____ Be available to meet with the President/Chair before each meeting.
_____ Speak up during discussion if you have relevant information, but otherwise let the students run meetings.
_____ Behave as an active member of the organization – showing interest in activities, dedication to organization, volunteer for appropriate tasks, etc. (except for voting and holding office).
_____ Provide alternative thoughts or contributions to help students see both sides of an issue.
_____ Attend organization activities, on and off campus. Be cautious of the social events that you attend, especially if you are a younger advisor. You do not want to put yourself in an awkward situation where underage drinking might be happening.
_____ Request to see the treasurer's books at the end of each semester and assist when needed with financial matters (including but not limited to taxes, Student Involvement can assist with this).
_____ Check major correspondence before it is sent.
_____ Provide continuity by acting as a custodian of organization paraphernalia, records, etc., during the summer and during officer transitions.
_____ Keep the official files and copies of official correspondence in your office, if needed.
_____ Inform the organization of infractions of its bylaws, codes, and standing rules.

_____ Keep the organization aware of its stated objectives when planning events.
_____ Mediate interpersonal conflicts that arise, or refer students to the Student Involvement, Room 355 Union,414-229-5780.
_____ Inform the organization of leadership opportunities in which members can participate.

     State advisor responsibilities to the organization at the beginning of each year.
     Let the group work out problems, including making mistakes and "doing it the hard way."
     Encourage an evaluation of each activity by those students responsible for planning it and all organizational members.
     Encourage teamwork and cooperation among the officers of the organization.
     Be familiar with University facilities, services, and procedures that affect organization activities.
     Positively represent and recognize the organization in your university capacity, if applicable.
     Recommend programs, speakers, etc.

[Adapted from: Dunkel, N. W. & Schuh, J.H. (1998). Advising Student Groups and Organizations. San Francisco: Jossey-Bass Publishers.]

An Advisor's Expectations of the Organization

As an advisor, you will hold certain expectations of the organization. All expectations should be discussed at organization meetings at the beginning of the academic year. Feedback and evaluation are a good way to see if expectations are being met. They may be all or some of the following:

➢ Members' attendance at programs and meetings.
➢ Advance notification of meetings or cancellations.
➢ Written organization goals and objectives for each semester.
➢ Written calendar of events for each semester.
➢ Consultation regarding planned events or programs.
➢ Accurate record-keeping.
➢ Commitment to a smooth officer transition.
➢ Awareness of University policies.
➢ Sensitivity to the academic nature of University life (i.e. no meetings scheduled during Finals Week) and support of the University's mission.
➢ Willingness to provide feedback to each other.
➢ Open communication.
➢ Commitment to the organization.
➢ Honesty.
➢ Mutual respect.
➢ Ethical behavior.
➢

[Adapted from: Advisor Manual. Oglesby Union, Florida State University.]

Advisor Removal

UWM Student Involvement reserves the right to remove a Faculty/Staff Advisor from this role with a student organization.

*Faculty/Staff Advisors may be removed from this role for inappropriate activities. These include but a not limited to:

➢ Inappropriate behavior and/or language
➢ Behavior that violates University policy and/or procedure
➢ Direct knowledge of hazing incidents and/or failure to report such incidents
➢ Direct knowledge of, advocacy for, and/or participation in illegal activities and/or behavior
➢ Behavior resulting in unreasonable and/or unnecessary risk of student

Taken from Student Organization Advisor Policy, Tennessee State University

LIABILITY AND RISK MANAGEMENT

Advisor Responsibility

When you accept the position of advisor to a student organization at UW-Milwaukee you also accept some additional responsibility. When advising a student group, as an employee of the University you are expected to behave sensibly and conscientiously. Advisors should be active and informed when working with and advising student organizations. You should take responsibility for questioning activities and decisions of a student organization and voice disagreement when you see a problem. Generally, you are expected to act as a "reasonably prudent person" in your actions and involvement with the student group.

The risk of lawsuits for a student organization advisor is usually low, but you are not immune from being sued. The applicable general standard in this situation is that you must behave like a "reasonable person," that is, behave the way a reasonable person would in a similar situation.

In order to reduce risk, advisors need to be aware of the actions of the organization, even if they are not in attendance at all meetings or events. It is important to be aware of University policies and regulations as they affect student organizations. If a questionable situation/activity arises, as an advisor you should:
- ➢ Tell an organization that what it is doing, or planning to do, is wrong, inappropriate, and/or illegal.
- ➢ Offer alternative suggestions to activities that may be less risky.
- ➢ Warn participants in activities of the risks involved. (See Hold Harmless Agreements & Liability Waivers below).
- ➢ Provide for proper instruction, preparation or training for participants in an activity.
- ➢ Act only within the scope of your authority. (Do not sign contracts, give approval for activities, or speak on the behalf of the University unless you have been given explicit authority to do so.)

As an Organization Advisor, there are a couple of procedural questions you should answer with the organization officers before the group begins planning an event.
- ➢ What is the purpose of the organization and does the activity fit that purpose?
- ➢ What attempts have been made to reduce the risks associated with the activity?
- ➢ What regulations apply to the activity and does the activity comply with these regulations?

It is the responsibility of the advisor to be aware of the decisions that are made in order to respond to questions, to ensure that financial and legal issues are properly addressed, and to better understand the climate and attitude of the organization and its members.

State Liability Protection

The type of liability or risk facing advisors varies greatly depending on the type of organization being advised and the type of activities planned by that organization. Student organizations are considered to be affiliated with, but not official units of, the University. **Therefore, the University does not usually cover the actions or activities of student organizations.** Nonetheless, the registration process has been developed to give the University community an accurate listing of active student groups on campus. Registration does not mean the University supports or adheres to the views held or the positions taken by registered student organizations. Responsibility for any action which violates federal, state, local laws and ordinances or University policies must be assumed by the individual group's officers and members.

If your advisor position is part of your job description, then working with a student organization would likely constitute acting within the scope of your duties. In this case, you would be protected by the University's liability coverage, so long as your actions are not shown to constitute unreasonable personal negligence or illegal or other outrageous conduct.

In the case where your advisor role is purely voluntary and not directly connected to your employment with the University, then liability coverage is more confusing. Typically advising a student organization can be viewed as University service and is indirectly related to your employment. For state liability protection to exist, however, there must be direct relationship between the purpose of the organization and the University's mission.

The University of Wisconsin System publishes guidelines regarding the extent to which the State Self-Funded Liability Program (SSLP) applies to the activities and functions of Student Organizations in section 10: *https://www.wisconsin.edu/risk-management/manual/*. The SSLP Plan does not insure the liability of the student organization itself but will defend and protect the faculty/staff member from liability arising from his/her position as advisor to the student organization. Key factors in determining the liability protection in a given situation are the campus mission, the level of benefit and control that exists between the organization and the University, and the agency status of individuals involved.

Strategies for Reducing Personal Risk

➢ Providing adequate training and supervision of student organization members.
➢ Choosing only to participate in activities that are low risk.
➢ Following industry standards if they are available.
➢ Using a licensed commercial transportation instead of personal vehicles when possible.
➢ Purchasing liability insurance (see When to Purchase Insurance).
➢ Obtaining hold-harmless agreements or waivers from participants (see Hold-Harmless Agreements and Liability Waivers; ask Student Involvement for a sample form, if needed).

When to Purchase Insurance

A way of minimizing risk to a student organization is to purchase insurance, including health and accident insurance as well as liability insurance. Student organizations may look to their national organizations for liability protection, or they may arrange for liability protection for special events by contacting a local insurance agent, or by calling the Risk Management Office, (414) 229-6339. If insurance coverage cannot be purchased, the student organization may want to reconsider the activity or event as the officers and members may become personally liable for problems that occur.

To determine if you should purchase liability insurance, answer the following questions:
a. Is the organization officially recognized by the University?
b. Is the organization eligible for Segregated University Fees?
c. Does the program, event, or activity fall within the University's mission?
d. Does the group's advisor work for the University?
e. Does the program, event, or activity conform to University policy and municipal, state and federal laws?

If you can answer yes to the above items, then your group activity most likely involves a low level of risk and liability. Most likely, special insurance is not required. However, you may want to call the Risk Management Office to ensure that this is the case.

Hold-Harmless Agreements and Liability Waivers

One way to minimize risk is by asking participants to sign waivers or hold-harmless agreements to absolve the organization and its officers from any responsibility for injury that may result from participating in the activity. Waivers do not eliminate the risk of being sued, but it shows that participants have been warned of possible risks associated with a given activity. As long as the activity was voluntary for participants, the waiver shows that the organization has given individuals enough information to make an informed decision about their participation. The waiver will not prevent a person from suing the organization and its advisor and members but will discourage it since the decision to participate was his or her own. In addition, a waiver may release the organization and its officers from liability.

<u>Assistance from the UWM Office of Legal Affairs</u>
The Office of Legal Affairs (OLA) provides legal advice to University employees but not to registered student organizations, as they are not official University units. Since advisors are University employees, you may call OLA (229-4278) if you have particular questions about your potential for liability. If a student organization has general legal questions about its operations or a particular event, it is encouraged to retain outside legal counsel. Students can contact the University Legal Clinic at 229-4140 or obtain a referral through the Milwaukee Bar Association's Lawyer Referral and Information Service at 274-1901.

Based on your status as a University employee, you may be entitled to representation by OLA or the Attorney General's Office if you are sued for actions taken within the scope of your University employment (See State Liability section above to see if this applies to you). For that reason, you should contact OLA immediately if you are served with legal papers related to your role as an advisor.

THEORETICAL COMPONENTS OF ADVISING

To be the **BEST** advisor you can be is to . . .

BELIEVE   in your students. Help them realize their potential. If you believe in them and what they can accomplish, maybe they'll learn to believe in themselves.

EVALUATE   your students. Give them positive and constructive feedback. Always let them know where you stand and where they stand.

SUPPORT   Provide your students with a supportive environment. Back them 100%. If you support them, they will support you. It makes your job easier, and overall promotes a more positive attitude.

TIME   enables you to get to know the students as individuals - not just as students you advise. Share your own experiences and ideas with them. Find out their thoughts and experiences, their likes and dislikes.

source unknown

Organization Stages

Organizations, departments, businesses, etc. will go through various developmental stages: forming, norming, storming, and performing. These stages may begin and end sequentially, or they may overlap. Knowledge of these stages is useful for the advisor, because many times an advisor may need to change his/her advising style depending upon the organization's stage of development.

Forming: In this stage, members determine their place in the organization and go through a testing process. Harmony and unanimous decisions occur on most decision items, and members get to know each other and develop rapport. An advisor can provide opportunities for training and development, including icebreakers and workshops or retreats. Also, the advisor may identify expectations and goals of members and executive officers and provide support to the organization.

Norming: During this stage, the organization begins to develop its own personality. An advisor will notice how the organization responds to acceptable and unacceptable behavior within the organization. Also, during this phase, the organization may need assistance learning how to confront unacceptable behavior by organization members. The organization may develop rules, or do's and don'ts lists.

Storming: After norms have been established, individuals develop their own opinions regarding those norms. The organization discovers that everyone may not share the same opinion within the organization. Conflicts may arise during this stage, and there is a high level of emotion. The organization will need a strong rapport to survive this period-and have mutual respect for each other and the organization's vision, mission, and goals. During this time, the best thing the advisor can do is to recognize what is happening and respond with team-building exercises and/or conflict resolution strategies.

Performing: By this time the organization has made it through some hard times, learned from mistakes, and is prepared to continue meeting the goals of the organization. At this point, complacency may develop among members because they are comfortable with each other. An advisor should continue role modeling and assisting the organization with setting expectations and goals, so things keep moving forward.

[Switched transforming to performing. Adapted from: Copeland, T.R. (1996, November). Successful Matches Depend on Adviser's Style, Group Stage. The Bulletin, 8-12.]

Advising Styles

Your advising style is the way you interact with the students. An advisor may identify with a particular style or use a combination of styles. At different points in an organization's formation and development, an advisor may play various roles. It is important to determine what role an advisor would like to play in the group, and if that role will meet the needs and expectations of the students.

Educator: Advising is situational, and the advisor may act as a teacher, coach, consultant, policy interpreter, continuity provider, and crisis intervener at any given time. The "educator" allows organizations to take risks and make mistakes while providing support. The educator's philosophy may be: "Students have the ability to meet their goals; however, my ability to empower them will enhance their natural abilities."

 Good time to be an "Educator": The educator style is valuable in all stages of the group's development; however, there are times when being a combination of one of the following styles and an educator will prove to be more effective. Being an educator is essential for working with a STUDENT organization; every experience can be a learning one.

Overseer: The overseer stays at a distance and does not attend all meetings or events, and only intervenes when called upon. This is not a very popular style because the organization may misinterpret your distance as lack of attention.

 Good time to be an "Overseer": The only times where it is suggested to be an overseer is when the group is functioning so effectively that they just need to occasionally check in with you, which is a hard stage to reach, or when the members of the organization are not following through on your expectations of them. It is not generally beneficial to adopt the overseer style; try to work with the organization to correct the problem before it gets to that point.

Referee: The referee educates and oversees while handling organization disputes.

Good time to be a "Referee": An organization that may need this type of advising style could be at a stage where organization norms have been established, though the organization discovers individual likes and dislikes regarding these norms (i.e. storming). Organization members discover that every member in the organization does not share the same opinion. The advisor should introduce conflict resolution, team building, and meeting management activities. The advisor should seek to empower the organization members to transform themselves as he/she facilitates.

Boss: This style is very authoritative, and people who use it believe they always have the right answers. The boss expects the organization to take orders and "fall in line."

Good time to be a "Boss": If the advisor balances this style with "educator," the resulting style is not as bad as it sounds. In fact, the style can be persuasive and motivating if the advisor has strong interpersonal skills. When the group is new or if there are internal leadership problems, the boss mentality can move the organization forward. This style is ineffective if the advisor is threatening or intimidating, or if the president of the organization leads in the same manner.

[Adapted from: Copeland, T.R. (1996, November). Successful Matches Depend on Adviser's Style, Group's Stage. The Bulletin, 8-12.]

Another perspective on the student-advisor relationship looks at the developmental stage of the organization and what type of advisement is best for each stage. This theory also suggests that the advisor can adjust his/her advising style to fit the organization. This might be more difficult to do, but it has the most impact. Determine what level the group is at and modify your style accordingly.

Description of Organization Development Levels
1. **Infancy**: Students demonstrate low levels of commitment to the organization, programming skills and responsibility for their actions; however, they are enthusiastic.

2. **Adolescence**: Students demonstrate moderate programming skills, interest, commitment and responsibility.

3. **Young Adulthood**: Students demonstrate competency in programming skills and increasing commitment, plus a willingness to take responsibility for their own actions.

4. **Maturity**: Students demonstrate a high degree of competence in programming and group skills. A strong commitment to the group and a willingness to take responsibility for their own and their group's actions.

Matching the most effective advising style to the students' stage of development becomes an exercise in deductive reasoning. The advisor's styles and major role functions are described as follows.

1. **Program Director**: High concern for product, low concern for process. Best used for students in the infancy stage. The advisor takes on the following roles:
   - Member: takes part in group activities much like a member, becomes a part of the group.
   - Programmer: identifies, plans and implements activities with the student group.

2. **Teacher/Director**: High concern for product, high concern for process. Best used for students in adolescence. The advisor takes on the following roles:
   - Advocate: persuades students concerning the appropriateness of activities.
   - Authority: monitors students' compliance with legal requirements as well as institutional procedures and regulations, and programming.
   - Expert: offers suggestions to students based on experience or specialized knowledge.

3. **Advisor/Teacher**: Low concern for product because students take over this concern when they reach young adulthood, high concern for process. The advisor roles are:
   - Educator: encourages student participation in developmentally powerful experiences.
   - Resource: provides alternatives and suggestions to group leaders or members on request.
   - Evaluator: assists the group in collecting data to be used in decision making, program planning, evaluation, etc.
   - Process consultant: assists students with increasing the effectiveness of group functioning (e.g. problem solving); tends to be content neutral.

4. **Consultant**: Low concern for product and process because students assume responsibility for both. Best used for students that has reached maturity. The advisor roles are:
   - Reflector: serves as a "sounding board" for students' ideas and plans.
   - Fact-finder: provides information to students upon request.

[Kathleen Allen, Choosing the Effective Advising Style, Programming Magazine, vol. 16, no. 1.]

Advising Strategies

When all is said and done, here are a few additional helpful suggestions for advising:

- ➢ Become familiar with and use support centers at the university (see Resources section).
- ➢ Network with other advisors.
- ➢ Co-advise, this will allow two people to collaborate. "Two heads are better than one."
- ➢ Outline steps that the advisor will take if a member has academic or personal difficulty.
- ➢ Attend trainings and workshops for advisors.
- ➢ Meet with officers/president regularly.
- ➢ Attend organization meetings and activities.

WORKING WITH STUDENTS AND STUDENT GROUPS

Motivating Students

Some students perceive an intrinsic value, while others perceive extrinsic value in being involved. Understanding what motivates each student will help you enable him/her to take on responsibilities and become involved in the organization.

What are motives? Needs, wants, drives, or impulses that are directed toward goals. Motives may be conscious or unconscious. Of course, each individual is motivated by different things, and students join an organization for a variety of reasons. Doing an activity with students may be beneficial when helping identify what motivates them. Some students may indicate that they are motivated by the attention received by others for a job well done; some may say they are most motivated by inner desire. There is no one right answer, but an advisor should be tuned in to the variety of factors that affect motivation so that he/she may better predict what will work and what may not.

What motivates? A student may be motivated by a variety of factors, and no form of motivation will be 100% effective. The following is a list of different forms of motivation. Some of the examples are extrinsic (motivation coming from an outside source) others are intrinsic (motivation that stems from the internal desire or goal of the student).

Recognition: Recognition is used frequently by advisors. Recognize a member's contribution verbally or in print, in front of the organization or alone. This is an easy and effective way to motivate someone - almost everybody appreciates a "Thank you!" or recognition of a job well done. Also note who enjoys public and private recognition.

Achievement: A student motivated by the need for achievement may have a tendency to overcome obstacles, to exercise power, or to strive to do something difficult as well and as quickly as possible. Achievement is often tied to positive recognition from outside sources. In a few cases, there can be an internal desire for achievement, so the person would be satisfied by completing a task to the best of his/her ability.

Desire: Some students are interested in becoming members of organizations or organizations that will lead to a desirable outcome. So, if the outcome of organization activity is known to be desirable, the student may be more likely to participate.

Value: If the student perceives value in participation, he/she may be more motivated to participate (friendship, professional goals, personal interests, etc.).

Peer Approval: A student can perceive approval and may be more likely to participate if provided with appropriate recognition. Caution: There are many students that join organizations to gain approval/acceptance from their peers to cover up personal issues. Watch for students who are struggling with self-confidence or that stop showing up. Follow-up with students who leave to make sure they are doing okay and ask them back if appropriate.

If this all seems overwhelming, ask someone else what they like.

[Adapted from: Dunkel, N.W. & Schuh, J.H. (1998). Advising Student Groups and Organizations. San Francisco: Jossey-Bass Publishers.]

Types of Problems

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 hopefully the suggestions can serve as a guide. Under each listed problem are suggestions for addressing and fixing the problem.

Leadership Problems

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

> Have a meeting with the leader to discuss the importance of consensus building and developing ownership in members by letting them be part of the decision-making process.

➢ The leader appears incompetent because he/she does not have self-confidence, is non-assertive, and lacks interest in the organization.

> Since the rest of the organization looks to the leader for direction and support, try to work closely with the leader to develop his/her skills and confidence. If the leader lacks interest in his/her position, ask why he/she is in the position and help him/her to see how he/she is affecting the organization.

➢ A rivalry exists between leaders in the organization.

> Depending on the situation, the advisor can meet with the leaders to talk through how things are working within the organization and lead the conversation to the leadership of the organization and have them reflect on their roles and effectiveness as leaders. Highlight some of the issues within the organization and ask each of them how they can help to resolve what is going on. Let them take ownership of their actions. A more passive way to handle this situation is to do a team-building exercise with the leaders or a personality assessment (i.e. Myers-Briggs), which will allow the leaders to see the various roles that are needed to make a group work, as well as the preferences of each personality type.

➢ The leader is overloaded with work and has too many time conflicts.

> Many student leaders take on too much. When you see that a leader is overloaded, talk about it and see how you can help, but don't take on the student's responsibilities for him/her. Teach him/her about the importance of delegation or time management or selecting the most important things to be a part of…even if it means you'll lose him/her as the leader of the group.

Membership Problems

➢ Low attendance at meetings.

> There are three basic reasons why attendance at meetings can be consistently low: (1) the organization has not recruited many members; (2) the meetings are not well run; or (3) the members do not feel a vested interest in the organization because they have not helped to produce or do anything. It could also be a combination of these things. The first step is to identify what is, or is not, happening, and then determine how the organization can fix the problem. (Several of the Quick Reference guides will be helpful here.)

➢ Members have low satisfaction and morale, are bored, do not communicate well, feel left out, are apathetic, or appear to be incompetent.

> Start with the leaders because these are the students that the other members look to for

morale and motivation. Discuss with them what is going on and how they can turn things around.

Hold a social function in place of a meeting…this will re-energize members.

Work with the officers to structure meetings to include a team building activity or mixer for students to be active and involved.

Members compete for attention. Find a way to recognize each member for the work they do but focus more on the group process and success.

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

Have a mission and goal-setting meeting. It is important for the organization and individual member's goals to align for the group to move forward. In this process, the group should change or reaffirm its goals, or students could lose interest and leave.

➢ There exists a lack of trust among members.

Do an exercise for team-building or trust-building.

Figure out the root of the problem and work on that.

➢ Programs fail.

When a group does not work together or know how to do something, failure is right around the corner. If a program fails, reflect with the organization on why it happened and what can be learned for next time.

➢ Program succeeds, but only a few members do the work.

This is a common situation, and it is not necessarily a problem. Some events/activities only require the support of a few members. Problems arise when the whole organization needs to pull together to produce an event and members do not pull their weight or let the team down.

Following up with the individuals that did not pull their weight to see what went wrong. During that conversation, and at a general body meeting, highlight the importance of teamwork and being dependable, as well as the negative effects of not being a team player. Understanding consequences is an important step of personal development.

➢ There is a lack of ideas.

Lack of ideas comes when members are not interested, or they do not feel their ideas are valued. Help them feel valued and interested.

The brainstorming process is a delicate one. There is no bad idea in the brainstorming process, so treat this process as a safe zone for ideas.

Organizational Problems

➢ Meetings are disorganized.

Assist the leader in creating an agenda and how to delegate tasks effectively during the meeting. (See *Effective Meetings & Minutes Quick Reference* handout.)

➢ Meetings are too long.

See above suggestion.

➢ The organization suffers from financial problems.

The type of financial problem the organization is experiencing will determine how you will proceed. If the organization does not have enough money to operate, they can organize a fundraiser, submit a budget to the Student Allocations Committee (SAC), or implement

dues for members. However, if a member of the organization is embezzling funds, the issue is more complicated. Review the organization's constitution and by-laws to check for procedure for removal and financial responsibility of members. If you feel the situation is too big, set a meeting with a Student Involvement staff member.

➢ There is no continuity from one year to the next.
> Changing membership is part of the ebb and flow of student organizations, but this does not mean the organization needs to start over each year. Work with the current leaders to recruit and cultivate new members and leaders who will take over the next year and ensure that each officer/leader creates a transition manual/binder to pass along to his/her successor. (See *Officer Transition Quick Reference* handout.) Student Involvement offers a workshop called Passing the Torch to assist organizations and their advisors to make a successful officer transition.

➢ There is a failure to complete the organization's administrative tasks.
> Review duties with each officer so they know what their responsibilities are, and if they do not choose to fulfill those responsibilities, find another member who can.

➢ The organization has no "plan of action."
> It is a good idea to have a goal setting meeting at the beginning of each semester. This gets everyone on the same page. There should also be a few reassessment/evaluation meetings during the semester to modify or create new goals.

Intra-organization Problems

➢ Disagreement between an organization and other student organizations.
> Talk with the advisor of that group, or if they do not have an advisor encourage the student leaders of each organization meet to discuss what is happening and act as the moderator. If the problem is not resolved, see the Student Involvement staff.

➢ Disagreement with institutional policies and procedures.
> Set a meeting with a staff member in Student Involvement.

Advisor Problems

➢ Organization members avoid the advisor.
> Do not take it personally. Find a student or two whom you can connect with and slowly work to integrate yourself into the organization.

➢ Organization members do not pay attention to the advisor's advice.
> The members will not always listen to the advisor. As long as the decision the students make is not against organizational, institutional or governmental policies/laws, there is not much you can do. Sometimes students need to learn from their mistakes. If the students are always disregarding your advice, reflect on how you are offering your words. Are you trying to run the organization or are you looking into the best interest of the organization and offering your thoughts at appropriate times?

- ➢ The advisor is overwhelmed by the responsibility.
  - The advisor's job is not to run the organization. Work with the students to balance tasks and responsibilities.

- ➢ The advisor assumes a leadership function.
  - Advisors are a part of a student organization to advise, not to assume leadership functions/positions.

[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.]

Failure: A Problem or a Teaching Tool?

Many advisors struggle with the question, "Should I let <u>(fill in the blank activity or program)</u> that the organization is planning fail?" The general rule of thumb is if the event/activity can fail without creating a huge financial deficit or negatively affecting outside groups, and can be used as a learning tool afterwards, it can be okay to let it fail. Some advisors might not have the flexibility to make this decision if they have been instructed to ensure the success of the organization activities or they just do not want the activity to fail. Talk with the members of the organization before it gets to the point of possible failure to determine what the protocol will be and at what point the advisor should step in.

People learn from their mistakes, usually. A prompt and detailed evaluation of each activity/program coordinated by the organization will reveal ways to improve upcoming endeavors or show minor mistakes that can be avoided in the future. However, if major mistakes are allowed to happen, the impact on the organization could be detrimental or create a poor image of the organization on campus. Major mistakes may be something the organization or the University cannot afford since they may result in loss of volunteers, budget cuts and negative press. The organization stands to lose the most, so assist them in avoiding these mistakes.

Advisors can act as a mediator for members to minimize the number of events that may fail. Training programs for students can provide discussion about the prevention and ramifications of failure. The organization needs to know that canceling organization traditions may result in the loss of funding, a decrease in the number of future events, or a decrease in membership because of bad publicity. Organization members need to understand that the reach of their events extends beyond the scope of the active members. As a result of training, success, rather than the acceptance of failure, will be the criterion established for events.

Advisors can make failures a learning situation by emphasizing the positive and asking students how the process can be improved. At times students may be too hard on themselves if the event did not meet the group's expectations. As an advisor, it is important to help students set realistic goals and evaluate the positive and negative factors that affected the event. Encouraging students to make checklists and timetables can help create a successful program for future years. Students also learn how to handle complaints as well as examine their own personal skills. As a result, leadership may change within an organization, or students may decide that they want to participate in activities in a way that is more suited to their abilities. Generally, it is recommended that advisors limit their input about the selection of programs and events the organization may choose but ensure that the production and planning of the activity is handled well since mistakes seem to occur most often in this phase of event planning.

There often will be times when advisors are faced with the dilemma of deciding if they should intervene or if an event should fail. Advisors need to understand the organization's members, the campus environment and the expectations of the University community before the decision can be made about letting an activity fail. Advisors can assist students by setting goals early, and they can seek advice from fellow professionals/advisors that have faced other similar situations. If the organization does fail, advisors can help students learn by not ignoring problems and by rationally evaluating what has taken place. Advisors then can make the experience beneficial and the program will not have been a total failure.

[Adapted from: Ron Callahan, The Consequences of Failure, Programming magazine.]

Recognizing and Resolving Problems

Generally, there are two types of problems: task problems and process problems. The two are interrelated, though an advisor should be able to recognize each independently of the other.
Task problems are problems that refer to the programs, the projects, and the activities that the organization was formed to achieve.

Process problems refer to the interrelationships among organization members. Process problems have to do with how organization members interact. For example:
  ➢ A programming council was unsuccessful in the planning and implementation of programs because it was disorganized = Task problem
  ➢ A programming council was unsuccessful in the planning and the implementation of programs because the members did not like each other = Process problem.

The best time to observe organization problems is during meetings. The advisor should be aware of a silence that could indicate anger, boredom, frustration, or something else. The advisor should be aware of body language or facial expressions that can indicate important emotions.

If the advisor decides that a problem exists, he/she should intervene and help the organization solve the problem. The advisor should decide when it is appropriate to intervene by asking two questions:
  ➢ "To what extent does the problem interfere with the organization's task?"
  ➢ "To what extent does the problem interfere with the organization process or the satisfaction of organization members?" *(Lorenz & Shipton, 1984, pp. 79-80)*

As advisors, we are reminded that "depending upon the nature of the organization and the problem, it may be useful for the advisor to involve the leaders and members in this process (the process of diagnosis and intervention). The use of consultants or resource people is also desirable. It should be remembered that problem diagnosis and intervention is a process that requires careful observation, thought, and consideration of the impact of alternative remedies. Quick solutions rarely occur. The advisor continually must assess the situation, scrutinize the ramifications of the intervention, and be flexible enough to make alterations or changes when necessary" *(Lorenz & Shipton, 1984, p. 80)*.

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

RESOURCES & SUPPORT SERVICES

Student Involvement
www.activities.uwm.edu
UW-Milwaukee, 2200 E Kenwood Blvd, 363 Union, Milwaukee, WI 53211
Phone: 414-229-5780; Fax: 414-229-2443

The Student Involvement oversees over 300 registered student organizations at the University of Wisconsin-Milwaukee through administering campus policies and procedures, supervising university segregated fee expenditures, and providing organizations with guidance, support and training resources. The office offers a wide range of services, activities and programs for students and organizations. The office is a valuable resource for information regarding university groups and campus activities. Student Involvement produces a variety of publications, seminars and workshops.

The publications that advisors should familiarize themselves with are: The Quick Reference Handouts, Student Organization Manual, and the Advisor Handbook.

Office Hours: Monday, Wednesday, & Thursday 8:30 a.m.-5:00 p.m.; Tuesday 8:30 a.m.-6:00 p.m.; and Friday: 8:30 a.m.-3:00 p.m.

Dean of Students Office
www.osl.uwm.edu
UW-Milwaukee, PO Box 413, 118 Mellencamp Hall, Milwaukee, WI 53201
Phone: 414-229-4632; Fax: 414-229-6793

If you are experiencing a University-related problem and have tried to solve it elsewhere on campus and have been unsuccessful, the Office of Student Life should be your next stop. The staff there can help you with the full array of student concerns. Some matters are acted on in that office (e.g. appeals of certain financial obligations) and others involve referring students to another department for resolution of the problem. The Office of Student Life is responsible for misconduct procedures and for helping students to become involved in campus policy decisions.

The Office of Student Life produces the Student Planner, which contains the UWM Student Handbook and an academic calendar of events, each September.

Office Hours: Monday-Friday 8 a.m.-4:30 p.m.

Union Event Services
https://uwm.edu/union/evs/
UW-Milwaukee, PO Box 413, 119 Union, Milwaukee, WI 53201
Phone: 414-229-4828; Fax: 414-229-3243

Reservation for the rooms in the Union and Spaights Plaza are handled through this office. The staff will also assist groups with setting up rooms for events. Recognized student organizations can reserve rooms for free and receive a discount on room set up charges.

Equipment
There is a large variety of equipment that you can rent, see the web page for a complete list.

Student Association
www.sa.uwm.edu
Union EG79; Union Box 173, UW-Milwaukee, PO Box 413, Milwaukee, WI 53201
Phone: 414-229-4366

The Student Association (SA) is the official student governing organization comprised of three branches: Executive, Student Senate, and Oversight and Appeals. Elections for the SA Senate and Executive positions take place in April; vacant Senate seats are filled internally throughout the year. The Executive Branch of SA is comprised of four executives and a task-oriented staff that represents students at meetings and other functions within and outside the University, particularly on issues that affect students.

The legislative branch is the Student Senate and is comprised of elected students. The Senate formulates policies pertaining to student life on campus, approves funds for student organizations, confirms student appointments to various committees, and develops and communicates student opinion on a wide range of issues. The Student Appropriations Committee (SAC) is a standing committee responsible for distributing funds to student organizations.

The Oversight and Appeals Committee handles cases relating to parking and vehicle regulations, student organization disputes and rule offenses.

Center for Community-Based Learning, Leadership, and Research
https://uwm.edu/community/about/
UW-Milwaukee, PO Box 413, Union WG28, Milwaukee, WI 53201
Phone: 414-229-3161

The mission of the Center for Community-Based Learning, Leadership, and Research is to foster an ethic of service and leadership within the UW-Milwaukee campus community by promoting and supporting volunteerism that addresses human and societal needs. You can volunteer as an individual or group for one-time or repeating activities.

Office Hours: Mon. & Thur. 9am-5pm, Tues. & Wed. 9am-6pm, Fri. 10am-3pm

Student Union
https://uwm.edu/union/
Information Desk, Union Concourse
UW-Milwaukee, PO Box 413, Phone: 414-229-4825

The mission of the UWM Student Union is to be of service to all campus community members: students, faculty, administration, staff, alumni and guests in the Milwaukee area. As the center of the

University community, the Union provides services and programs, and out-of-classroom multicultural, educational, intellectual, recreational and social activities to its diverse building user groups. The building houses dining services, recreation areas, meeting, study and social rooms, and student and administrative offices.

Student organizations can work collaboratively with the Union Programming staff on events if the organization solicits their assistance in a timely and cooperative manner.

Building Hours: Monday-Saturday 7am-Midnight; Sunday 8am-Midnight

Neighborhood Relations
www.uwm.edu/Dept/Univ_Rel/neighborhood/
UW-Milwaukee, P.O. Box 413, WG85 Union, Milwaukee, WI 53201-0413
Phone: (414) 229-4035; Fax: (414) 229-6261

UWM's residential neighborhood enriches the quality of the campus. Our neighbors are very important to us! The Coordinator for University Relations is a good resource if a student organization wants to host an event for the community or just to inform the neighbors of what is going on in the organization.

University Legal Clinic
ulc@uwm.edu
Union WG81, PO Box 413, Milwaukee, WI 53201
Phone: 414-229-4140

The University Legal Clinic offers free information and consultation to currently enrolled UWM students. Major services provided by paralegals and consulting attorneys include information to protect and enforce your rights in matters relating to divorce, child custody, personal injury, criminal and traffic offenses, landlord/tenant, and more. The attorneys on staff can also be retained at a student discount rate through the LAWS (Lawyers Assisting Wisconsin Students) Program. If members of your student organization are dealing with legal issues, refer them to the University Legal Clinic.

Advertising and Media Outlets for UWM Student Organization

- General campus bulletin boards (link)
- Union Marketing Services (banners, "gold frames," etc.)
- The Post (newspaper) – articles or advertisements
- Letters to the Editor
- Student Involvement – Leading Edge Newsletter (monthly email updates)
- Flyers
- Posters
- Handbills
- University calendar
- Panther Tracks (Sandburg on-line announcements)
- Student organization website
- Radio & Television (see Media Contact Quick Reference Handout)
- Reflectors & emails
- Panther Presence calendar

(see General Publicity Ideas Quick Reference for more ideas)

<u>Student Involvement training and recognition resources</u>

Leadership and Training
Student Involvement hopes to encourage leadership development potential in all students. Becoming an active part of campus life is an important component of being successful in college. The experience you gain through participating in campus activities will help you adjust to college and provide you with skills you can use the rest of your life.

Training Activities
Training is available to students through classes, workshops, conferences and personal advisement. The Student Involvement is a member of the Milwaukee United Campus Activities Organization (MUCAO) and the National Association of Campus Activities (NACA). Students can get discounts to these organizations' conferences and training programs. Student Involvement has a Quick Reference Library which contains one to two-page resource sheets on organizational development, training activities and team-building programs. Currently, there are over 20 topics ranging from how to plan an event to how to run a meeting. The Quick Reference Library is available on the Student Involvement website at https://uwm.edu/studentinvolvement/student-organizations-2/resources/publications/.

To get more information about these and other opportunities, contact the Student Involvement at 229-5780 or check out the Student Activities web page for tips, tricks and updates to the leadership information available for students, http://www.Student Activities/uwm.edu. Information on topical workshops currently offered is available at:
https://uwm.edu/studentinvolvement/student-organizations-2/resources/officer-tools-and-resources/#officer-training.

Student Organization Recognition
Each year, student organizations, individual student leaders and members, and organization advisors contribute in countless ways to the quality and richness of life at UWM. Student Involvement seeks to recognize these contributions and accomplishments each year.

Recognition of Regional, National and International Awards
Student Involvement would like to encourage all student organizations to contact us with news and information on any awards the organization may have received. Such awards might be for service to an off-campus community or charity, excellence in the standards of a national or international organization or placing in competitive activities. If your organization would like to share news of such a form of recognition, please contact Tom Dake, Assistant Director, at 229-1752 or at **dake@uwm.edu**.

Achievement Awards
Each year student organizations at UWM exceed expectations and prove to be exemplary. Through volunteering, sponsoring events/programs, and service to others, student organizations have worked hard to develop, grow, and make progress towards their goals. The Student Involvement seeks to recognize these students and their organizations for their commitment to excellence.

Nominations for these awards are due in March in the Student Involvement, Union 355. Nominations may be submitted by students for one or more of the awards listed on the right side of this page. The Achievement Awards Ceremony will be held in April. The ceremony will honor several categories of student and organizational leadership.

To obtain a nomination form, visit the Student Involvement, Student Union Room 355 or call at (414) 229-5780.

Student Involvement website resources

https://uwm.edu/studentinvolvement/

The Student Involvement website contains many publications, forms, tools and other resources to assist advisors and their student organizations to be successful.

Organization Advising page

This website is part of the Student Involvement website and has valuable resources and tools to assist advisors with the task of steering organizations through the maze of policies, procedures and laws they will encounter throughout the academic year.

Student Organizations at UWM Annual Planning Calendar

The Student Involvement website includes a student organization annual planning calendar. This document is very helpful in terms of planning ahead for resources that the organization would like and to help new officers figure out what happens next with their organization.