

# STUDENT ACTIVITIES & ORGANIZATIONS



## ADDITIONAL RESOURCES FOR ADVISORS

Additional Resources for Advisors of  
Student Organizations at Purdue University

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# ROLES AND FUNCTIONS OF AN ADVISOR

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## Advisor Roles

As Dunkel & Schuh (1998) point out, an advisor must play numerous roles while working with individual students and student organizations. Naturally, you will be most comfortable in the role with which you are most familiar; however, you must understand that although comfort in a specific role may diminish your sense of needing to know about other roles, student groups and organizations will continually challenge you to assume and work with various roles depending on you or your situation. If you understand a variety of roles, take time to practice techniques associated with the various roles, and work with student groups and organizations to reach a collective agreement as to your limitations and expectations of the roles, you will be much more effective in your work with student groups. Let us look now at these essential roles.

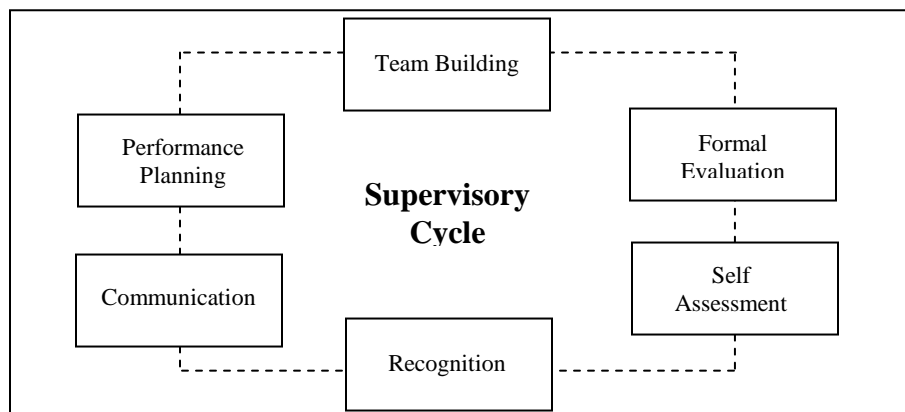
## **Mentor**

Mentoring can be defined as one-to-one learning relationship between an older person and a younger person based on modeling behavior and on an extended, shared dialogue. The mentor can be characterized as a person having:

- Knowledge of the profession
- Enthusiasm for the profession and its importance
- A genuine interest in the professional and personal development of new professionals
- Warm and understanding in relating to students and staff in all types of settings
- A high yet achievable standing of performance for self and others
- An active involvement in and support of professional associations
- An honest emotional rapport
- The available time and energy to give freely to others
- The time to stimulate others to extend themselves intellectually, emotionally, and professionally
- The initiative to expose others to a select but broad-based network of professionals who can help with development of the new professional
- The care to guard young professionals from taking on too much too soon in their career

## **Supervisor**

There are many similarities between supervising and advising. The supervisory cycle consists of six stages: team building, performance planning, communication, recognition, self assessment, and formal evaluation.



1. *Team building*

In team building, your role is to work with the president and executive board soon after their appointment or election. Team building establishes relationships that will enhance the ability of the organization's leadership, members, and advisor to work together. A team-building retreat or workshop is essential. Teamwork does not occur by accident. It is intentional, genuine, and active.

2. *Performance Planning*

The second stage in the cycle is performance planning. Performance planning includes writing position descriptions, determining and listing expectations, and setting goals. Each leadership position in the organization should have a position description. Expectations for the advisor are generated by the institution as well as by the members. Expectations should be developed early, discussed openly, agreed to, and reviewed periodically. Goal setting can be completed for the organization by the president and executive board, with your assistance. Goal setting for the year is important for knowing that work will be required at various times of the year, what positions will need to be filled and the subsequent training involved, or what finances will be committed.

3. *Communication*

This stage includes transferable knowledge for an advisor in regular communication and feedback. Communication is both verbal and nonverbal. As advisor, you should be knowledgeable about several written forms of communication, including memos, letters, agendas, minutes, and resolutions. You should also be aware of electronic communication and home pages on the internet.

4. *Recognition*

As an advisor, you will participate in many conferences with individual students. These students may express a wide range of emotions; you need a knowledge of student emotions, characteristics, and backgrounds to respond effectively in unexpected situations. Some situations may require documenting the incident for your protection and for the protection of the institution. Other situations necessitate documentation and referral to the campus judicial office.

5. *Self Assessment*

If you meet frequently with students, you should ask them to complete a verbal or written self-assessment of how they are progressing in their position and their academics. This opportunity allows students to reflect on programs, their skills, their involvement in the organization, and their responsibilities.

6. *Formal Evaluation*

A formal evaluation is an opportunity for you to provide feedback to the organization or to individual members. Your participation in the evaluation process should be understood early so as not to come as a surprise to students.

## **Teacher**

The greatest influence on student success on a campus is the level of involvement that the student has with faculty. It is not the number of hours spent advising students, but the quality of the contact that is most crucial. The purpose of teaching is to broaden a person's understanding, to help the person examine a

problem from several points of view, and to place the problem in the proper historical and cultural context.

### **Leader**

One reason that many students report for why they get involved in organizations is to develop their leadership abilities. Five fundamental practices found in leaders of student organizations are as follows:

- They challenge the process by seeking ways to improve the organization
- They inspire a shared vision by creating an image of what the organization can become
- They enable others to act by involving student in activities and on committees and task forces
- They model the way by setting standards and assisting other students through their problems and concerns
- They encourage the heart by recognizing members for their achievements and by motivating members to accomplish goals

### **Follower**

The characteristics of followers are important for you to understand in your work with student organization leaders. If the followers in an organization choose not to follow, the leadership of the organization must take the problem seriously. You can assist the student leadership in developing activities to identify follower expectations of them. You can assist organization members in the development of a basic understanding of leaders and followers.

### **Advisor Functions**

It may be helpful to think of the advisor's role in terms of three major areas: (1) maintenance or custodial functions; (2) group growth functions; and (3) program content functions. Within each of these broad areas, the group advisor may perform certain duties that call for considerable activity on his/her part in some specific situations and instances or none at all.

### **Maintenance Functions**

Here are those advisory activities that serve to maintain the existence of the student organization and to keep it out of difficulty:

- Providing continuity with the history and tradition of past years
- Preventing the group from breaking the university's rules
- Heading off situations that might give rise to poor public relations for the organization or the institution
- Serving as an exemplar of intellectual virtue
- Providing advice when called upon
- Arbitrating intra-group disputes

### **Group Growth Functions**

Those advisory activities that improve the operation and effectiveness of the group and help it progress toward its goals may be referred to as group growth functions. They are facilitating functions that are useful without particular reference to the program content. Related advisory activities might include:

- Teaching the techniques and responsibilities of being a good leader and follower
- Coaching the officers in the principles of good organizational and administrative practice
- Developing self-discipline and responsibility among group members
- Teaching the elements of effective group operation
- Developing procedures and plans for action
- Keeping the group focused on its goals
- Stimulating or even initiating activities and programs

### **Program Content Functions**

Obviously, a student organization should exist for other purposes than to perpetuate itself and improve its internal operation. It is in the area of program content that the faculty advisor assumes a genuinely educational function and one that can parallel, complement, or supplement the formal curricular offering of the college. Here the advisor answers the question, "For what?" It is here that the advisor can stimulate the intelligence and ability of the student participants and help them to plan activities that will contribute to their own intellectual development while enriching campus life. Advisory activities related to program content might include the following:

- Introducing new program ideas with an intellectual flavor
- Providing opportunities for the practice of classroom-acquired skills
- Helping the group to apply principles and concepts learned in the classroom
- Pointing out new perspectives and directions to the group
- Supplying expert knowledge and insights of experience

## OK, SO WHAT ARE MY RESPONSIBILITIES?

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1. Be there. College students are adults; every meeting does not need your attendance. Still your frequent presence is important at executive board or officers' meetings and monthly or general meetings. Set up a weekly meeting with the president to plan agenda for executive and general meetings. It demonstrates your interest and provides continuity.
2. Help plan. Successful activities take planning. Encourage foresight. Help the group think through its event plans. Pay attention to other University activities and dates and help the group be realistic. The staff of Student Activities and Organizations (SAO) can help in planning.
3. Know University policies. Part 7 of the *University Regulations* gives the regulations and procedures for student organizations covering these topics:
  - general responsibilities
  - procedures for forming and maintaining a student organization
  - requirements for holding office
  - social events
  - business meetings
  - demonstrations
  - rallies and parades
  - conferences
  - trips
  - events with outside speakers
  - schedule limitations during final exams
  - publicity
  - campus mail
  - financial arrangements
  - sales and canvassing
  - hazing
  - violations of rules
  - liability insurance
  - liaison with outside agencies.
4. Use an EPF. An Event Planning Form (EPF) is needed for student organization events that will be attended by anyone outside the organization's membership, events that involve expenses, income, or contracts, or events that will last beyond the hours of midnight Sunday through Thursday or 2 a.m. Friday and Saturday. The student in charge of the event should complete the EPF at least two weeks in advance of the event. Copies of the EPF are available in Student Activities and Organizations Area of the Office of the Dean of Students, Schleman Hall room 250, 8 a.m. – 5 p.m., 494-1231.

The EPF helps the planner systematically schedule space, plan a budget, and make other arrangements, like security. It is intended to be a planning guide and it puts the planner in touch with the offices on campus that will facilitate the event. Staff of these offices sign the EPF to indicate that space is reserved or arrangements are OK. Your signature is not required on the EPF.

5. Use a TPF. If travel is involved, your group's planner may need to complete a Travel Planning Form (TPF) instead of an EPF. Your signature is required on this form. An overnight trip must be registered on a TPF. Trips that involve expenses must also be logged on a TPF.
6. Manage risk. As an advisor of a student organization whose finances are in BOSO's control and if you are a member of the Purdue faculty or staff, you are included in the liability coverage provided by the University for student organization activities. If you are not a faculty or staff member, then special provisions must be made for your coverage. Contact SAO.

If you are the advisor of a student organization whose finances are not in BOSO's control, you will want to be sure that your group has an insurance policy that covers you in your advising role.

For some events involving greater risk the student organization may be required to submit proof of additional comprehensive liability coverage before an event will be authorized. Consult with the staff of SAO when planning an event involving risk. The Risk Management staff are excellent resources.

Encourage students to plan safe events and manage their risks. Insist that all plans consider state law and University Regulations. Your presence at planning meetings and executive meetings is critical to successful risk management.

7. Use facilities available. The University tries to make facilities available to student organizations; and reserving them is described in Part 8 of the University Regulations. Advance planning is the key to reserving space. There is lots of competition for rooms on some nights and weekends. The Union and Stewart Center meeting rooms are reserved by calling the Union Scheduling Office at 48911. Other rooms on campus are reserved by calling Space Management and Academic Scheduling (SMAS) at 43900.
8. Know about money. For groups within the control of BOSO, you may sign checks if an urgent situation arises when the treasurer cannot take care of business.

Encourage a treasurer's report in each executive board meeting. BOSO will help give current account information.

For groups within BOSO's control, expect a copy of a notice from BOSO if your group has an overdue Purdue bill. No outside bank accounts are permitted.

Unlike some universities with which you may be familiar, Purdue has no activity fees that fund student organization activities. Student organizations must make the money they spend, either through dues, sales projects, commercial sponsorship, or income-producing events.

Student organizations not within BOSO's control are wise to provide a bond for their financial officer. A financial advisor who specifically works with the financial officer is a good idea.

9. Keep SAO informed with:
  - up-to-date Election Report and Officers' lists with names, phone numbers, and addresses (a form should be completed right after elections)
  - any changes in officers
  - additions to advisory committee
  - problems the group is having
  - national or international conference opportunities
  - awards or honors received by individuals or the group
10. Understand commercial sponsorship. University policies allow for the financial support of student organizations by commercial sponsors. The policy is very specific. SAO will provide you a copy on request.

11. Mentor others. You may not be advisor forever. Mentor an adjunct advisor. An advisory committee, each member with a specific task or officer to advise, also works. Trade off the role of senior advisor with other committee members.
12. Use services available. Labels and lists of students' directory information are available on request with some limitations. Ask SAO.

Labels of student organizations are available. Ask SAO.

The Division of Conferences will handle some conferences. SAO will help direct you.

13. Know about demonstrations and rallies. No group is required to schedule a demonstration or rally, unless outside speakers are involved. A demonstration and rally form is available in SAO. Scheduling a rally is a good idea even if there is no outside speaker so that the group can be sure to have access to the space.

The location for demonstrations and rallies is the south end of the Memorial Mall. As you will note in University Regulations sound equipment may need to be regulated so that the academic activities of the University are not interrupted. Consult with SAO when planning demonstrations, rallies, and parades.

14. Blow the whistle on hazing. Hazing is prohibited. A definition of hazing is given in Part 7 of the *University Regulations*. Supplemental information is available in SAO.

Even if your group has conducted membership activities as traditions it does not mean they are of value. They could even demean members or prospective members. When you wonder about the value of an activity, chances are great something may be wrong. Consult with SAO to craft a method of modifying these activities.

15. Give praise. Students can get useful positive feedback from you. Don't hesitate to tell them they've done well. Your opinion means a lot.

## WORKING ONE ON ONE

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As an advisor, you may usually deal with a group of people. However, you also might need to use your one-on-one interpersonal skills to counsel individual students.

It could be anything from talking to a student who seems depressed, to seeking out professional help for a student who has tried to commit suicide. Regardless of the seriousness of the occasion, you need to keep several techniques in mind. The Office of the Dean of Students has some suggestions about how to approach a student and work with him or her in a counseling setting. At the end of this section is a listing of Purdue resources for counseling students.

While there may be a lot of students in the group and you can't "keep an eye" on everybody, you can be aware of changes. Changes in behavior might be a clue that there are problems.

### **Behaviors:**

If someone goes from being very talkative to saying nothing at all, that could be a sign that something is wrong. Another clue is when appearance is different. If a student who is usually immaculately groomed shows up several weeks in a row with unwashed hair and dirty clothes, something may be wrong.

Language can also give clues. If a person is more critical than usual or constantly talks about sleeping or blowing off class, this could be a sign that he/she is avoiding something or is depressed.

One way to check on your observations is to talk to his/her friends. If other people who know the student in different settings are also noticing changes, that is a good indication that something may be wrong. As a member of the University staff, you may legitimately have access to grades and can check to see if there have been drastic changes in this area. The Dean of Students staff can help you obtain grade information. Please consult.

When you notice a student acting differently over a period of time, it might be time to talk to that person. Of course we all have our bad days, but if a student who is normally outgoing all of a sudden withdraws from society, there may be a problem.

### **Approaches:**

In approaching the student, use "I" statements. These are statements like "I've noticed that you've been quiet lately and I'm worried about you." This is opposed to "you" statements "You're acting weird, what's up?" which may put the student on the defensive.

Self-disclosure is one way you might get the student to open up. By starting with "When I was in school, I remember how tough it was to..." This helps the student realize that you, too, were once a college student.

Once you get talking, restating what the student said with a support statement is a good idea. "So your parents' divorce has you concerned. I know that can be a very traumatic experience," is an example of showing that you're listening and you care.

In order to help the student, it is important to ask specific questions. How can I help? Are your grades suffering? Are you able to go to class? These questions will help you determine the severity of the problem, plus how you can take specific action to help the student.

In helping students with their problems, it is important that you do not try to “fix it” for the student. There is always the temptation to “just do it my way” which does not help the student solve the problem. Realize when you are in over your head.

There are wonderful support services at Purdue that can provide support and professional help.

**Office of the Dean of Students**

There are counselors for personal student issues located in the Dean of Students Office.

*SCHL 207*

*Phone contact: 49-41747*

**Counseling and Psychological Services**

Personal and social areas, including individual and group therapy as well as special purpose group services. No fee for students or student spouses.

*1120 PSYC*

*Phone contact: 49-46995*

**Purdue University Student Health Center**

Personal issues to poor academic performance to excessive use of drugs, alcohol or food. Emergency service is available during emergency room hours. Full-time students may have five prepaid sessions per semester before any fee is charged.

*246 PUSH Health Center*

*Phone contact: 49-41707*

**Marriage & Family Therapy Center**

Marital, parent-child, premarital, and sexual difficulties. Both University and community families may use the center; a small registration fee is charged.

*Fowler House, Corner of State Street & Intramural Drive*

*Phone contact: 4942939*

**Purdue Counseling and Guidance Center**

Personal concerns and vocational-career-life planning. Interest and ability tests are also available. The service is free to Purdue students and community residents; a small fee is charged for test scoring.

*LAEB 3202*

*Phone contact: 49-49748*

**The Crisis Center Hotline**

Available to all community residents.

*Phone contact: 742-0244*

## **A SHORT CHECKLIST FOR ADVISORS**

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Adapted from “The Right Stuff” by Linda Eldred

Most colleges and universities require student organizations to have faculty advisors. Some serve only as figureheads or check signers. But behind almost every successful student group is a faculty advisor with the “right stuff.” You may wish to speak with the executive committee of the student organization to discuss their expectations of you and your expectations of them.

- ✓ A strong belief in the organization
- ✓ The ability to serve as a role model
- ✓ The desire to help students
- ✓ The willingness to commit sufficient time
- ✓ The willingness to work
- ✓ The ability to teach leadership development
- ✓ Familiarity with the University rules and regulations governing organizations
- ✓ The ability to motivate others
- ✓ Enthusiasm
- ✓ A sense of humor
- ✓ Willingness to listen to students
- ✓ An interest in students’ personal growth and development beyond the classroom
- ✓ The ability to work with others
- ✓ Some knowledge in legal business matters

## ADVISING CLUB SPORTS...ANOTHER BALL GAME

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Responsibilities for advisors of Club Sports are different from other types of student organizations. This section is designed to provide understanding about what is involved in advising a club sport as well to provide awareness about club sport programs at Purdue.

### What are Club Sports?

Club sports programs are run by the Division of Recreational Sports in cooperation with the Office of the Dean of Students and Business Office Student Organizations. Club sports are for the primary purpose of engaging in extramural or intercollegiate competition.

Purdue sponsors 27 different club sport programs. Though the club receives facility usage and financial support from Purdue, the faculty advisor is a key to a successful program.

### What are the Responsibilities for Club Sports Advisors?

Being an advisor for a club sport is not a job to be taken lightly. There is a major time commitment in advising a club sport, especially if this also involves coaching the squad.

Before consenting to advise a club, one should find out how much time the group will need. Some sports are active only at certain times of the year, while others go year 'round.

The faculty advisor is the liaison to the University. He/She is responsible for making sure all club sport regulations are followed. Some important regulations:

- The faculty advisor or other approved staff member **MUST** travel with the team to all out of town meets or tournaments.
- The staff member is responsible for the conduct from the Purdue sidelines and should secure aid and transportation for an injured Purdue student.
- An advisor should be aware that some of the finances of the club are under the jurisdiction of the Business Office Student Organizations.
- All students participating in the sport must have valid Purdue ID cards. Faculty and staff members who desire membership in the club must buy a one-time admittance fee or possess a valid recreational facilities fee card. For admittance for club-related functions, the faculty advisor of a club and the coach of the team are not required to pay this fee.
- No club sport member is eligible to participate in a club sports-related activity unless he/she has a signed release on file with the Division of Recreational Sports. Releases are good for the current academic year through the summer session.
- Some sports require that students pass a swimming test. These sports include canoe, crew, sailing, and water polo. Members must pass the swim test each academic year.
- Every club sport is required to have a constitution approved by the Office of the Dean of Students and by the Director of the Division of Recreational Sports

- There are numerous rules about scheduling home and away contests and advisors should consult their *Club Sport Handbook* about these important regulations.
- The *University's General Liability Policy* provides insurance for club sports that are recognized as student organizations and the activity involved is one which has been approved by the Dean of Students Office. It is also suggested that club sport members have a medical insurance policy in effect during any club-related activity.
- While club sports receive financial support from the university, these funds must be obtained through a proportionate budgeting process. Advisors should be aware of how this process works and should help their students budget accordingly.

The Recreational Sports Center (RSC) staff can be of great assistance in helping advisors. Advisors should have a copy of the *Club Sports Handbook*.

The Club Sports Office is Room 135 of the RSC and the phone is 49-43110.

## **PROGRAMMING...HOW TO HELP YOUR GROUP GET IT TOGETHER**

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Student groups exist to provide programs of common interest to the members. As an advisor, you can make a difference in the quality of program your group puts together. By offering organizational advice, you can help your group function very efficiently.

The following suggestions are ways to help your group successfully plan programs.

### **Continuity**

As advisor, you are a stable part of a group that experiences lots of turnover as students come and go. By keeping track of what the group has done in the past, you can save the students a great deal of time by knowing what has worked and what hasn't.

If you have kept notes, lists and correspondence from previous events, they can serve as a guide for the new officers undertaking the project. Many times student files get lost in the shuffle of leadership changes so it is a good idea for you to have a copy of what has happened.

Your group may have a project that it does annually. This project is important to the group's traditions at Purdue, yet should not be seen as a limitation or the only option. Encourage the group to try new things.

### **Brainstorming**

One way to get fresh ideas is through brainstorming. Depending on the size of the group, it is a good idea for two people to keep notes so no idea is accidentally forgotten.

In a brainstorming session, anything goes. No judgment takes place so everyone feels free to contribute even the wackiest idea. After you have brainstormed, you might want to go on to something else and come back to the ideas another time. If the note-takers type up the list of ideas that were generated, members have something concrete to look at while evaluating the ideas later.

### **Attention to Detail**

Help the student in charge of the program write a checklist. This involves taking the event and breaking it down into its component parts. A big part of this process is asking the right questions.

*Questions that relate to facilities:*

Does the facility you have in mind fit the activity you have planned?

How soon does the facility need to be reserved? Will you need extras like microphones, overhead projectors, special lighting, etc? How do you want the tables and chairs set up? These are just a few questions that might need to be asked. Remember no detail is too small; even items like wastebaskets to dispose of backs of nametags are important.

### *Questions that relate to the program:*

Have you completed an Event Planning Form, which is available in the Student Activities and Organizations Area (SAO) of the Office of the Dean of Students in Schleman Hall 250? If the organization is travelling, a Travel Planning Form must be submitted instead of an Event Planning Form. It is necessary to submit this information two weeks prior to the event. Is a hold harmless agreement form necessary for each student? Following these procedures consistently and accurately decreases liability concerns and increases the risk management of your organization.

Who is getting the speaker/film/video, etc? Who is confirming it the day before the event? Is this event for all of campus or just group members? What type of publicity is needed? These are all important questions to ask and to answer.

### **Coordination of Effort**

Usually many students are involved in putting a program together, so keeping everybody coordinated is an area where you can help. From the very beginning, help the group realize the importance of everyone having the same vision about what the event will be like. Setting common goals and reviewing purposes first, helps eliminate problems. Encourage the students to have a copy of everybody else's checklist of things to do. If all committee members have a clear idea of what everybody else is doing, efforts will not be duplicated. For example, only one person needs to call the guest speaker to confirm the engagement. If four people call, not only will the speaker be annoyed, but you have wasted effort.

### **Encourage Promptness**

Procrastination is a common problem that can lead to disappointment. Encourage students to set deadlines and follow them and to be realistic about what they can do. Help them understand that University staff members have a lot to do and can't drop everything else for a group that forgot it needed 100 chairs instead of 50.

### **Help them find their niche**

By looking at what other groups do, your group can determine what it can provide that other groups can't. By planning an event that is well timed and unique, your group is increasing its chances for success.

### **Problems**

Encourage students to solve their own problems, yet let them know they can ask for help. If they don't ask for help until the very last minute, no one can solve the problem. If they review their progress along the way and ask for help early enough, almost any problem can be solved.

## CAMPUS SAFETY - WHAT AN ADVISOR SHOULD KNOW

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### Public Perception/Knowledge

Being aware of campus safety concerns can make you a valuable resource to the students you advise. There is a perception in some circles that colleges are hiding their campus crime statistics. However, most schools keep very good statistics and just don't publicize them. Many colleges keep crime data, yet are not aware of who or how to report it. Legislation requires colleges to report their crime statistics, so people should be more aware of the facts of living on a college campus.

The Purdue Police Department publishes "Crime Line" that reports monthly statistics of the Purdue community. This publication is widely circulated

throughout campus and available upon request. Helping students in your group interpret statistics and understand faulty perceptions that are held in the general public are ways you can help them to be aware of safety concerns.

Another important way you can help is to make students aware that college campuses like Purdue are not isolated communities. Robberies, rapes, assaults and vandalism DO happen. While students may feel that they are not in the "real world" while attending college, they are indeed in a world where crime takes place.

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### The Alcohol Connection

Alcohol is the drug of choice of today's college students. It is easily accessible and is also socially acceptable. Students should know that student perpetrators of crime more often than not have been using alcohol. Ironically, victims of crime also use alcohol more. These incidents could include acquaintance rape, assault and many others.

In fact, the popular press has reported that in most cases of acquaintance rape, one or both parties is intoxicated. This definitely has ramifications that students should consider.

Student participation and support are keys to successful educational programs. Your student group can make a difference in helping their peers realize the connection between alcohol and crime.

Students need to realize that although beer companies may provide financial backing for "positive" events, like tennis tournaments or car racing, that the product is something that can easily be abused.

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### Other Issues Involved

The 1990 teleconference highlighted the fact that it is unfortunate that many double standards exist on campuses today. Alumni and alumnae seem to be allowed to drink alcohol at events like tailgate parties, yet students, who are of legal age are penalized. This inconsistency is difficult for students to accept.

Another problem related to alcohol and crime is that of students being "driven off campus to drink." Drunk driving, vandalism and assault are all problems that occur when students feel it necessary to "get away" to have a good time. Helping students realize that they are compounding their own safety concerns when getting intoxicated "off campus" is important insight to pass on to students.

## What Can My Students Do To Be Safer?

Urge your students to use their common sense. While it may be “easier” to walk home alone than to call the escort service, students should realize the possible ramifications of their actions.

Some students think it is “Purdue’s responsibility” to provide a safe campus. This is true in a sense but students should take personal responsibility. Personal safety IS a personal responsibility! Purdue can not hold each student’s hand to walk him/her home at night.

Students should also be aware of the world around them. Things as simple as landscaping can pose safety threats. Walking in well-lighted areas and staying away from areas where bushes are is a method that makes sense.

It cannot be stressed enough how important it is to lock doors and windows. While students may

think they live in a “safe” neighborhood, leaving an apartment or residence hall room unlocked is just asking for trouble, even if residences are inside.

By helping students become conscious about safety issues, you help them become more accountable for their own safety while here at Purdue and also later on in the “real world.” As an advisor and authority figure to students, you can make a difference in their “safety scene.”

For some activities, student organizations will be asked to have participants complete hold harmless agreements. While these agreements certainly do not protect against harm, they do assure the University and the student organizations, that participants are fully informed of risks that could be a part of the activity.

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### Safety reminders

In addition to the teleconference information, it’s important to add some Purdue tips so that you might be able to help your students:

- Stay off rooftops anywhere
- Know the location of emergency call boxes
- Know to call 911
- Use the Security Escort Service provided by PUPD
- Use the city bus service provided; for information call 742-RIDE

## CRISIS MANAGEMENT AND HOW TO MEET THE PRESS ---

### Crisis Management

The unthinkable happens: your student organization's house burns down; a student is seriously injured in a club sport; your group wrecks a car while returning from a conference. All of a sudden your group is in the spotlight.

These are just some examples of crises in which you, as an advisor, might be involved. To help your group deal with events like these that attract media attention, Joe Bennett, vice president of university relations, offers some guidelines.

1. Decide on a single person to deal with the media and the public. This person should be knowledgeable about what has happened and should also be calm, cool and connected. She or he should work with the Office of University Relations to decide how information will be released.

All inquiries should then be referred to this person. In order to keep your story straight, the designated spokesperson should answer ALL inquiries.

2. All members should be contacted and told who the spokesperson is and to refer questions to that person.
3. It is best to develop a strategy and get the story in the media on your own terms. Do not try to keep the incident hushed up, because the media will find out and come to you. It is better to go to the media directly and be on the offensive.
4. Be sure to inform the Student Activities and Organizations staff in the Office of the Dean of Students of what has happened. The SAO staff can offer advice and assistance in many ways.
5. If the event is one that becomes a University matter, it is essential to contact the Office of University Relations. These professionals can also help from the very beginning of the problem if you feel you are in over your head, so feel free to consult them on how to work with the media. The Student Activities and Organizations Staff can advise you on this point.

A crisis worksheet is something that should be kept handy just in case the unthinkable DOES happen to your group.

## Crisis Worksheet

### Information

As soon as you are notified of the crisis, fill out the following

Spokesperson \_\_\_\_\_

Date \_\_\_\_\_ Time \_\_\_\_\_

Location \_\_\_\_\_

Nature of Incident (fire, explosion, etc.)

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Known Injuries \_\_\_\_\_

Have Group Members Been Notified? \_\_\_\_\_ When? \_\_\_\_\_

### Notification

Have someone call the following list and read the account on the above form:

Time Called		Phone Number
_____	Purdue Police Department	494-8221
_____	West Lafayette Police	775-5200
_____	Office of the Dean of Students	494-1243
_____	Parents/Guardians	
_____	University Relations	494-2096 or 449-4986

It is also a good idea to keep a chronology or a “diary” of each contact you make until after the crisis is resolved.

Fortunately, many student organizations deal with the press about issues that are not crises. As advisor, you may be called upon for a quote for the Exponent or other media. Several important ideas should be kept in mind when meeting the press so the best image of your organization is presented to the public.

## **How to Meet the Press**

When approached by a member of the news media:

1. First, get the reporter's name and the name of the publication or station she/he represents. Then if you feel that the request for information is reasonable, give your full cooperation. You might want to ask the reporter if you can call back in 10 minutes. You can collect your thoughts and decide what points you want to get across.
2. In answering questions, be fair, friendly, and factual.
3. Normally, you are expected to comment only on matters within your area of expertise. If you are asked to comment on a subject that is not in your area, do not hesitate to say so.
4. You may be asked to comment on a controversial issue with the promise that you may remain anonymous; it usually is not wise to do so. In any crisis with your student organization, it is best to make no comment until you have followed your crisis management plan. Most reporters will not accept information "off-the-record." However, if you feel for any reason that you must make an off-the-record comment, carefully follow this procedure:
  - a. Preface each "off-the-record" comment by saying "The following material is 'off the record.' "
  - b. Indicate clearly when the interview is "on the record" again.
  - c. Do not say belatedly, "What I just said was 'off-the-record,' " because at that point it is too late.
5. When you give a personal opinion on any subject, be sure the reporter understands that you are speaking for yourself, not for your colleagues, the University or all the students you advise.
6. Do not assume that you will see a story before it is published or broadcast. Media personnel are under no obligation to show you a rough draft. If the topic is very technical or complex, you may suggest that the reporter check the story back with you for accuracy. However, he/she is under no obligation to do so.
7. When an interview is for broadcast, remember that radio and TV are under strict time limitations. It is best to avoid time-consuming details, rambling explanations and complicated answers.
8. Remember the newsperson's "number one" priority is to inform the public. She/He is not an apologist for Purdue, so all you can ask is that the story be accurate and fairly balanced.
9. After answering a media call, please inform the Office of University Relations about the call and your response.
10. If, for any reason, you do not wish to speak with a reporter directly but feel that the questions should be answered, a representative of the Office of University Relations will be happy to respond on your behalf. When you choose this method of response, you will need to brief the representative thoroughly on the material in question.

## STUDENT ORGANIZATIONS AND THE COMMUNITY

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Your student group is a part of Purdue, which is in turn a part of the Greater Lafayette community. As advisor, you play an important role in helping your students realize that they are citizens of this area and are important factors in community harmony.

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### • **Students Can Make a Difference**

Because students are citizens, they can make a difference here even if they do not consider West Lafayette 'home.' After all, where do most students spend the majority of their year?

Encourage students to vote and become active in community politics. Students are welcome at City Council meetings, which are held the first Monday of each month. By voicing their concerns, students can help initiate changes, ranging from stop sign installation to safety programs.

Student organizations have done some very positive things to serve their community. Here are some ideas for your group if it wants to do a community service project.

Volunteer clean-up of various areas (parks, highways, etc.)  
Tree planting  
Assist with recycling program  
Donate money to various charity organizations

Parties for underprivileged children (Holidays are a good time, but remember that children need attention during the entire year)

Volunteer time to help service organizations

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### • **What the Community Expects of Students**

Students need to be aware of drinking problems and the noise ordinance. Living in an apartment or small group housing unit is not a 'free license' to be wild and crazy. Students need to keep in mind that they are citizens of a community and a neighborhood.

Not everyone living around student residences, not even other students, appreciate blaring stereos all night long. Student organizations are representatives of Purdue and are responsible for controlling group activities and parties held off

campus (Another reminder: It is **NOT** permissible to purchase alcohol with student organization funds).

Responsible behavior is important. While the overall relationship between students and the rest of the community is positive, rowdiness and vandalism detract from the quality of life for everyone. Out-of-control parties and public intoxication arrests leave a bad taste in the mouths of citizens. Student leaders are encouraged to be role models for their peers.

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### • **Code Enforcement**

Because many students live in off-campus dwellings, you should make them aware that they are entitled to a quality standard of living. The Code Enforcement Department, located in City Hall, is responsible for the inspection and enforcement of the City's Housing and Property Maintenance Code on existing rental properties.

The law requires that all rental properties be inspected every two years and comply with the

minimum standards code. Information regarding the housing inspection program, maximum allowable occupancy and the applicable codes can be obtained from the Code Enforcement Office. Students should be aware that there is a maximum number of unrelated persons legally allowed to live together.

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- **Ordinances Students Should Know**

1. Excessive noise can mean a fine of \$63.00 to \$300.00. at the curb. Recycling tubs are provided by the city and are collected on designated days.
2. Parking in certain areas adjacent to campus is limited to two or three hours. Be sure to look for signs which indicate these zones. 4. Snow must be removed from the sidewalk six hours after the snow has stopped falling. It is the responsibility of the landlord, tenant or home owner to see that this is done. Fraternities, sororities and cooperatives should be especially cognizant of this rule.
3. Garbage should be placed in plastic bags or covered metal cans. Brush may also be placed

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- **Off-Campus Students Coalition**

The POCSC, Purdue Off-Campus Students Coalition, is the “housing group” that represents students who live off campus and appoints Student Senators from off campus residences.

## GROUP DYNAMICS... CONFLICT AND LEADERSHIP ISSUES

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Dealing with group conflict and dynamics may be one area where you are called on to help with problems. As advisor, you can help your group deal with conflict in a positive way. This section reviews how you can help group members identify their leadership styles and work through problems to balance the group.

Because people come from different backgrounds, they have different leadership styles and different perceptions.

Acknowledging the difference in leadership styles can help the organization's members realize that there is no one style of leadership that fits all occasions.

At the end of this section is an exercise that you can provide for members of the student group to help each of them determine his/her own leadership style.

Results of the exercise at the end of this section place students in one of five categories. This exercise can help students acknowledge that everyone is different and conflict is normal.

- **Avoiding**  
This style is low in assertion and low in cooperation. Typical phrases may be "I lose, you lose." and "Let well enough alone."
- **Accommodating**  
This style is low in assertion and high in cooperation. It can be described as "killing with kindness."
- **Competing**  
People favoring this style are high in assertion and low in cooperation. Attitudes reflected may be "I win, you lose." and "Might makes right."
- **Collaborating**  
This style is typified by high assertion and high cooperation. "I win, you win." and "Two heads are better than one." are phrases that can be identified with this style.
- **Cooperating**  
Medium assertion and medium cooperation are common traits. Attitudes may be "I win, you lose, and I lose, you win." and "Half a loaf is better than none."

Conflict could be defined as a...

*Condition that results when one party feels that a second party has frustrated, or is about to frustrate, some concern of the first party.*

So, conflict doesn't begin with a knock-down, drag-out fight, but rather happens in stages of mounting frustration. Here are some stages that can be noticed as conflict is developing.

1. Latent: the conditions are ripe for disagreement
2. Perceived: frustration is recognized by one or both parties
3. Felt: tensions are building, but not out in the open
4. Manifest: conflict is out in the open and obvious to others
5. Aftermath: what happens after the conflict

Taking the time to deal with conflict is important so that every issue your organization faces does not become overwhelming or fester forever.

Both good and bad consequences can come from conflict, and group members should be aware of both of these aspects.

**Positives:**

- Contributes to change
- Activates people
- Represents a form of communication
- Relieves pent-up emotion and tension
- Creates opportunity for personal growth and development
- Aftermath can produce stronger work environment

**Negatives:**

- Diverts time, energy, and money away from primary goals
- Can be harmful to the organization
- Causes member turnover
- Feelings of stress may cause health concerns
- May result in dramatic behavior like sabotage, revenge, etc.

**Tips for Helping Groups Deal with Conflict**

After students realize that they have differing styles and that conflict can be good and bad, you can help them understand how to work together more effectively.

Here are some tips you can share with students about working with others with differing leadership styles.

1. Acknowledge that they need to adapt their actions depending on the situation and with whom they are working.
  - Avoiders - let tensions cool first, then discuss
  - Accommodators - demonstrate reasonableness, don't take advantage
  - Competitors - talk about matters of policy, standards, expectations
  - Collaborators - solve joint problems
  - Cooperators - work on equal ground
2. If possible, work out problems in small groups, before bogging the entire group down. If the officers can discuss their perspectives and come to an answer they will support, the group has direction to follow.
3. Always take time to deal with conflict. Allowing even the smallest problem to fester can lead to an interpersonal explosion that will not benefit anyone.
4. As advisor, you are in a tricky position. You want to be liked by the members of the group, yet you also need to be on the lookout for problems. There is a delicate balance between offering direction and coming down too hard. You need to balance the negative comments with positive ones so the group will keep coming to you for advice.

## MANAGEMENT OF DIFFERENCES EXERCISE

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Consider situations in which you find that your wishes differ from the wishes of another person. How do you usually respond to such situations?

Below and on the following pages are several pairs of statements describing possible behavioral responses. For each pair, please circle the "A" or "B" statement depending on which is most characteristic of your own behavior. That is, please indicate which of those two responses is more typical of your behavior in situations where you find that your wishes differ from someone else's wishes. In many cases, neither "A" nor "B" may be very typical of your behavior, but please select the response, which you would be most likely to use.

1. a. There are times when I let others take responsibility for solving the problem.  
b. Rather than negotiate the things on which we disagree, I try to stress those things upon which we both agree.
2. a. I try to find a compromise solution.  
b. I attempt to deal with all of his/her and my concerns.
3. a. I am usually firm in pursuing my goals.  
b. I might try to soothe the other's feelings and preserve our relationship.
4. a. I try to find a compromise solution.  
b. I sometimes sacrifice my own wishes for the wishes of the other person.
5. a. I consistently seek the other's help in working out a solution.  
b. I try to do what is necessary to avoid useless tensions.
6. a. I try to avoid creating unpleasantness for myself  
b. I try to win my position.
7. a. I try to postpone the issue until I have had some time to think it over.  
b. I give up some points in exchange for others.
8. a. I am usually firm in pursuing my goals.  
b. I attempt to get all concerns and issues immediately out in the open.
9. a. I feel that differences are not always worth worrying about.  
b. I make some effort to get my way.
10. a. I am firm in pursuing my goals.  
b. I try to find a compromise solution.
11. a. I attempt to get all concerns and issues immediately out in the open.  
b. I might try to soothe the other's feelings and preserve our relationship.
12. a. I sometimes avoid taking positions which would create controversy.  
b. I will let the other person have some of his/her positions if he/she lets me have some of mine.
13. a. I propose a middle ground.  
b. I press to get my points made.
14. a. I tell the other person my ideas and ask him/her for his/hers.

- b. I try to show him/her the logic and benefits of my position.
- 15. a. I might try to soothe the other's feelings and preserve our relationship.  
b. I try to do what is necessary to avoid tensions.
- 16. a. I try not to hurt the other person's feelings.  
b. I try to convince the other person of the merits of my position.
- 17. a. I am usually firm in pursuing my goals.  
b. I try to do what is necessary to avoid useless tensions.
- 18. a. If it makes the other person happy, I might let him/her maintain his/her views.  
b. I will let the other person have some of his/her positions if he/she lets me have some of mine.
- 19. a. I attempt to get all concerns and issues immediately out in the open.  
b. I try to postpone the issue until I have had time to think it over.
- 20. a. I attempt to immediately work through our differences.  
b. I try to find a fair combination of gains and losses for both of us.
- 21. a. In approaching negotiations, I try to be considerate of the other person's wishes.  
b. I always lean toward a direct discussion of the problem.
- 22. a. I try to find a position that is intermediate between his/hers and mine.  
b. I assert my wishes.
- 23. a. I am very often concerned with satisfying all our wishes.  
b. There are times when I let others take responsibility for solving the problem.
- 24. a. If the other's position seems very important to him/her, I would try to meet his/her wishes.  
b. I try to get him/her to settle a compromise.
- 25. a. I try to show him/her the logic and benefits of my position.  
b. In approaching negotiations, I try to be considerate of the other person's wishes.
- 26. a. I propose a middle ground.  
b. I am nearly always concerned with satisfying all our wishes.
- 27. a. I sometimes avoid taking positions which would create controversy.  
b. If it makes the other person happy, I might let him/her maintain his/her views.
- 28. a. I am usually firm in pursuing my goals.  
b. I usually seek the other person's help in working out a solution.
- 29. a. I propose a middle ground.  
b. I feel that the differences are not always worth worrying about.
- 30. a. I try not to hurt the other's feelings.  
b. I always share the problem with the other person so that we can work it out.

## Management of Differences Scoring Instructions

Circle the letters below that you circled on each item of the survey.

1.			A	B
2.	B	A		
3.	A			B
4.		A		B
5.	A		B	
6.	B		A	
7.		B	A	
8.	A	B		
9.	B		A	
10.	A	B		
11.	A			B
12.		B	A	
13.	B	A		
14.	B	A		
15.			B	A
16.	B			A
17.	A		B	
18.		B		A
19.	A		B	
20.	A	B		
21.	B			A
22.	B	A		
23.	A		B	
24.		B		A
25.	A			B
26.	B	A		
27.			A	B
28.	A	B		
29.		A	B	
30.	B			A

Indicate total number of items circled in each column:

Competing \_\_\_ Collaborating \_\_\_ Cooperating \_\_\_ Avoiding \_\_\_ Accommodating \_\_\_

The high score indicates the style you are most likely to use. Other scores show styles with which you may have some comfort. Compare your styles with others. Everyone is different in his/her approach and these differences make organizations dynamic and provide for interesting learning experiences.

## FINANCIAL CONSIDERATIONS

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A very important area where you can lend your expertise to student organizations is in the realm of financial situations. Student organizations at Purdue can be broken up into two types of financial categories: groups under financial control of the Business Office Student Organizations (BOSO) and groups which are student housing organizations not under the direct management of Purdue University, like cooperatives and some sororities and fraternities. Their finances are controlled by the directors of their corporations. Newly elected presidents and treasurers are required to attend a workshop coordinated by the Business Office for Student Organizations to discuss financial policies and procedures. While groups elect responsible people to be their officers, there are several ways you can help your group stay solvent.

1. 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 how things work in the bookkeeping department you can help in transition and continuity of procedures.
2. You can help interpret University policy for the group. While cooperatives, some sororities and some fraternities have their own financial procedures, all other groups are responsible for following guidelines set by the Business Office Student Organizations. The housing units also are responsible for following procedures when they bring charitable fundraising onto campus. Thus, all treasurers should be aware of the financial procedures manual that the BOSO publishes.
3. BOSO periodically sends treasurers an income/expense report of their student organization financial activities. This report may be helpful for the treasurer to reconcile the group's books. The BOSO can also ask for the books to be brought in for a spot review, so accurate and up-to-date books are very important. For complete procedures of bookkeeping requirements, please stop by Schleman Hall Room 213.

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### Where Do Problems Happen With Money and Student Groups?

#### 1. Contract Preparation

This is an area where you need to be involved. Any negotiation with outside vendors must be reviewed and approved by BOSO. The advisor is also required to sign the contract as a review process.

Students should keep in mind that by signing a contract they are legally obligating the University, and may be obligating themselves.

This is important for the cooperatives, fraternities and sororities that are not under the financial

control of the University. Whether it is for the house composite picture or food supplies, contracts are legal obligations and you should help them read the fine print. If a group defaults on a contract, consequences could be severe.

Students should also be aware of telephone scams through which people try to get them to agree over the phone for services and products. A firm, polite "No Thanks" at the beginning of the conversation can keep the group from getting in trouble.

#### 2. Proper Documentation For Reimbursement

For student organizations that operate through BOSO, disbursements of funds must be handled according to the procedures outlined by BOSO.

- All disbursements must be made by check, regardless of the nature of the expenditure.
- An **original invoice** or receipt from the vendor must be attached to the check request.
- All original invoices and receipts must be supplied to BOSO. If additional copies of the invoices or receipts are needed, copies should be made prior to visiting BOSO.
- Goods and services purchased must be described in sufficient detail before BOSO approves the check. An explanation must be given about how the expense benefits and relates to the student organization.
- In the event that the treasurer, or another individual, is to be reimbursed, the president or faculty advisor must sign the check to authorize payment.
- All expenses must be identified and coded with proper expense codes.

### **3. University Regulations**

University regulations must be followed to a “tee,” because consistent disobeying of rules could cause the group to lose its recognition as a student organization.

Special attention should be paid to tax issues. Those student organizations under BOSO control must handle all tax issues and related matters through BOSO. If you have tax-related questions, do not hesitate to contact BOSO.

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### **Good Financial Ideas for Groups to Follow**

Set up a system of internal checks and balances. The knowledge about where money is coming from and going should not be limited to just one person.

Come up with realistic budgets prior to events and then follow them. While it may be unrealistic to try to plan down to the penny, it is important to have direction. In fact, BOSO may require a budget prior to its approval of an event or activity. Student groups are not required to collect dues, but frequently dues provide sufficient income for club operations.

### **What Happens if Procedures Aren’t Followed?**

A system has been put in place to warn student organizations if there are problems. If a group is in violation of University financial policy, a notice of noncompliance will be sent to the president, treasurer, and advisor. Habitual offenders will be subject to sanctions. By understanding BOSO rules, you can keep problems to a minimum.

## FUNDRAISING

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Fund-raising is one activity many student organizations undertake. Because there is money involved, you need to make sure student officers go through the proper channels in getting their activity approved. You can also assist in planning.

As with any other program, the fund-raising effort should be well defined. Asking key questions at the beginning helps bring the project into focus.

- Is the goal of the fundraiser charitable for group activities?
- Who is the group going to contact? (Alumnae or alumni, friends, all of Purdue, etc.)
- What is the best way to contact these individuals? (Keep in mind important factors such as time and cost.)
- What project will bring the best results?
- Does the proposed project meet *University Regulations*?

University Development Offices share some strategies to keep in mind.

- People give to causes, but also give to people. In other words, don't forget the benefits of one-on-one interaction.
- Most people do not like to give to "dying" causes. Instead of billing your fund-raising efforts as "our last chance to save xyz," the cause would come across as more positive as "we are bettering xyz with your help."
- Stay positive about the program and clearly describe its benefits and causes.
- The University Development Office (UDO) is the central fundraising department of Purdue. If you plan to solicit tax-deductible contributions, or approach University constituencies...alumni, alumnae, faculty, staff, parents or corporations, your solicitation must meet University requirements and be approved by the University Development Office.

### **Income-generating events**

Student groups are not required to collect dues, but frequently dues provide sufficient income for club operations. If the budget and the group's goals show that other income-producers are needed, encourage the officers to lay a careful strategy. A lot of learning can come from these events. Many types of sales and promotionals are permitted by University regulations. There are some ups and downs. For example, a successful carwash program may get less successful as time goes on. More elaborate and lengthy events that capitalize on the 'in' things or provide what students want can be very successful. Realistic approaches are essential. Consult SAO and BOSO.

# OFFICE OF THE DEAN OF STUDENTS – WORKING FOR YOU

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The Office of the Dean of Students provides services and programs that bridge the gaps that students encounter on their road to success at Purdue. The Office of the Dean of Students (ODOS) is also the home base for all student organizations. All groups must be recognized by the ODOS and follow student organization regulations.

As advisor, you need to be aware of the resources that the ODOS has to offer so you can help your group and individual students use the ODOS effectively.

The Office of the Dean of Students is divided into five areas under the direction of the Dean of Students.

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## Administration **494-1239**

This area focuses on a variety of generalist and administrative functions within the office, including but not limited to:

- School withdrawals
- Crisis management
- Notary public services
- Office personnel matters
- Student rights and responsibilities
- Student conduct and discipline
- Readmission procedures
- Emergency loans

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## Counseling **494-7663**

This area provides confidential assistance for students who need help in understanding themselves, in making adjustments and decisions, in accepting responsibility for their choices, and in following a course of action to resolve the smallest or largest of problems.

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## Adaptive Programs **494-1247**

The special programs area is designed to meet the needs of several unique groups of students. This area provides assistance for students with temporary or permanent physical disabilities and students with learning disabilities. Multicultural programs are another emphasis.

### Special Phone Numbers

<i>General Information</i> .....	<b>49-41747</b>
<i>Cooperative Housing</i> .....	<b>49-49758</b>
<i>Fraternalities</i> .....	<b>49-41232</b>
<i>HORIZONS</i> .....	<b>49-47094</b>
<i>Off-Campus Housing</i> .....	<b>49-47663</b>
<i>Sororities</i> .....	<b>49-41232</b>
<i>Span Plan</i> .....	<b>49-45490</b>
<i>Student Harassment</i> .....	<b>49-41747</b>
<i>TDD Telephone for the Hearing Impaired</i> ....	<b>49-41239</b>

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## Student Activities and Organizations

**494-1231 or 1232**

This is the area that is responsible for the recognition and administration of over 600 student organizations, including program advisement and initial scheduling of their activities. The staff of this area can provide all kinds of information for you as you advise a student group. Leadership development possibilities for students are many. Student Leadership Development, EDPS 300A, and Peer Leadership Consultation, EDPS 310D, are taught by the staff.

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## University Division and Academic Support Services

**494-9756**

The University Division is an academic unit within the Office of the Dean of Students that helps students with academic concerns such as career counseling, information relating to choosing majors, and career planning. Support services are also provided for adult learners.

This area also provides the Career Resource Center where hundreds of files are housed that describe various occupations. An extensive career library is also available for student use. Testing is available for those students who are in need of direction on career exploration, readmission, and advanced credit.

The HORIZONS program is another unit within the Office of the Dean of Students that is for first-generation students or for those students who are in a lower socioeconomic bracket.

## LEADERSHIP RESOURCE CENTER

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The Leadership Resource Center is designed to assist Student Organizations in planning events, learning about leadership, developing as a team, and so on.

There are several books, handouts, brochures, etc. available for your use in the Leadership Resource Center which is located in the Student Activities and Organizations Office – Schleman Hall room 250. The following is a list of only a portion of the books you are welcome to check out for your own use.

Schuh, J.H. (Ed.) (1984). A Handbook for student group advisors. Washington, D.C.: American Personnel and Guidance Association.

Dunkel, N.W., & Schuh, J.H. (1998). Advising student groups and organizations. San Francisco: Jossey-Bass.

Bloland, P.A. (1967). Student group advising in higher education. Washington, D.C.: American Personnel and Guidance Association.

Johnson, D.W., & Johnson, F.P. (2000). Joining together: Group theory and group skills. (7<sup>th</sup> ed.) Boston: Allyn & Bacon.

Kouzes, J.M. & Posner, B.Z. (1995). The leadership challenge. San Francisco: Jossey-Bass.

Newstrom, J. & Scannell, E. (1998). The big book of team building games. Washington, D.C.: McGraw-Hill.

Komives, S.R., Lucas N., & McMahon, T.R. (1998). Exploring leadership: For college students who want to make a difference. San Francisco: Jossey-Bass.

Coaching for Development  
Creating a Learning Organization  
Cultural Diversity  
Diversity: Activities and Training Designs  
Encyclopedia of Icebreakers  
Encyclopedia of Team Building Activities  
Encyclopedia of Team Development Activities  
Everyone Can Win: How to Resolve Conflict  
Exploring Leadership  
Facilitation Skills for Team Leaders  
Fraternities in Our Colleges  
Games Team Play (3-ring binder)  
Keeping Your Cool Under Fire: Communicating Non-Defensively  
Leadership Challenge, The  
Leadership and the One Minute Manager (2 Copies)

Leadership is Everybody's Business  
Leadership! What every leader should know about people  
Leading Minds  
On Leadership  
One Minute Manager  
Organizational Behavior: The Essentials (1996)  
Organizational Behavior: Foundations, Realities, and Challenges  
Organizational Behavior: Integrating Individuals, Groups, & Processes (1996)  
Rapid Team Development  
Seven Habits of Highly Effective People (1989)  
Team Excellence  
Team Games for Trainers  
Team Handbook  
Wrongs of Passage

## **POLICIES**

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The policies administered and interpreted by our Student Activities & Organizations are as follows:

- ***General Policies***

- Hazing
- Access to Information by Student Organizations
- Support of a Student Organization Activity by an Outside Source

- ***Event Policies***

- Barn Dance
- Charity
- Electronic Message Board Regulations
- Games of Chance
- Haunted House Permit Requirements
- Hayride
- Posting of Publicity
- Scavenger Hunt
- Sponsorship of Concerts and Performances with Professional Entertainer
- Sponsorship of Political Speaker

## GUIDE TO ABBREVIATIONS

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BOSO	Business Office Student Organizations located in Schleman Hall room 213.
EPF	Event Planning Form
Faskillitators	Peer consulting group that is part of SAO. Students help other students with organizational problems, give workshops, and are available for questions.
FSBIT	Committee chaired by the Vice President for Students Services that provides funds 'For Small But Important Things' for which no other funds are available. Consult the VPSS office for information about application deadlines for student organizations.
<u>NEWS</u>	Nothing Except Worthwhile Stuff is a publication of SAO that goes out two or three times a semester to student organization presidents and advisors. Lots of useful information in a little package.
ODOS	Office of the Dean of Students handles all sorts of student developmental issues. Offices are located in room 207 of Schleman Hall and also in Student Services Annex 1. Contact the main number at 49-41747.
PMU	Purdue Memorial Union
PSUB	Purdue Student Union Board, composed of students and advised by staff of the Union, makes many decisions about space and programming at the Union.
SAO	Student Activities and Organizations area of the Office of the Dean of Students located in Schleman Hall room 250.
SMAS	Space Management and Academic Scheduling, located in room 410 of the Engineering Administration Building (ENAD).
SSINFO	Student Services Information on the Web. URL: <a href="http://www.ssinfo.purdue.edu">http://www.ssinfo.purdue.edu</a>
TPF	Travel Planning Form
UDO	University Development Office