

**The Resource Book for
Advisors
of
Student-Run Clubs and Organizations**

**Office of Student Activities
2017-2018**

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Preface

Congratulations! You have been selected or elected, appointed or drafted to be the advisor to a student organization. Your position signifies the respect our students have for you and the work that you do. The benefit of your knowledge and experience will be an important part of the success of each group.

Many of the clubs and organizations at UP provide students with opportunities to learn more about an academic or career field, to spend time with faculty in the department affiliated with the club, and to establish commitments to professional development. Other groups, ranging from club sports to ethnic culture groups, offer opportunities for students to explore special interests.

Student activities can provide a learning laboratory for students' leadership skills. Studies show that personal qualities such as the ability to work collaboratively and the ability to complete a task are the ones that separate the achievers from the underachievers. These are the qualitative abilities developed and polished through involvement in co-curricular activities.

Most advisors to student organizations are volunteers. Why should you spend your precious "free" time working with students in this way? Perhaps because you are the kind of person who likes students! You have information, skills, and qualities that you would like to share with students. Furthermore, you desire to have even more of an impact on students than the classroom setting allows. You have been selected for or appointed to this job precisely because you embody these qualities.

Most people do not have special training to be advisors for student clubs. We hope that this handbook will be a support to you in your role of club advisor.

If you need help in a particular situation or would like someone to work with your club on a particular skill or problem, please call our office. We'll match you with another faculty or staff member, or with someone somewhere who can help.

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Mission Statements

University of Portland Mission Statement, September 2010

The University of Portland, an independently governed Catholic university guided by the Congregation of Holy Cross, addresses significant questions of human concern through disciplinary and interdisciplinary studies of the arts, sciences, and humanities and through studies in majors and professional programs at the undergraduate and graduate levels. As a diverse community of scholars dedicated to excellence and innovation, we pursue teaching and learning, faith and formation, service and leadership in the classroom, residence halls and the world. Because we value the development of the whole person, the university honors faith and reason as ways of knowing, promotes ethical reflection, and prepares people who respond to the needs of the world and its human family.

Enrollment Management and Student Life, September 2010

Teaching and learning, faith and formation, and service and leadership distinguish the Catholic, holistic vision of education at the University of Portland. As Holy Cross educators, the Division provides the professional and pastoral support to foster communities of charity and learning where each member is welcomed. Together we pursue significant questions that transform lives. We nurture the whole person – hearts, hands and mind. We teach and practice responsibility to the common good, beginning with the moment of inquiry and through a life-long relationship with the University of Portland.

Student Activities Mission Statement, April 2010

In support of the tenets of the University mission (*Teaching and Learning, Faith and Formation, and Service and Leadership*), the Office of Student Activities exists to facilitate active participation in extracurricular activities and leadership.

We provide a dynamic environment that creates educational opportunities for students to learn and practice decision-making as it relates to their core values and the benefits of the community.

Through active mentorship, we promote a complex understanding of the dignity of human diversity, the formation of productive relationships, responsible citizenship, and life-long learning.

Expectations of Advisors at UP

Advising is a way of teaching. Advisors teach students about leadership, group development, public relations, risk management and liability, and program planning. Advisors are also employees of the University, and as such are expected to take reasonable steps to alert appropriate University offices of potential or actual situations that may be cause for concern.

Below is a list of expectations that the Office of Student Activities (OSA) has for advisors of student clubs and organizations.

- Have an open door, especially to the officers of the organization.
- Ideally, attend the meetings of the executive board.
- Attend general meetings of the membership at least occasionally.
- Attend any campus-wide events sponsored by the group. (If you cannot attend the whole event, find other appropriate members of the faculty or staff to attend.)
- Attend any off-campus events by the group. (If you cannot attend the whole event, find other appropriate members of the faculty or staff to attend.)
- Attend any group-only events on campus whenever you can.
- Refer the leaders to the Office of Student Activities (OSA) if the group is considering any risky activities; also alert OSA directly.
- Report any situations which concern you to OSA (or Public Safety if it's a matter of imminent danger)
- Refer the club leaders to OSA if they are planning any all-campus or large, complex events, so we can be involved in seeing that all the bases for planning such events are covered; then alert OSA so we know to expect that they will be contacting us.
- Meet frequently with the club treasurer to see that s/he understands proper procedures for handling money and is working with a realistic budget, especially if the club handles a large amount of money, whether from ticket sales, fund-raising, dues or donations.
- Point out University policies, governmental laws, and common sense.
- Encourage members of your department, your supervisor, and others to give regular feedback, including praise, to the student leaders and members of the group.

Should you be concerned about the extent of your legal responsibility, rest assured that the University's liability coverage would apply to your interaction with a club or organization under reasonable circumstances. As always, it is important that you act as a reasonable and prudent person would act. If the club you advise decides to enter into a physically demanding activity, like skydiving, then you should ensure precautions are taken. Universities typically do not sponsor or have their name associated with risky activities of this nature unless the university has clearly stated the risks involved in a hold harmless waiver form, and the university's insurance company has been consulted. The best advice for you is to call the Office of Student

Activities if you have any reason to be concerned about the health and safety of students in conjunction with the club. Another crucial step in campus advising is to know University policies and regulations that affect clubs and organizations. Familiarity with the Student Handbook information on the UP website and with the Resource Book for Student Clubs and Organizations will provide you with that information. Typical problem areas include alcohol at club-sponsored events, activities that would be construed as hazing, misuse of dues/funds, and any other activity that would violate university policy, local or state law.

Clarifying the Advisor's Role

Below is a list of roles that an advisor might assume. This list is meant to start a conversation between the advisor and the group's officers. Together they should take some time at the start of the year to clarify expectations for the advisor. The advisor and the officers may either complete the form separately, and then meet to compare answers, discussing those items on which they differ, or may simply fill out the form together.

How much involvement will the advisor have?

- Attend all/some general meetings.
- Attend all/some executive officer meetings.
- Meet with the president on a regular basis.
- Attend all/some activities or events sponsored by the group
- Participate in the group as an older/wiser member.
- Do only things when the group or officers ask; otherwise leave the group on its own.
- Other:

At meetings, how will the advisor be included?

- Speak up whenever s/he has an idea or a comment.
- Speak up only when invited to do so.
- Speak at a set time in the meeting.
- Be seen and not heard.
- Other:

What will be the advisor's responsibilities during the group's events?

- Help the group with work at activities, for example, help with set up.
- Attend some activities sponsored by the group, but be available by phone for "emergencies" during other activities.
- Only attend those activities to which students specifically invite advisor.
- Other:

What role should the advisor play in helping the group with team-building and/or leadership training?

- Suggest some team-building activities at the start of the year.
- Take some responsibility for conducting team-building activities at the start of the year.
- Provide/arrange for leadership training for the group or its officers.
- Suggest areas of leadership training needed by group or its officers.
- Other:

What role should the advisor play in helping the group with setting goals for the year?

- Suggest a procedure for deciding on goals.
- Make suggestions for goals.
- Participate in deciding on goals.
- Other:

What role should the advisor play in helping the group in solving problems?

- Give hints for proceeding when the group seems to be stuck.
- Point out potential violations of the group's constitution/rules.
- Point out potential violations of the law or University policies.
- Stop the group from violating the law or University policies.
- Warn the group when the advisor thinks it's headed for failure.
- Other:

What role should the advisor play in helping the group when conflicts arise?

- Help resolve conflicts between officers or members.
- Help resolve conflicts between this group and other groups.
- Help resolve conflicts between this group and college offices, other faculty, administration
- Other:

What role should the advisor play in helping the group in evaluating its activities?

- Remind the group to evaluate its activities.
- Take an active role in getting the group to evaluate its activities by insisting on an evaluation, structuring the evaluation process, etc.
- Participate in evaluating the activities.
- Conduct evaluations.
- Other:

What routine tasks should the advisor help with or do?

- Help prepare the group's agenda.
- Look over the meeting minutes before they are printed and distributed.
- Look over financial transactions or records.
- Look over printed materials before they go out -- publicity, invitations, memos, etc.
- Other:

Is there anything annually that the advisor should take responsibility for?

- Store the group's records over the summer or winter break.
- Let the group keep its records in his/her office during the school year.
- Work with the treasurer to audit the books and write a financial report before turning the records over to a new treasurer.
- Other:

Training for Student Leaders

Advisors can be instrumental in helping a student group identify its needs for training and the resources for meeting those needs. Some areas of training or information often needed by student groups or leaders are:

- team building
- goal setting
- planning
- budgeting
- decision making
- time management
- conducting meetings
- marketing
- evaluating
- motivation
- communication
- delegating
- publicity/promotion
- keeping financial records
- taking meeting minutes
- conflict management
- group dynamics

If your group wants training, advice, or information in those or other areas and you are not able to provide it, please contact the Office of Student Activities and help will be on its way!

How can I be of Service to This Group?

It may be helpful to think of the advisor's role in a student organization in terms of three major areas: maintenance, group development, and program content.

Maintenance are those tasks which insure the cohesion and the continuation of the group. An advisor can provide assistance in maintenance by:

- (1) Encouraging new people to join the organization.
- (2) Providing a link with the history and tradition of the past.
- (3) Heading off situations which might give rise to bad public relations.
- (4) Preventing the group from breaking the University's rules.
- (5) Arbitrating intra-group disputes.
- (6) Encouraging participation from all members by creating an atmosphere in which everyone feels free to express their opinion.

Group Development are those activities which improve the operation and effectiveness of the group and help it progress toward its goals. To facilitate group development, the advisor may do the following:

- (1) Teach the techniques and responsibilities of leadership and fellowship.
- (2) Provide the officers with the elements of good organizational and administrative practice.
- (3) Develop self-discipline and responsibility in the group.
- (4) Teach the principles of effective group operation.
- (5) Develop procedures and plans for action.
- (6) Keep the group focused on its goals.
- (7) Stimulate and initiate activity.

Program Content are the activities involved in planning for the group's educational development and enrichment. Advisor activities related to program content may include the following:

- (1) Introducing new program ideas with some intellectual flavor.
- (2) Providing opportunities for the practice of classroom-acquired skills.
- (3) Helping the group to apply principles learned in the classroom
- (4) Point out new perspectives and directions to the group.
- (5) Supplying expert knowledge.

By: Jay Boyar, Director of College Activities, Prince George's Community College, Largo, Maryland.

Common Problems and How to Handle Them

The leader of your club approaches you complaining that things just aren't working right, and they have no idea what is wrong.

You should meet with the individual about the club and try to assess the problem. Here are a few common things to listen for and some recommended solutions.

- The club leaders are having a problem getting people to volunteer to do things for the club. Often it is not that members lack motivation, but that they lack the knowledge of what to do. Advise the leaders to keep the assignments simple and to thoroughly explain exactly what is to be done. Two people could be assigned to the job; that way they don't feel like they have to do everything themselves.

- The club leaders feel overwhelmed, like they have to do everything themselves. This problem is actually quite common. Many leaders feel that it is easier to do something by themselves, so they know that it has been done right. This will cause burnout. Tell your leaders that they don't have to do everything. Discuss delegating the major tasks that need to be done. (Things like booking rooms, calling performers, designing posters, etc....)

- The leaders complain that the club seems to be losing membership. When this happens, often the club members feel that the leaders are making all of the decisions. One of the best ways to retain the club's members is to find out what everyone is interested in or wants to accomplish. As a group brainstorm together, explore a few good ideas and start planning!

- The club had an active member who always took charge and now s/he is the club leader. Although this seems like an ideal situation, sometimes it is not. When new people take over they often are unsure of how to properly organize a meeting. You might hear the members complain that everything is disorganized and nothing gets done. This can be solved by following an agenda. You should have a place for announcements, old business that still needs to be discussed, any current or upcoming events and then a place for any special issues or concerns.

- It is the fourth week of the term and the club leaders or members say that things just don't seem to be clicking in the club. Ask them if they have defined the purpose/goal of the club. If the members of the club have a differing idea of what the goal is, this can lead to some confusion. By defining the club's purpose as a group, everyone will have an overall vision of where the club should be at the end of the term.

- Does the club want to plan an event but they are struggling because of their lack of membership? Have them co-sponsor an event with another club. This will divide the work in half and give their club much needed publicity to increase their membership.

As an advisor, you should notice some of these red flags. If any of these situations arise, it is beneficial to assist the group leader in identifying the problem and finding a solution. If the leader is at a complete loss, use phrases like: “have you tried...” “maybe you should consider...” If possible avoid telling them exactly what to do. If they can identify the problem with your assistance, they will be better equipped to create the solution themselves. You can also suggest that they talk with the staff in the Office of Student Activities.

Adapted from: Connie Schroeder, Director of Student Activities, and staff at Beloit College, Beloit, Wisconsin.

Different Approaches to Advising

Advisors play an important part in advising the total organization. How this is done is often influenced by the personality of the individual advisor and by the organization he/she advises. There are no hard and fast rules on "how to become an effective advisor," but some of the guidelines below might be helpful in situations which often arise.

The following techniques are suggested, in the order in which they should be used when an organization is planning a questionable activity:

Working with a group:

- Other ideas may be substituted for the one which is unsatisfactory.
- The difficulties inherent to the plan can be pointed out.
- The advisor may request that the group obtain the opinion of the individuals or agencies affected by the action.
- The advisor must keep in mind that the Office of Student Activities is available and can interpret policies regarding student organizations. When an advisor has questions about the advisability of an organization's plans, he or she should feel free to recommend that the officers refer the plan to the Office of Student Activities.

Working with a student officer (individual):

- The advisor will want to point out factors bearing on the ideas presented by the officer without imposing his/her own bias.
- If an idea is inappropriate, the advisor should try to encourage the student to consider other alternatives.
- Informal meetings are conducive to open and worthwhile discussion.
- If the officer asks "what should we do?" or "what do you think?" the question should be rephrased and handed back to the student. The advisor is there to assist the officer but not to solve the problems for him/her.
- The officer should be encouraged to take an occasional chance on some less proven members in delegating authority.
- The advisor may wish to periodically evaluate the student in his/her effectiveness as an officer.

From: University of San Diego's "Student Organization Advisor's Handbook"

The Role of an Advisor to a Student Organization

Historically, the role of a faculty/staff advisor has ranged from near-neglect to total manipulation of the student organization. In today's environment, however, the advisor who serves as a consultant to the group provides the most effective learning experience for the student. Utilizing this approach, the advisor provides guidance and direction to the organization and training to its leaders, progressively withdrawing from active involvement as the students become more capable as leaders and more aware of resources available to them in program planning.

Defining the role of the advisor for a student organization is one of the most crucial steps in the advising process. It is important that advisors understand the expectations of the group and that the group understands the expectations of the advisor. Try to set aside a specific time or part of a meeting to discuss the role the advisor is to play. This discussion should include such topics as attendance and participation at meetings and programs, private consultation with leaders and members, and evaluation.

Appropriate Interventions

An important function of an advisor is organization renewal. Organization renewal is defined by Gordon Lippitt as "the process of initiating, creating, and confronting needed changes so as to make it possible for organizations to become or remain viable, to adapt to new conditions, to solve problems, to learn from experiences, and to move toward greater organizational maturity" (Lippitt, 1969) One of the primary tasks of the advisor is to serve as an agent for organization renewal of the student organization. While you cannot and should not dictate where change is needed, you can serve as a catalyst for consideration of alternatives that will foster the kind of organizational growth identified above.

Assistance with program planning is another function of the advisor. This is often one of the more creative opportunities in which the advisor can serve as networker and liaison between potential resource persons and the organization. While the advisor can often assist the group by identifying program resources, the ultimate decision on which programs to sponsor and how to present them must remain with the student organization. The advisor should be available for advice, to help with group motivation, and to make the organization aware of alternatives; but the nature of student development requires that students be permitted and encouraged to make their own decisions and learn from them, be they failures or successes.

In order to be effective, the advisor should serve as a resource person. The most effective advisor is one who is able to convey his/her knowledge to the group. Be creative in developing training sessions that help the group to function more

independently. The advisor should also focus on the individual growth of each member of the group, especially the leaders - what are they gaining from their involvement in the organization? How will it help them in the future?

Finally, the advisor can serve as a stabilizing force within the organization. S/he can facilitate transition between outgoing and incoming officers by assuring that information gets passed on to the new leadership. The advisor can also assure that successive officers understand the organization's history, applicable rules and regulations, and past organizational goals. It is also important to ensure that the group maintains some records of past activities.

Inappropriate Interventions

Many of the historical expectations of the faculty/staff advisor are now inappropriate and inconsistent with the role of the advisor as consultant. An advisor is not supposed to be a rescuer and is not responsible for the failures of the organization. If the students are allowed to make the decisions, it is the students who must assume the responsibility for the success or failure of sponsored programs and the organization itself. This is a fine line to walk; if an advisor sees failure coming, there is an obligation to identify that perception to the student leaders responsible and present alternatives for their consideration. The advisor does not, however, have the responsibility to impose solutions upon the organization. It is the rare student group which will experience more than one such incident of interference and still retain its viability as a student group. When a group does experience a failure, the advisor's role is to assist the organization in learning from that situation.

Along similar lines, the advisor cannot be held responsible for the demise of a student group. The same principles outlined above apply when considering the continued existence of a group. Because student organizations are created by students, students are responsible for assuring their continued existence.

Roles do differ depending upon the student organization. Organizations affiliated with an academic department may be very instrumental in achieving departmental goals. The advisor may take the initiative by identifying students who have an interest in revitalizing the organization by pulling them together for a strategy session. Similarly, the role of advisor is sometimes defined by the national or regional parent organization, and this role may differ in significant ways from the ideal described above.

From: George Mason University, Fairfax, Virginia.

Guidelines for Working with Student Groups

The group advisor must get to know members of the group and assist the group to become acquainted in order to work effectively; s/he should attempt to assess, with each member, the contributions they can make to the group. Bear in mind that each student's overriding commitment must be to their academic responsibilities. Group commitments must be secondary.

The group advisor must be aware of the forces acting upon the group. One of these forces is the group advisor. Remain cognizant of your role and the influence you are having. Arouse interest, give advice, and stimulate ideas, but do not take over the leadership role.

Role of the Group Advisor

The role of the group advisor may be directive or passive, but the best approach seems to lie between these extremes.

- A. **Starting Point** - The advisor and the group should react jointly to the advisor's role.
1. Let the students select their advisor whenever possible.
 2. The advisor should state his/her definition of the role, including institutional pressures that affect it.
 3. Open discussion and joint decision on the advisor's role should be the next step.
 4. The advisor must follow this agreed upon role. If changes take place, renegotiate the role.
 5. The role should be an ACTIVE one of giving information and advice. Assist the group when they are bogged down.
 6. Advisors should make students aware of alternatives.
 7. State that students are free to make their own decisions. The advisor should not veto.
 8. The group advisor should realize the amount of persuasion power S/he possesses over the group, and use it with the group's best interest and their development in mind.

B. General Functions

1. A group advisor must express sincere enthusiasm and interest in the group and its activities.
2. Advisors must be open to criticisms by the group. Work with them to re-evaluate your role. Be willing to be wrong.
3. At times it may be wise to let the group be on its own. In some way step back for a short time. It shows trust in their decision-making. If you step back

too far, they may feel you are not interested. If you never step back, they may feel you're the "mother-hen".

4. Act as a positive critic to the group. Give them feedback on how they are doing.
5. Sometimes make suggestions through group members, rather than directly to the group.
6. Be aware of any and all procedures and regulations affecting the group. Assist them in adhering to them.
7. Encourage the group to keep records and evaluations in files. Procedures for passing on this information should be developed.
8. Try to encourage the assignments of tasks to all members. If a member merely comes to meetings and listens, s/he will readily lose interest.
9. Use the tools you have to assist the group. Discuss methods, small sub-groups, group representatives, fishbowl, role playing, etc.
10. Share problems with professionals in order to get advice.

**DO NOT USE A STUDENT GROUP AS A VEHICLE FOR
EXPRESSING YOUR LEADERSHIP ABILITY. YOUR TASK IS TO
DEVELOP LEADERSHIP IN STUDENTS.**

C. Before the Meeting

1. Meet with the officers at least one day before the meeting to form an agenda. This allows time to gather any materials and information needed. In planning an agenda for a meeting, have the officers consider what has to be done and what should be done in light of their goals.
2. Discuss ideas with the officers on possible methods of running the meeting. Establish needed organizational procedures.

D. After the Meeting

1. Following the meeting, discuss with the officers any problems encountered during the meeting and offer suggestions for improvement.
2. Try to hold the officers accountable for follow-ups on any assignments made at the meeting, in a supportive manner.
3. The work of a committee is done between meetings, not in them. Meetings are for planning, reporting and decision-making. Assist the group in spotting problems in this area. Exception: working meetings with material at hand to accomplish a portion of the task.

E. Group Building

1. It is important for group members to know each other well enough to be able to share thoughts freely.
2. Work with group leaders to develop and implement procedures for building group feeling and purpose.
3. Recruit new members.

F. Group Goal-Setting

1. Early in the year raise questions about the group goals. What is the purpose? What do they want to accomplish?
2. Encourage the group to periodically evaluate its progress in relation to its goals.
3. Keep a record of goals and ask that they be reviewed periodically throughout the year.
4. This procedure should also be used with committees as well as with the entire group.

G. Parliamentary Procedures

1. Keep it simple in order to promote open discussion.
2. For all motions both sides should be discussed in order to know all the arguments. Someone may need to play the "devil's advocate".

H. Being of Assistance

1. Chairperson - Offer feedback on performance.
2. Secretary - explain taking minutes.
 - a. Information on minutes
 - 1) Include date and time of meeting.
 - 2) List of people present and absent from meeting (full names needed).
 - 3) State who presides over meeting.
 - 4) Include motions and who made them-- state if they passed, failed, or were tabled or specify consensus decisions reached.
 - 5) List topics that were discussed and announcements that were made.
 - 6) Reproduce minutes and post copies in appropriate locations. Make sure each representative receives a copy prior to the next meeting.
 - 7) At the next meeting ask for corrections of the minutes.
3. Vice President - assist in developing strong committee structures.
4. Treasurer - Help develop budget and work to insure that funds are not mishandled.
5. Individual committees - attend meetings and advise as you do with the total group.
6. Assisting committees or the total group in working its plans through channels.

From: Albright College, modified from work done by David G. Butler, Associate Director of Residence Life, University of Delaware

How to Request a Reservation in the EMS System

- 1) Go to the UP Portal pilots.up.edu
- 2) Log-in
- 3) In Campus Events click on Reserve a Room
- 4) Go to MyAccount and the Log-in again for security reasons
- 5) Before you request a space on campus, please click on the Browse for Space tab to see if room is available on the date and time you need – this will help speed up the process
- 6) Go to Reservations and then click on Request a Space – this will bring up the reservation request form for you to input the specific information in order to find the right space
- 7) All boxes with a red asterisk need to be filled in to find a space. It may take a couple of tries to find the appropriate space, but once you do click on the green cross to select your location
- 8) Once the space shows up on the selected locations scroll to the bottom of the page and click on the Continue button
- 9) A page will show up where you can enter the following information: Event Name, Event Type, Group Details (your contact information), Other Information (University Calendar, Set-up and Break-down time, etc.), AV, Catering, and Set-up Needs, Account Number (required), then click the Submit Reservation button
- 10) You will automatically receive an email that your request has been submitted. Once the request has been approved you will receive a confirmation email from University Events
- 11) If you have any questions when requesting a reservation, please call University Events at X7523
- 12) If you need to make any changes to your reservation after you submitted it, you can log back into the system and click on Reservations and then click on View My Requests
- 13) To make changes you click on the reservation you would like to make changes to, and navigate the reservation to make specific changes

Club Funding: The difference between the ASUP & Waldschmidt Accounts

ASUP Account vs. Waldschmidt Account

These are two separate accounts. The ASUP account is managed by the ASUP Treasurer (David Zabinski). The money in this account comes from the general ASUP budget process, which occurs both fall and spring semesters.

The Waldschmidt account is managed by the Controller's Office (e.g. Karen Lee), and is used when clubs conduct fundraisers or collect club dues. Clubs are not allowed to have an outside banking account – once the students graduate, only they can get access to this account and all the monies generated for this club cannot be accessed by anyone from the university

**Please do not use an outside banking account or your own personal banking account for club funds. All club funds should be going into the club account located in the Controller's Office (Waldschmidt Hall). We are explaining this important process to the student leaders at the annual StepUP: Student Leadership Conference this September. Club funds may include club dues, fundraisers, donations from outside vendors, etc.*

Reimbursement and Payment Request (formerly check request)

These forms need to be filled out at least two weeks prior to when the money is needed. This form of payment is used for \$50 or more. Cash reimbursement forms are for under \$50. The students need to turn this information into the ASUP Treasurer for processing. The forms can be found in the ASUP office in the St. Mary's building or online under the Controller's Office at [Reimbursement and Payment Request Form](#).

General ASUP Budget Process

The club Treasurer needs to submit a line itemized budget request each semester to receive ASUP funds. The budget applications are available in early October and are typically due at the end of October. The exact date will be announced each semester by the ASUP Treasurer via email. Clubs are required to attend a 15-minute interview with the Financial Management Board. Once the interviews are complete the entire budget is debated by the ASUP Senate. The entire budget is approved in early December. It is important for the club treasurer to be in charge of this process.

ASUP Endowment Fund

The funds leftover in club accounts each semester now go straight into the endowment fund, which was voted on by the student body a few years ago. The endowment fund will create wealth for future club leaders, but right now the principle is still being added to.

Guidelines for Events Involving Alcohol

New this year, the Office of Student Affairs has revised some of its guidelines for events involving alcohol. Any group, either faculty or student-run, wishing to plan an event serving alcohol at which students may be present will be responsible for abiding by the newly revised guidelines.

In planning an event where alcohol will be served, groups are asked to fill out an online approval form, and then they will be asked to print it out and have it signed by themselves and/or their faculty sponsor or staff moderator. Once signed the hardcopy should then be submitted to the Office of Student Affairs for approval.

The steps/topics included in the guidelines for organizing an event with alcohol include:

- Approval Process
- Purchase and Serving of Alcohol
- Contracts
- Security
- Advertising
- Proof of Legal Drinking Age
- Quantity of Beverages
- Other Beverages
- Food
- Alcohol Use and Education

The comprehensive explanation of guidelines and the approval form can be found here [Guidelines for Events Involving Alcohol](#).

Club Trips and Transportation

The University has updated its process and guidelines regarding student organizations taking trips off campus, and the transportation used. Below is the policy as stated in Life on the Bluff. Please click here [Life on the Bluff](#) to find a complete version.

A University trip is defined as any travel to and from the University sponsored by a department, faculty, staff, or student organization for which the University provides planning, financial assistance, and/or general guidance for the purpose of fulfilling an aspect of the University's mission for business or education. The Office of Student Activities classifies trips into four categories: local travel, day trips, extended trips, and international travel.

- *Local travel is defined as travel within the Portland Metro area that does not involve an overnight stay.*
- *A day trip is defined as travel outside the Portland Metro area that does not involve an overnight stay.*
- *An extended trip is defined as travel outside of the Portland Metro area that involves one or more nights away from the University.*
- *For international travel involving students, organizers should consult the international travel protocols from the General Counsel's office.*

Students, faculty, and staff who intend to drive any vehicle—University, rental, or personal—for University activities or business must contact the Public Safety Department in advance to obtain the relevant policy information and must comply with all safety and registration guidelines. Additionally, students should review the University Vehicle and Transportation Policy for Students, available on the Public Safety website under "Transit & Travel."

Any student club or organization in good standing wishing to conduct or sponsor a trip must obtain prior approval from their faculty or staff advisor and submit a request to the Director of Student Activities or his/her designee. Student trips should be planned so as not to interfere with academic classes. If the trip does interfere with classes, organizers are responsible to make a request to the Office of the Provost for an excused absence.

If you are planning a trip off campus, until an online form is created, please send an email to Becca Nerstad at nerstad@up.edu with the following information:

- Name of sponsoring club or organization
- Full name and contact information of trip leader
- A complete list of participants
- A general itinerary including departure and arrival dates and times for each destination
- The planned transportation plan, including modes of transportation and names of drivers (if travel involves driving)

Once Becca receives this email she will pass it along to the Office of Public Safety, and get back to you with an answer on trip approval.