



University of Nevada, Reno
ASUN
Advisor's Guide

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Table of Contents

Overview	2
Defining Advisor	2
Advisor Roles	2
Mentor.....	2
Team Builder.....	3
Conflict Mediator.....	3
Reflective Agent.....	4
Educator.....	4
Motivator.....	4
Policy Interpreter.....	4
Advising Styles & Skills	5
Advising Styles.....	5
Advising Skills.....	5
Club Advisor Tips and Suggestions	6
Working with student leaders.....	6
Working with the organization.....	6
Suggestions for maintaining a student-focused environment.....	7
Rewards of serving as a student organization Advisor.....	7
Club Development Tools	7
Member recruitment.....	7
Member retention.....	7
Fundraising.....	9
Conflict	9
Club Officer Transition	10
Advisory Liability	11
Violations of University Policy.....	12
Organization Insurance.....	12
Advisor Compensation.....	13
Resources Offered by ASUN and the Center for Student Engagement	13
Directory	15

Overview

Participation in a University of Nevada, Reno ASUN recognized student organization is an integral part of a student's holistic university experience and an effective means of increasing the retention rate of students. Advisors of student organizations provide a vital link between the students and the University and/or national sponsoring organization. The University of Nevada, Reno and ASUN requires that all general student organization have a t least one advisor. The advisor plays many roles in working with the organization. They can serve as a mentor, motivator for the accomplishments of the group and its members, as well as the programming advisor.

It should be stressed that this advisor relationship is entirely open and does not require an advisor to be the same race, color, creed, religion, national origin, age, sex, gender identity, socio-economic status, physical or mental impairment, sexual orientation, or a member of a similar organization in order to serve in an advisory role.

Defining Advisor

All student organizations must have a faculty or staff advisor. As defined by ASUN, an advisor must be a full time Administrative Faculty, Academic Faculty, or Classified Staff. Advisors are expected to be involved in the affairs of their organizations, but it is up to both the advisor and the club to decide what level of involvement is right for both.

Advising is a developmental process in which advisors share ideas and insights, provide a different perspective, counsel students, and facilitate learning to assist students in their academic, personal, and professional development. Advisors facilitate the maintenance of a strong organization by providing continuity and by keeping new members and officers informed of the history of the organization. The advisor does not control the organization nor should they make all the decisions for the students, but provide a balanced perspective so students can make their own informed decisions.

Advisor Roles

There are many approaches to advising, and you will develop a style that is most comfortable for you and the students with whom you work with. In most cases, it is best to be involved with the students and to talk them through the process they are going through when they are trying to turn their ideas into action. Challenges from students will make you assume and work with different roles, depending on the situation. Following are some of the roles you may assume as an advisor:

Mentor

Many students will come to see their advisor as a mentor and the success of these relationships can last many years and be rewarding for both the student and the advisor. Because of the nature of student organizations, your mentoring role may meet different needs. For our purposes, we are discussing mentors in terms of professional and personal development. These different areas of mentoring are not exclusive of one another and just because you are not in the same field as a student, it does not mean that they may not come to you for professional guidance. Also, when developing a student professionally, it is almost impossible not to help the student develop personally.

If the student is seeking an education and a career in your field, you may be asked to assist in their professional development. To be effective in this capacity, you will need a knowledge of their academic program and profession, a genuine interest in the personal and professional development of new professionals, and a willingness to connect students to a network or professionals. You may be approached to review resumes, to connect students with community resources, or to be a sounding board for their ideas of what they want to accomplish in the field.

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

Team Builder

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

Team formation does not occur by accident but rather through an intentional design and process. To accomplish the goal of creating an effective team, it is necessary to conduct a workshop to engage students in this process. As the advisor, you may consider working with the student officers to develop a plan and to have the student implement it. Training students in effective techniques for team building will keep students invested in the organization and give them the opportunity to learn what it takes to build a team.

Conflict Mediator

Inevitably, students are going to join the organization with different agendas, goals, and ideas about how things should function and the direction they should be taking. This is a natural part of running an organization and conflict that is properly managed can lead to a more successful group. If conflict is ignored and not addressed appropriately, the potential for the organization to become inactive is increased.

When working with students who have come in to conflict, it may be necessary to meet with them all and have them discuss their issues with each other. In many cases, it may be necessary to remind them that they both want what is in the best interest of the organization. Ask them how they think they can work together, point out the organization's mission, and ask how their conduct is helping the group achieve its mission.

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

Reflective Agent

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

Educator

As you work with student organizations, students will look to you for guidance and assistance. In your work with them, you will find ample opportunities to help them learn. There may be formal educational moments, such as workshops on how to run meetings or event planning, or a seminar on topics related to the club’s purpose. There may also be informal moments when a student doesn’t follow through on a commitment or when a project doesn’t occur as anticipated.

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

Motivator

As an advisor, you may have to motivate students to excel and to carry out their plans and achieve their goals. Some students are easily discouraged and at the first sign of difficulty they may want to quit. You will need to be their “cheerleader” to keep them excited about all of the potential successes they will experience. You can motivate students through the recognition of their efforts, appealing to their desire to create change, and to connecting their experiences here at the University to the experiences they will have in the community.

Policy Interpreter

Student organizations operate under NSHE and ASUN policies, procedures, and rules. At times, students may not be aware of these policies and they will do things in an inappropriate manner. The more you know about these policies the better advising you can give to the students on their plans. You can find these policies in the [UNR Administrative Manual](#) and on the [ASUN Documents Page](#).

Advising Styles & Skills

Situational advising allows you to change your advising style to match the developmental needs of the individual or organization you advise. Your advising style is the way you advise when you work with someone. It's how you conduct yourself over time, when you are trying to influence the performance of others.

Advising Styles

You will need to vary these based on your assessment of the students/groups readiness level. Many times, advisors struggle with students because they believe that they need a higher level of interaction or direction when the student is actually able to accept more of a delegating style and vice versa.

Directing: The advisor provides specific instructions and closely supervises task accomplishments. Only use this style only with groups that are at a low level of readiness.

Coaching: The advisor continues to direct and closely supervise task accomplishment, but also explains decisions, solicits suggestions, and supports progress. Use this style with groups that have only few leaders that are at a higher readiness level who will need your support with the rest of the group to get things accomplished.

Supporting: The advisor facilitates and supports the efforts toward task accomplishments and shares responsibilities for decision making with the students. Use this style often with groups that are just starting to understand the concepts that will lead to the success of the group, while they are beginning to understand how to operate.

Delegating: The advisor empowers the students to conduct their own decision making, problem solving, and delegating. The style is the ultimate goal, and should be used with groups at a high level of readiness.

Advising Skills

Flexibility: You must be able to move from one style to another in order to meet the needs of the different types of students and multiple circumstances you will encounter.

Diagnosis: You have to learn how to diagnose the needs of the students you advise. Determining what is needed as opposed to what is wanted is sometimes a difficult task. It is also important to note that what is needed is not always the things that will get the most positive response – it is what will lead the student through a problem, set the standard for the future, or help to teach the student a valuable life lesson.

Contracting: You have to learn how to come to some agreements with students. It can be helpful to work together to reach an agreement as to which advising style they seek from you. This is a valuable lesson for assisting students with understanding the rules of engagement and interaction that will be carried forth as they mature.

Club Advisor Tips and Suggestions

As a club Advisor, you play an integral role in the development of student leaders. As UNR faculty or staff working in an advisory capacity, you have various responsibilities. These include responsibilities to the organization, the student leaders, and to UNR.

Many students need nothing more than encouragement from someone who has an active interest in what they are doing. Advisors can motivate students in ways that ensure that they are learning and having fun.

Below is a collection of various enlightening suggestions for working in the Advisor capacity, as proposed by Advisors and former student executive officers with similar situations.

Working with student leaders

- Develop opportunities for the personal development of student leaders; encourage more individuals to get involved.
- Try to be available to the members of the club. At times, they will need advice and guidance and they will look to you as a mentor. Help individuals balance academic and work commitments with program development.
- Meet with club officers as regularly as needed to gain an understanding of the club's progress towards its goals. Try to learn how you can foster leadership development. If you are unsure how to help, just ask the club's executive officers. They will tell you exactly what they need!
- Encourage members to play an active role in the governance of their organization.
- Encourage students to reflect on what they have learned from being a part of student organization.

Working with the organization

- Be familiar with the organization. Read its constitution, learn how it was formed, and understand its expressed mission.
- Learn about the pertinent UNR policies and procedures and advise officers and general members on adhering to them.
- Attend club meetings and/or executive meetings, as needed. Discourage domination of the group by any individual or subgroup.
- Get to know as many members as possible as they may become the club's leaders in the future.
- Assist the group with the development of realistic goals.
- Act as a resource person for the organization, sharing your knowledge of internal and external networks and information that may be helpful to your student group.
- Be aware of plans and activities of the group where assistance might be needed, including events, trips, expenditures, etc.
- Try to be present at the signature or most important events or activities sponsored by the group.
- Encourage student interest in evaluating and assessing their meeting programs
- Provide insight and assistance with the orientation of newly elected student leaders, thereby providing long term continuity within the group.

Suggestions for maintaining a student-focused environment

- Please do not direct the activities of the club. Allow students to make their own decisions and learn from their experiences.
- Failing is part of the learning process. Mistakes will happen. While it may be your first reaction to intervene and fix all of the mistakes you see, this is not the role of the advisor. Take advantage of failures and use them as teachable moments with students.
- Conversely, while it may be easy to sit back and say, “everything is a learning experience; I won’t interfere with what they say or do,” it *is* your responsibility to ensure that students understand the consequences for decisions they make. In other words, be a proactive as possible when a potentially controversial/policy-related situation/decision arises.
- Please do not control the finances of the club. Part of the educational experience students learn in leadership positions is how to formulate a budget and maintain records of expenditures. Your primary role regarding finances will be helping them monitor appropriate expense and provide feedback on how to allocate the budget.

Rewards of serving as a student organization Advisor

- Having a direct impact on the development of students outside of the classroom or your office.
- Receiving positive recognition from students for your involvement in their organization
- Serving as a mentor for students, sometimes even after they have graduated.
- Providing the opportunity to develop students’ leadership skills by putting into practice your outstanding teaching and leading abilities.
- Developing networks with other faculty and staff who advise similar organizations
- Providing service to UNR and enriching the environment of campus and community life.

Club Development Tools

Member recruitment

Student clubs often have difficulty recruiting new members. Below, find a few creative and useful recruitment tools that may work for your organization.

- Participate in both the Fall and Spring Club Fair.
- Post flyers on campus when hosting open meetings or events.
- Advertise events and meetings through Inkblot marketing in ASUN.
- Talk to other students about your club. Word of mouth advertising can be a very effective tool!
- Ask members of similar clubs to join your club or collaborate on a project.
- Network with the freshmen students. Advertise in the residence halls or host events nearby.
- Hold a lot of recruitment based events, especially in the first few weeks of school.

Member retention

Once organizations recruit members, they often believe their work is finished, but they’ll need to take the time to work with new members and help them acclimate to the group. Other student members will look up to the student leaders of the organization, and will follow their lead when it comes to the

attitude and atmosphere of the group. The following are some suggestions for club officers to help membership retention efforts.

- Be respectful of other people's time
 - This includes meeting regularly and making sure everyone is aware of the meeting time, date, place, and agenda. Don't have a meeting for no reason. Plan and coordinate effective meetings. Also making sure you are attending the meetings in a responsible manner. If the situation arises where you will be late or absent, alert the appropriate officers or members.
- Be respectful of other people's voices
 - Allow others to provide their reports or updates at a meeting. Try not to speak over others when they have the floor. Occasionally ask the quieter members for their thoughts and opinions without being too aggressive. When was the last time someone asked for your personal opinion?
- Learn the names of members and use them
 - Use names in meetings, but also outside of meetings. Club members are more likely to stay invested if they have a personal relationship with you outside of the club. The more you get to know each other, the more likely the group will work together more effectively.
- Bonding
 - Coordinate a team building activity regularly. Have a little fun at your meetings and learn about one another's roles within your team. Organize a social event for the club members only.
- Learn to delegate
 - Delegation is one of the most difficult things to do, however you'll have greater peace of mind if you don't micromanage the others in your organization. Learn members' talents and put them to use. What better way to get people involved than to give them a task they are good at? Assign tasks to everyone, especially during the planning stages. People are more likely to support what they help to create and it gives other students the opportunity to grow, learn, and develop their skills.
- Paying attention to group dynamics
 - Keep in mind why everyone got involved in your group in the first place. People learn and accomplish things at different paces, but everyone is there for the same purpose. Some members need more attention than others. As a student leader in a group, you will encounter a variety of people in different levels of need and development. Try using empathy to consider their circumstances.
- Balance positivity and honesty
 - People like being around positive people. However, everyone has bad days. Try to be aware of how the results of a bad day affect how you treat those around you. The truth about the performance of club members might not be too pleasant at times either. Make sure when it's time to discuss it, you handle it tactfully and in a way that you balance the honesty, with a positive outlook. Look for potential areas of growth moving forward.
- Recognition and "thank you"
 - Praise your club members. Failing to give credit where credit is due can often cause distress amongst club members. Saying "thank you" will get you a long way. Use them regularly, especially if someone has gone out of their way to assist you or the club.

- Allow for new ideas and voices
 - Try to be as open and possible to new ideas. Talking through seemingly crazy, extraneous, and out of control concepts can help bring focus to new thoughts and subject matter. Try to be creative and break out away from “traditional events” or the “we’ve always done it this way” thought process.

Fundraising

Clubs should consider fund raising when they want to raise funds for a specific purpose, whether that is for internal club use or for a charitable contribution. Clubs which attempt to fund raise for “stock piling” purposes are more likely to fail. The following expectations should be established during the planning process:

- Purpose
 - Why are we raising funds? People will want to know where their money is going and if it will be used for a good cause.
- Financial Goals
 - How much do we need to raise? How much do we want to raise? How much can we anticipate raising with the proposed activity?
- Initial cost:
 - How much will it cost to produce this fundraiser? Do we have the money in our account to cover front-end costs of the project?
- Effectiveness:
 - Will the idea work? Can we really raise money doing this fundraiser? Will we at least break even? Take the time to choose fundraisers that could be effective, and take the time to plan and publicize them properly.

Conflict

If you are working or interacting with other people, you will, sooner or later, have to deal with conflict. Conflict is not inherently bad and since no two people view the world exactly the same way, disagreement is quite normal. In fact, anyone who agrees with you all of the time might be telling you what you want to hear and not what he or she actually believes.

Unmanaged conflict will lead to continued complications and could event go as far as result in violence. The key to managing conflict is to learn the skills necessary to become a person capable of resolving conflict efficiently and effectively. They should be to reach a solution that everyone can work with.

Here are some things to keep in mind about conflict and conflict management:

- Conflict is inevitable, however, conflict can be minimized, diverted, and/or resolved.
- Conflict develops because we are dealing with people’s lives, jobs, pride, ego, and sense or mission or purpose.
- There are strategies that are available and they DO work;

Here are some early causes that can start a potential conflict:

- Poor communication and lack of openness
- Individuals and or factions within the group seeking power

- Dissatisfaction with the current leadership style.

While conflict is not inherently negative, it can be destructive when it:

- Takes attention away from more important activities;
- Undermines moral or self-concept;
- Increases or sharpens difference, reducing cooperation;
- Leads to irresponsible and harmful behavior.

Conflict can be constructive when it:

- Results in solutions to or clarification of important problems and issues;
- Involves people in resolving issues important to them;
- Causes honest and open communication;
- Helps release emotion, anxiety, and stress;
- Builds cooperation among people through learning more about each other, helping individuals develop understanding and skills.

Techniques for avoiding and/or resolving conflict:

- Meet conflict head on – address it right away as waiting can lead to bigger problems at a later time.
- Plan for and communicate frequently and as honestly as possible – do not lie to your members and be sure to share with them what is happening with the organization.
- Be honest about concerns – talk about the problem honestly and do not dance around the issue.
- Build cooperation among people through learning more about each other;
- Get individual ego out of leadership style – separate the problem from the person and work to resolve the situation.
- Agree to disagree – understanding healthy disagreement will build better decisions.
- Let your team participate in the goal planning process – people will support what they help create through a shared vision
- Discuss differences in values openly – make sure everyone knows where each member of the groups stands and that they are accepted for who they are and for the opinions that they hold.
- Provide as much data and information as is needed – share successes and failures with the group and any feedback to make your group better.

Club Officer Transition

Most successful student organizations implement some form of an officer transition program. In order to be most effective, club officer terms should provide at least one month of overlap so that new officers have the opportunity to work closely with outgoing officers in order to understand internal club operations, such as the roles and responsibilities of their respective leadership positions, and external club operations, such as the club renewal and other various ASUN processes. The following information should be used to assist your club in creating a sound officer transition program.

Why have a transition process?

- To prepare incoming officers for the responsibilities of their new positions.
- To prevent incoming officers from “reinventing the wheel.”
- To instill a sense of comfort and pride with incoming officers’ new positions.

- To provide an opportunity for outgoing officers to reflect on their outgoing officers an opportunity to step down.
- To introduce incoming officers to the advisor in a more personal way.

Suggestions for effective transition:

- Arrange for a meeting with the outgoing and incoming officers and include the club advisor.
 - Discuss past, current, and future issues so that the incoming leadership is prepared.
- Discuss the financial status of the club.
- Pass down records during a transition meeting. Be sure to highlight important information.
- Create informational resource binders (or electronic folders) for every important leadership position in the organization.
- Create a reflection and goal setting session with the entire club membership. Find out what direction they want to take the club. Then meet as an executive board to establish goals and objectives for the club moving forward.

Advisory Liability

Typically, advisors of ASUN recognized student organizations are not personally responsible for the activities of the group. However, advisors may assume the risk of being included in third-party complaints against the organization and the university. While the university cannot preclude third-party actions which might include the advisor, the university may or may not offer the services of legal staff in such instances.

Student Organizations and Clubs

Student organizations, clubs, and their members including those organizations sanctioned or recognized as on campus organizations are not persons or entities entitled to defense and indemnification under NRS Chapter 41. This includes organizations and clubs with faculty advisors. However, faculty advisors, if sued as a result of their activities with clubs and organization will be defended and indemnified.

***taken from Liability Insurance <http://www.unr.edu/vpaf/hr/riskmanagement/liability.html>*

The members of each student organization are responsible for the smooth operation and fulfilment of the legal responsibilities of their organizations proceedings. Advisors are not intended to serve as police but should make helpful suggestions, such as pointing out neglected areas and discourage unwise conduct. Advisors should be available and prepared to assist in an emergency, should one arise. Any strong disagreement between the advisor and the membership pertaining to the state or university regulations should be referred to the Assistant Director of Student Engagement – Clubs and Orgs at 775-784-6589.

Ultimately, student clubs and organizations are responsible for the actions of their members at official functions and are expected to conduct themselves in a manner that will reflect positively on the University. A student event is sanctioned by the University of Nevada, Reno when it is approved by the Student Events Advisory Board (SEAB), publicized correctly, and hosted by the student group or organization. Advisors should address concerns about the possible violations of university policies to the Office of Student Conduct, Clark Administration Building, Lower Level, 775-784-4388.

Violations of University Policy

Student organizations, either recognized through ASUN, or university departments are expected at all times to conduct themselves in accordance with the university regulations and policies

A student organization suspected of misconduct or involvement in any of the activities identified in these regulations or policies may be reported to the office of Student Judicial Services for an investigation of the activity in question.

Subsection A: Procedure for Student Organizations

- The procedure for dealing with a complaint filed through Student Judicial Services against a student organization is as follows:
 1. The complaint is made with the director of Student Judicial Services.
 2. The director investigates the complaint.
 3. After a review of the case, the director will determine whether the evidence supports the allegation of misconduct, and if so, may impose any of the sanctions listed below.
 4. The student organization may accept the decision of the director or may request a hearing.
 5. The hearing board will meet to make findings of fact and when appropriate, recommend sanctions.
 6. All recommendations of the hearing board are made to the associate vice president for Student Life Services who has 10 working days to decide on the case. The associate vice president may
 - a) Dismiss the charge;
 - b) Affirm the recommendation;
 - c) Impose a lesser sanction than recommended;
 - d) Impose a greater sanction than recommended;
 - e) Order a new hearing.

Subsection B: Sanctions for Student Organizations may include:

1. Probation for up to one academic year;
2. Prohibition from recruiting and/or accepting new members.
3. Prohibition from participating in university events, including but not limited to orientation;
4. Restitution. The requirement to reimburse the legal owners for a loss due to defacement, damage, fraud, theft, or misappropriation of property. The failure to make restitution shall be the cause for more severe disciplinary action.
5. Prohibition from participating in co-curricular activities, including but not limited to intramurals.
6. Denial of use of university facilities.
7. Loss of recognition.

Organization Insurance

The University of Nevada, Reno currently has in place “Student Accident Insurance” that provides limited coverage for any registered student at the University who is injured while participating in any university sponsored and supervised off campus school activity. The coverage also applies to the injuries

incurred while traveling to or from these activities. The policy does not cover play or practice of intercollegiate sports (include club sports).

The benefits provided include reimbursement for medical/dental expenses, and payment for loss of life, limbs, or sight. The maximum benefit provided is \$10,000 and the medical/dental coverage is secondary to any other insurance the student may have.

In order to file a claim under the “Student Accident Insurance” a student should call the Controller’s Office at 775-784-6726 to obtain a claim form.

ASUN has additionally purchased a “Club Sport Catastrophic Insurance” that has limited coverage for ASUN recognized Club Sports. This is a secondary insurance and covers accidental death and dismemberment. For a claim please contact the ASUN offices at 775-784-6589.

Advisor Compensation

Club Advisors **should not** receive compensation for their services rendered. An advisor should be voluntarily performing their role within a club. Any payment by a club to an advisor will be seen as a violation of Center for Student Engagement policy, ending with the removal of the advisor from their role within the club or organization.

Resources Offered by ASUN and the Center for Student Engagement

Public Events Calendar

All events that are submitted through the Student Events Advisory Board will be posted on ASUN’s Public Events Calendar. This makes it easy to find out when events are taking place on a certain day and when certain clubs are hosting particular events

To find the Public Events Calendar, follow this link: <http://www.nevadaasun.com/events/>

Mailbox

Clubs are able to receive mail in the form of letters or packages to the ASUN Center for Student Engagement. The mail must be made out to the club’s name and the addressed listed must be 1664 N. Virginia St. The club will be notified by the ASUN Center for Student Engagement Front Desk via email when their mail is delivered, but the mail will be returned to sender if they don’t respond to one of the 3 notification emails.

Informational Message System

Presidents and Treasurers of each club are added to our email list that we use to relay important information about, club policy changes, upcoming events, news pertaining to clubs, etc. Advisors are also added to a specific advisor email list that is used to notify advisors of any pertinent information.

Student Events Advisory Board

The Student Events Advisory Board (also known as SEAB) is an advisory process that oversees the planning process of every event that is held by students at the University. It's used as a tool to aid students through the event planning process and guides students through departments to set up conversations that might need to be held while hosting an event.

To find more information about the Student Events Advisory Board, follow this link:

<https://www.unr.edu/student-engagement/clubs-and-organizations/student-events-advisory-board>

Club Support Funding

ASUN allocates a substantial portion of its budget for the use of clubs. Clubs are allowed to request funding for use in operating their club and ASUN will determine how much will be allocated based on funding policies outlined in their department manual. Clubs often seek funding for t-shirts, marketing, and event materials, but are not limited to these areas.

To find more information about Club Support Funding, follow this link:

<http://www.nevadaasun.com/club-funding/>

Club Accounts

Each ASUN recognized club has a club account within ASUN's accounting office, Central Station. All money raised through fundraisers, donated to them, or collected at events, must be deposited to their club account. This works as both oversight for the University, to keep track of money raised and spent, and for the Club to have a centralized location for all of their funds. Being an extension of the University, makes the club a non-profit organization, and use of their account through Central Station, allows for them to make use of our tax-exempt purchasing ability.

To contact Central Station, email accounting@lists.asun.unr.edu or call 775-784-6589.

Club Resources

The Department of Clubs and Organizations offer Club Resources for clubs to utilize at events or meetings. These include, but are not limited to, a popcorn machine, 5 gallon water coolers, extension cords, traffic cones, megaphones, and a food safety sink. Clubs simply need to fill out the Request of Club Resources located on the Club Services Resources webpage. To find more information, please follow this link: <http://www.nevadaasun.com/asun-club-resources/>

**Adapted from the University of Notre Dame, S.O.U.R.C.E. (Nebraska Union), the University of Alaska at Anchorage, the University of Connecticut, the University of Northern Colorado, Drexel University, and Eastern Washington University*

Directory

ASUN CONTACTS

ASUN President	784-6589
Director of Clubs and Orgs	784-6589
Director of ASUN	784-6589
Asst. Director Student Engagement - Clubs and Orgs.	784-6589
ASUN Accounting Office (Central Station)	784-6589
Inkblot	784-6589
Student Events Advisory Board	784-6589
Insight-Magazine	784-7775
Brushfire - Lit & Arts. Mag.	784-6131
The Nevada Sagebrush-Newspaper	784-6969
Wolf Pack Radio - www.wolfpackradio.org	784-7074

UNIVERSITY OF NEVADA, RENO CONTACTS

Facilities Services	(Tables & Chairs)	784-8020
Campus Catering (Silver & Blue)	(Food & Beverages)	784-6143
Knowledge Center	(Multimedia Center)	784-4924
Joe Crowley Student Union Scheduling Services		784-6505
Parking & Transportation Services		784-4654
University Scheduling	(Campus Wide)	784-6837
Teaching & Learning Technology	(Equipment)	784-6085
University Police Services		784-4013
Student Judicial, Mediation, and Advocacy Services		784-4388
BCN Risk Management/Workers' Compensation Office		784-4394