UDR Handbook AY 2015-2016
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Introduction

Congratulations and welcome to the Undergraduate Departmental Representative (UDR) Program at Brandeis University! This program was first established by the Student Senate in the early to mid-1990's, and was re-established in 1997-1998 at the suggestion of participants in Committee for the Support of Teaching meetings. The program is designed to open avenues of communication between undergraduate majors and minors and departmental and program faculty.

UDRS have been entrusted with building exceptional faculty-student engagement and guiding fellow students through the unique opportunities provided by Brandeis's academic excellence, liberal arts education, and stature as one of the youngest private research universities in the country. Department and program chairs and undergraduate advising heads have repeatedly commended UDRs for strengthening the communication between faculty and students and for initiating community building activities within the department/program. Thus, on behalf of the entire Brandeis community, thank you for agreeing to serve in this critically important role.

If at any point during your service as a UDR you need help, support, guidance, or feedback, please do not hesitate to contact us:

Office of the Dean of Arts & Sciences
Bernstein-Marcus Building, Room 73-12
www.brandeis.edu/das/programs/udr/

Joan Tarkulich
Program Administrator
(781) 736-2103
joantark@brandeis.edu

Adapted from the Wake Forest University Mentor Handbook 2010.
Roles & Responsibilities

UDRs are Peer Advisors trained to:

• UDRs provide academic and career information to majors/minors and prospective students.
• UDRs conduct individual sessions with students and/or group informational sessions on a variety of topics [outside speakers in a field, alumni/career panel, internship and research opportunities].
• UDRs contribute to a newsletter and/or take an interest in disseminating information on current events, activities or any other relevant happenings in your department/program.
• UDRs serve as ambassadors for the Department/Program at special events.

All UDRs, regardless of major or minor, have the following responsibilities:

1) Serve as a resource and representative for fellow majors and minors and potential majors and minors.
2) Elicit feedback from students about concerns and ideas.
3) Provide such feedback to the department/program chair, undergraduate advising head, and faculty, notably scheduling problems, course offerings, and major/minor requirements.
4) Take an active and leadership role in convening minors and majors in your department for social and/or department specific reasons. For example, initiate focus groups for student feedback, organize coffee houses, or for more ideas, see page 6.
5) Try to attend a portion of one department or program meeting to discuss undergraduate issues. The amount of meeting time will vary per department or program and should be discussed with your department/program chair.
6) Execute at least two programs or initiatives each semester. These initiatives can include providing peer advising/mentoring, organizing an alumni career panel, an internship panel, participating in a faculty search for your majors, etc.
7) Provide the Office of the Dean of Arts and Sciences (DAS) with a brief mid-year update of the status of your projects, and prepare a year-end report of accomplishments and work in progress to share with the next UDRs in your department or program.
8) Participate in ongoing assessments of UDR activities.
9) Other responsibilities decided upon by individual UDRs and their department or program.
Important Dates

**Fall UDR Training:** Sunday, Sept. 13 @ 5:00PM, Sherman Function Room

**Sophomore Majors Fair (first year students also welcome):** Wednesday, Sept. 2 @ 7:00 PM – 9:00 PM

**UDR Council Applications DUE (for juniors only):** Sunday, Oct. 4 by midnight!

Important Contacts

**Academic Year 2015 - 2016 UDR Council Members**

- David Alpert ’16, Neuroscience
- Shikha Chandarana ’17, HSSP
- Matthew Chernick ’16, ECS
- Allie Goodman ’16, Legal Studies
- Meher Irani ’16, Biology
- Julia Karr ’17, German
- Apoorva Polavarapu ’17, HSSP
First Steps

Congratulations of your appointment! You’re a UDR—now what?

If you haven’t already done so:

• Contact all current and newly appointed UDRs. Arrange to meet with them to discuss the previous year’s programming and to make tentative plans for next year. Think about what you want to accomplish as a UDR each semester and set one or two goals for yourself and the department or program.

• Meet with your department/program contact. Decide together how often you will meet each semester, what specific information would be most useful to the department/program, and what projects you might undertake.

Fall/Spring

• Meet with your department/program and review plans for the upcoming year. Review past UDR reports and surveys for ideas.

• Meet with department/program administrator. Discuss use of the student email list for your major/minor. Make friends! 😊

• Ask for your names to be listed on the department/program website. Post your names, with photos, outside or around your department/program office.

• Identify large classes and/or intro classes in your major/minor. Ask the professors of those classes for 5 minutes at the beginning or end of class to introduce yourselves and get email addresses from non-majors/minors who want to receive UDR emails.

• Send an introductory email to all majors/minors. Let them know who you are, ways in which you can advise them, what you’re planning to do, and how to contact you.

• Draft a letter introducing yourself to the entire faculty in your program/department. Ask your department/program administrator to send this letter to all faculty in your major/minor to introduce yourselves, share your plans, and to offer your assistance.

• Attend UDR training.

• **Promote Yourselves!!!**

Program/Project Planning

• What programs have been well received in the past? Repeat them.

• What programs were not successful? Revamp them or replace them.

• Where do you get ideas? Ask other students, teachers, and staff. Find out what people need and fulfill that need. Review past UDR reports and surveys. Early in the semester, send out a brief survey to majors/minors.

• Projects do not need to be actual events. Think of other ways you can contribute, e.g., peer advising, participating in faculty searches, etc.
Examples of Past Initiatives

UDR activities are as varied and diverse as their majors. Just a few of the events and initiatives that UDRs have organized include:

- Attending Pre-Enrollment Information/Advising Sessions.
- Organizing Research Panels, honors information meetings, brown-bag lunch series, lectures, and research presentations.
- Organizing “Meet the Majors”, “What to do with a Major in _____”, workshops or panels on internships, graduate school information sessions, alumni career panels, and other events to share information concerning academic opportunities and strengthen faculty-student interaction in your major/minor.
- Creating newsletters and email distributions lists to distribute information on internships, research, cultural events, and other department/program activities.
- Participating in faculty candidate search interviews.
- Sending out surveys to majors about what they like and dislike about the department/program, and presenting the findings at a department meeting.
- Addressing issues surrounding curriculum change and courses, and discussing recruitment ideas to attract prospective majors (e.g., letters to pre-first-years and updating the catalogue to describe possible tracks for majors).
- Helping to establish tutoring groups and department clubs.
- Create a Facebook Page just for your major/minor. Be sure to link it to the UDR Facebook page.
- Lobbying for new course offerings.
- Using current events as a spring board for gaining momentum; e.g. during an election, have a debate; moderate a panel on peace talks; coordinate fund raisers to help recent victims.
- Attend Admitted Students Day to talk about your experience at Brandeis and the opportunities in your Department/Program.
Event Planning Checklist

Name of Event: _____________________________________________

Date: _____________________________________

Time: _____________________________________________

Location: _____________________________________________

Event Purpose:
- _____________________________________________
- _____________________________________________
- _____________________________________________
- _____________________________________________

BRAINSTORMING
- How many people are required to make the event successful?
- What are your objectives and how do they relate to your organizational mission?

BUDGETING
- Use sample Budget Planning Worksheet
- Do you have the resources to make it happen?

SCHEDULING
Point Person: ______________________________________

- Talk with the appropriate room reservation office
  - What size room do you need?
  - What kind of tech needs do you have?
  - Will there be any fees?
- Tentatively book a couple of dates
- Call your speaker(s), performer(s), or vendor(s) (if applicable) and schedule the date
- Call the reservation office back to confirm your date, tech needs, and room set-up
- Schedule the travel arrangements (if necessary), including a ride to and from the airport and/or hotel
- Book hotels and/or make dinner reservations for any guests (if necessary)

FUNDING
Point Person: ______________________________________

- If you are applying for funding, did you contact DAS and other offices at least 2-3 weeks in advance? Check in with your department BEFORE you check in with DAS for funding!

ADVERTISING:
Point Person: ______________________________________

- Prepare publicity materials 3-4 weeks in advance
- Posters/Fliers
- E-Mailing Listservs
- Class Announcements
- Social Media, including UDR Facebook Page
- Other forms of marketing

SHOPPING:
Point Person: ______________________________________

- Supplies needed for your event:
  - Silverware
  - Plates
  - Napkins
  - Cups
  - Decorations
  - Food & Beverages
  - Performer specific items/requests
  - Other: ______________________________________
  - ______________________________________

WEEK PRIOR
Point Person: ______________________________________

- Call reservations and make sure all details are secured
  - Custodial opening and set-up of the venue, if necessary
- Assign event shifts for group volunteers (set-up, during, take down)
- Create any programs or fliers needed at the event

DAY OF EVENT
Point Person: ______________________________________

- Pick up performer/vendor and get to site, if necessary
- Arrive early for the event set-up
- Greet guests at the door with Sign-In
- Have fun!
- Pass out evaluations; Clean up

AFTER THE EVENT
Point Person: ______________________________________

- Send thank you notes to performers and to volunteers who worked extra hard
- Do a post-event evaluation (see Post Event Evaluation)
- Make sure to pay all bills and turn in all receipts ASAP!

Adapted from http://sua.umn.edu/groups/forms/event-planning.pdf
## Facilities Guide

### Usdan Student Center

<table>
<thead>
<tr>
<th>Facility</th>
<th>Floor</th>
<th>Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alumni Lounge</td>
<td>2nd</td>
<td>100 (Aud. Style), 72 (Banquet Style)</td>
</tr>
<tr>
<td>International Lounge</td>
<td>1st</td>
<td>110 (Aud. Style), 80 (Banquet Style)</td>
</tr>
<tr>
<td>Levin Ballroom</td>
<td>1st</td>
<td>450 (Aud. Style), 380 (Banquet Style), 750 (Empty)</td>
</tr>
<tr>
<td>Levin Ballroom – North/South Mezzanines</td>
<td>2nd</td>
<td>80 (Aud. Style), 50 (Banquet Style)</td>
</tr>
</tbody>
</table>

### Shapiro Campus Center

<table>
<thead>
<tr>
<th>Facility</th>
<th>Floor</th>
<th>Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Atrium</td>
<td>1st</td>
<td>150</td>
</tr>
<tr>
<td>Carl J. Shapiro Theater</td>
<td>1st</td>
<td>249</td>
</tr>
<tr>
<td>Multipurpose Room</td>
<td>Room 236</td>
<td>100</td>
</tr>
<tr>
<td>Function Room 1</td>
<td>Room 315</td>
<td>16</td>
</tr>
<tr>
<td>Function Room 2</td>
<td>Room 314</td>
<td>16</td>
</tr>
<tr>
<td>Function Room 3</td>
<td>Room 313</td>
<td>25</td>
</tr>
<tr>
<td>Art Gallery</td>
<td>Room 317</td>
<td>30</td>
</tr>
<tr>
<td>Shapiro Patio/Lawn</td>
<td>Outside</td>
<td>Varies</td>
</tr>
</tbody>
</table>

### Hassenfeld Conference Center

<table>
<thead>
<tr>
<th>Facility</th>
<th>Location</th>
<th>Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sherman Function Hall</td>
<td>Hassenfeld</td>
<td>400 Aud. Style, 250 Banquet Style</td>
</tr>
<tr>
<td>Lurias (1, 2, &amp; 3)</td>
<td>Hassenfeld</td>
<td>30 Aud Style, 16 Conference Style</td>
</tr>
<tr>
<td>Levine Ross (1 &amp; 2)</td>
<td>Hassenfeld</td>
<td>40 Aud Style, 22 Conference Style</td>
</tr>
<tr>
<td>Geller</td>
<td>Hassenfeld</td>
<td>28</td>
</tr>
<tr>
<td>The Stein</td>
<td>Hassenfeld</td>
<td>100 (as is)</td>
</tr>
<tr>
<td>Feldberg Lounge</td>
<td>Hassenfeld</td>
<td>50-75</td>
</tr>
</tbody>
</table>

### Residence Areas

Residence Hall Lounge space is booked by the CDC of the respective area. Swig Lounge is booked by the Intercultural Center.

### Gosman Sports and Convocation Center

<table>
<thead>
<tr>
<th>Facility</th>
<th>Floor</th>
<th>Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multipurpose Room</td>
<td>3rd</td>
<td>200</td>
</tr>
<tr>
<td>Napoli Trophy Room</td>
<td>3rd</td>
<td>150</td>
</tr>
<tr>
<td>Auerbach Arena</td>
<td>2nd</td>
<td>6800</td>
</tr>
<tr>
<td>Shapiro Gym</td>
<td>3rd</td>
<td>2000</td>
</tr>
<tr>
<td>Aerobics Room</td>
<td>1st</td>
<td>25</td>
</tr>
<tr>
<td>Club Sports Room</td>
<td>2nd</td>
<td>15</td>
</tr>
<tr>
<td>Pool Flat Floor Room</td>
<td></td>
<td>20-25</td>
</tr>
</tbody>
</table>

### Other Spaces

<table>
<thead>
<tr>
<th>Facility</th>
<th>Location</th>
<th>Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Dining Room</td>
<td>Faculty Center</td>
<td>130-180 (Banquet style)</td>
</tr>
<tr>
<td>Social Lounge</td>
<td>Faculty Center</td>
<td>50-100</td>
</tr>
<tr>
<td>Wasserman Cinema</td>
<td>Schar/IBS</td>
<td>240</td>
</tr>
<tr>
<td>Chapels</td>
<td>Chapels</td>
<td>65 - 120</td>
</tr>
<tr>
<td>Cholmondeley’s</td>
<td>Castle Quad</td>
<td>80</td>
</tr>
<tr>
<td>Golding Auditorium</td>
<td>Golding (Rabb Quad)</td>
<td>150</td>
</tr>
<tr>
<td>Lown Auditorium</td>
<td>Lown (Rabb Quad)</td>
<td>108</td>
</tr>
<tr>
<td>Olin-Sang Auditorium</td>
<td>Olin-Sang (Rabb Quad)</td>
<td>250</td>
</tr>
<tr>
<td>Pearlman Lounge</td>
<td>Pearlman Building</td>
<td>40</td>
</tr>
<tr>
<td>Schwartz Auditorium</td>
<td>Schwartz</td>
<td>198 (Fixed Seating), 60 Additional</td>
</tr>
<tr>
<td>Pollack Auditorium</td>
<td>Pollack</td>
<td>120</td>
</tr>
<tr>
<td>Slosberg Auditorium</td>
<td>Slosberg Music Center</td>
<td>240</td>
</tr>
<tr>
<td>Shiffman 219</td>
<td>Shiffman (Rabb Quad)</td>
<td>100</td>
</tr>
<tr>
<td>Classrooms</td>
<td>Lown, Golding, Olin-Sang, Shiffman, Schwartz, &amp; Pearlman</td>
<td>Varies</td>
</tr>
<tr>
<td>Mandel 128 &amp; 228</td>
<td>Mandel Center, 1st floor &amp; 2nd floor</td>
<td>16</td>
</tr>
<tr>
<td>Mandel G10, G 11, &amp; 303</td>
<td>Mandel Center</td>
<td>24</td>
</tr>
<tr>
<td>Mandel 328</td>
<td>Mandel Center, 3rd floor</td>
<td>20</td>
</tr>
<tr>
<td>Mandel G3</td>
<td>Mandel Center</td>
<td>90</td>
</tr>
<tr>
<td>Mandel G12</td>
<td>Mandel Center</td>
<td>48</td>
</tr>
<tr>
<td>Rapaporte</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

*Adapted from the Department of Student Activities Resource Depot*
# Programming Checklist

<table>
<thead>
<tr>
<th>Before the Event</th>
<th>Person Responsible</th>
<th>Deadline</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review programming tips on Student Activities Website</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pick date and time for event</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Check availability &amp; reserve facility</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review expenses and budgeted allocations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Estimate overall expenses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Will your dept. provide enough funding?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If not, apply on-line to DAS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select entertainment, speaker, trip, etc.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Go to a One Stop Meeting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arrange for other equipment if needed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Request Food if needed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop Marketing Plan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flyers/emails/Facebook/listservs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Get contracts and send for signature</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arrange for payment with the Student Union</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Design and copy program if needed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arrange for a cash box if needed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day of Event</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arrive Early - check set up and check any equipment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Set up entrance area to event</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Put out Sign-in Sheet w/email Contact</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meet and greet performer/ speaker, etc. and other staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduce performer/speaker</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be present to handle any problems</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thank your performers/speakers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pass out evaluations or speak with attendees about your event</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clean up as necessary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>After the Event</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete an evaluation sheet</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write Thank you notes to performer, volunteers and others</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follow up with any outstanding bills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pay speaker/performers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deliver Sign In Sheet to DAS Office</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Record information for the future</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Adapted from [http://sua.umn.edu/groups/forms/event-planning.pdf](http://sua.umn.edu/groups/forms/event-planning.pdf)
Publicity & Promotion

- **Make Personal Announcements in classes:** Our surveys show us that 49% of students responding to assessment of the UDR program said they learned of their UDRs and the program through introductions made in a classroom.

- **Email Announcements:**
  1) Your [department/program’s list-serv](#)
  2) **Student Union:** Submit announcements to be sent to the entire student body via [Student Union Announcement](#) service.
  3) **What’s Happening List-serv through the Department of Student Activities:** [Submit Advertisement Here](#)
  4) **Academic Services Class Specific Emails:** [Submit Announcement Here](#)

- **Tabling/Ticketing Sales:** Limited tabling space is available in the Usdan Café (contact the Department Coordinator in the Department of Student Activities for reservations) or in the Shapiro Campus Center on a first-come first-serve basis. If you are interested in selling or distributing tickets from the Shapiro Theater Ticket Booth, please contact the Operations Specialist in the Department of Student Activities for availability.

- **Mailboxes:** If you wish to advertise to all students through a mailbox stuffing, you must obtain permission from the Department of Student Activities. Bring two samples of the flyer you plan to stuff to the office and pick up a form, which when completed and presented to the mailroom staff, will allow you to access student mailboxes.

- **Newspaper Ads:** The Justice: News Briefs, Coming Attractions, and ads. Get information by calling 781-736-3750 by Friday 5pm. The Hoot: call 781-736-4755.

- **WBRS FM 100.1:** Email psa@wbrs.org at least two weeks before advertising starts.

- **Sidewalk Chalking:** Use fun and colorful chalk drawings on well-traveled pathways. Only sidewalks may be chalked. Chalking on buildings and personal or University property (i.e. buildings, cars, bus shelters, signs, etc.) is not permitted.

- **Facebook:** Create a Facebook event. Be sure to post on the UDR Facebook page!

- **Flyers/Posters:** See the Leadership & Resource Handbook at [http://www.brandeis.edu/studentaffairs/activities/leadership/handbook.html](http://www.brandeis.edu/studentaffairs/activities/leadership/handbook.html) for more information.

- **BrandeisEVENTS:** [Submit an Event](#)
## Budget Planning Worksheet

If your totals do not match, you should adjust your program accordingly.

<table>
<thead>
<tr>
<th>ANTICIPATED EXPENSES</th>
<th>ANTICIPATED INCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilities Rental (Chairs, Set-Up, AV, if necessary) $__________</td>
<td>Admission Fees $__________</td>
</tr>
<tr>
<td>Food &amp; Beverages $__________</td>
<td>Co-Sponsors (please list below) $__________</td>
</tr>
<tr>
<td>Lodging, if necessary $__________</td>
<td>Anticipated Grants $__________</td>
</tr>
<tr>
<td>Publicity $__________</td>
<td>Name of Grant Amt. Requested Amt. Awarded</td>
</tr>
<tr>
<td>Speaker Fees/Honorariums, if necessary $__________</td>
<td>Name of Grant Amt. Requested Amt. Awarded</td>
</tr>
<tr>
<td>Supplies $__________</td>
<td>Name of Grant Amt. Requested Amt. Awarded</td>
</tr>
<tr>
<td>Technical Support, if necessary $__________</td>
<td>Name of Grant Amt. Requested Amt. Awarded</td>
</tr>
<tr>
<td>Travel $__________</td>
<td>Name of Grant Amt. Requested Amt. Awarded</td>
</tr>
<tr>
<td>Security, if necessary $__________</td>
<td></td>
</tr>
<tr>
<td>Films License or Permits $__________</td>
<td>Other Income $__________</td>
</tr>
<tr>
<td>Registration Fees (not usually necessary) $__________</td>
<td></td>
</tr>
<tr>
<td>Other $__________</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL $__________</strong></td>
<td><strong>TOTAL $__________</strong></td>
</tr>
</tbody>
</table>

Adapted from http://sua.umn.edu/groups/forms/event-planning.pdf
Post-Event Evaluation

Evaluate your event. Do this as soon as possible after the event so that the details are fresh in your mind. If several UDRs were involved in the planning, plan a short meeting to evaluate the event as a group.

1. Did we meet our goals/objectives with this event?
2. Did we meet our budgetary goals?
3. Did we have enough volunteers for the event?
4. What could we have done differently to make the event better/more productive?
5. Did we have enough advertising/PR for the event? How could we have made this better?
6. Did we execute the program in a professional manner?
7. Did we face any group conflict with this program? What was it? How was it resolved? What could we have done differently?
8. Would we bring this vendor/performer/speaker in again? Was it worth it?
9. Would we execute a similar program in the future? What changes would we make?
10. How does this program allow us to grow as a group, officers, and leaders? Was it a good program?

Consider sharing your feedback with your event partner, so that he/she may make adjustments for next time or follow up with any students who need information.

Get Reimbursed!

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1 Adapted from http://sua.umn.edu/groups/forms/event-planning.pdf
Payment Procedures

There are a few ways to access your funds. All funding requires pre-approval.

1. **DIRECT PAYMENT TO ON CAMPUS OFFICE WITH DAS CHARTSTRING**
   Payments for on-campus services and honoraria can be paid directly with the DAS chartstring. Student leaders are responsible for completing and coordinating any paperwork necessary to pay a non-employee, non-student vendor. The Resource and Leadership Handbook on the Student Activities website is an excellent tutorial on how students can pay off-campus partners. Honoraria, stipends, and fees for contract services are not allowed for Brandeis faculty, staff, or students (this includes students acting as DJs or performers).

2. **PURCHASING CARD**
   Some off-campus purchases can be paid for directly with a University Credit Card. For example, if you order catered food that must be paid for in advance, you may coordinate direct payment with the Program Administrator in the Dean’s Office. Original receipts must be delivered to the Dean’s office for record keeping. This option is also best if you are purchasing online supplies.

3. **REIMBURSEMENT WITH ORIGINAL RECEIPTS**
   All other purchases must be made by the individual and then reimbursed.
   a. Reimbursements for amounts **UNDER $100**
      - **You MUST have original receipts in order to be reimbursed.** If you spend under $100, you can fill out a simple petty cash form with the Program Administrator in Bernstein Marcus 73-12 (appointment required).
      - Once the form is completed and signed, you take it to 60 Turner Street during the Cashier hours and Accounts Payable personnel will reimburse you with cash.
   b. Reimbursements for amounts **OVER $100**
      - **You MUST have original receipts in order to be reimbursed.** A different form must be filled out for larger reimbursements, and you will need to do this with the Program Administrator in Bernstein Marcus 73-12.
      - The completed form and receipts go to Accounts Payable and a check is sent to your mailbox. This process may take several weeks.

All reimbursements must be submitted no later than two weeks after the completion of the event.

**Important Points to Remember**
- Plan ahead. Some purchases require up to two weeks to process.
- Bring in or send ALL required documentation. Missing information will delay processing.
- Receipts for reimbursements must be original and itemized. Make copies of the receipts.
- NEVER sign a contract yourself.
- NEVER pay or reimburse an individual (e.g. a performer, guest lecturer) yourself. You will be in violation of tax laws and the university will NOT reimburse you.
- Beware of hidden fees. Make sure the quoted price includes everything (fees, taxes, etc.), and avoid late and rush fees by making arrangements as far in advance as possible.
- If you have any questions, contact DAS.
MORE DETAIL on the specific steps to access funds…

Transferring Grant Funds to another University Account
If you would like to take advantage of this option
  • Please notify the Program Administrator, Joan Tarkulich via email (joantark@brandeis.edu) that you plan to arrange a transfer, and then speak to Stephen Costa, budget analyst in the Office of Students and Enrollment, to initiate it.
  • Tell him that you have funds available from the Office of the Dean of Arts and Sciences, and that they have agreed to transfer them to your club account. If done via email, cc Joan [joantark@brandeis.edu] and she will supply the Office of Students and Enrollment with the DAS chartstring to complete the process.
  • Please allow two weeks for the transfer to be completed.

Payment for Contract Services and Honoraria
There is often confusion about the difference between an honorarium and a contractor or consultant.
  • A contractor/consultant is an entity or person who provides a professional service on a short term basis (e.g., musicians, coaches, etc.). They will need to fill out documentation so that their compensation can be recorded for tax purposes.
  • An honorarium is a “token” payment for services such as an academic presentation; the fee is at the discretion of the University and is not legally required.

All contractual agreements must be approved and signed by specific university officials. No student or staff member should ever sign a contract on behalf of the University; these regulations are designed to protect both students and the University from liabilities. If you are unsure who should sign the contract, please bring it to the Office of the Dean of Arts and Sciences (DAS). Honoraria, stipends, and fees for contract services are not allowed for Brandeis faculty, staff, or students. Do not pay someone yourself, intending to be reimbursed later - this violates tax procedures and you will not be reimbursed.

Payment for Services/Goods to On-campus Vendors (Conference & Events, Copy Center, etc.)
On-campus services have their own order forms and procedures. Please consult with the appropriate office for further instructions. All forms can be directed to Program Administrator, MS 120, fax ext. 63102, or you may deliver them in person to the DAS office [Bernstein-Marcus 73-12]. Any change to original order should be approved by DAS. Please be sure your name and department/program is clearly referenced on the documentation.

Most importantly:
if you are not sure, ASK.

Joan Tarkulich
Program Administrator
Bernstein-Marcus 73-12C
781 736 2103
joantark@brandeis.edu
Common Costs

Personnel

<table>
<thead>
<tr>
<th>Personnel</th>
<th>Approximate cost for one custodian is $175 for a 4-hour shift.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Public Safety</th>
<th>Approximate cost for a Public Safety Officer is $225 for a 4-hour shift.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Wait staff</th>
<th>Approximate cost for waitstaff is $125 for a 2-hour shift.</th>
</tr>
</thead>
</table>

Custodians are REQUIRED at all events that occur outside of normal business hours and that include food and/or a room set-up. No exceptions. It’s a policy. Sometimes, two custodians are needed for large events.

Public Safety will likely be required at your event if:
- You’re expecting over 50 people to attend
- You’re event is in any way controversial
- Your event features a speaker that requires security

Public Safety is required at all events that feature alcohol service. No exceptions. It’s a policy. Public Safety has a specific policy for use of metal detectors, which are sometimes required at events.

Wait staff: If you choose to order catering from Brandeis Dining Services, you may need waitstaff for your event.

Rental Equipment (rental arrangements made through Conference and Event Services)

<table>
<thead>
<tr>
<th>Tables</th>
<th>Round $7.50 - $14 each</th>
<th>Every rental order is subject to a $60 pick-up/delivery fee.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chairs</td>
<td>$0.90 - $7 each</td>
<td></td>
</tr>
<tr>
<td>Pipe &amp; Drape</td>
<td>$30 per 10-foot section ($3 per foot/10 foot minimum)</td>
<td></td>
</tr>
</tbody>
</table>

*Pricing may change throughout the year

Often student groups have to rent equipment to fulfill their programming needs. There is limited equipment available on campus so Conference and Event Services makes arrangements to have equipment delivered for events.

Audio Visual Equipment:

The following are items that are commonly rented from MTS by student groups:

<table>
<thead>
<tr>
<th>Item</th>
<th>Normal Costs</th>
<th>Cost to Clubs (after discount)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Microphones and Cables</td>
<td>$10.00</td>
<td>FREE</td>
</tr>
<tr>
<td>Portable Sound System (Standard)</td>
<td>$25.00</td>
<td>FREE</td>
</tr>
<tr>
<td>Portable Sounds System (Auditorium)</td>
<td>$75.00</td>
<td>$25.00</td>
</tr>
<tr>
<td>35mm Slide Projector</td>
<td>$35.00</td>
<td>FREE</td>
</tr>
<tr>
<td>Overhead Projector</td>
<td>$15.00</td>
<td>FREE</td>
</tr>
<tr>
<td>Screen</td>
<td>$10.00</td>
<td>FREE</td>
</tr>
<tr>
<td>20” TV/VCR</td>
<td>$35.00</td>
<td>FREE</td>
</tr>
<tr>
<td>LCD Projector</td>
<td>$75.00</td>
<td>$25.00</td>
</tr>
</tbody>
</table>

Often student groups have to rent equipment to fulfill their programming needs. There is limited equipment available on campus so Conference and Event Services makes arrangements to have equipment delivered for events.

This list is not inclusive of all items available. Contact Conference and Event Services if you’re looking for additional items. There may be delivery and operator charges applied (where appropriate).

Food: (arrangements made through Conference and Event Services)

Sodexo has developed a menu specifically for student catering needs.

*Note: Student clubs have the “right to obtain food and beverages (excluding alcohol) from sources other than the Sodexo and bring them into Dining Facilities for events that are sponsored, attended and paid for by Brandeis students” according to the Brandeis’ contract with Sodexo.

Adapted from the Department of Student Activities Resource Depot
(http://www.brandeis.edu/studentaffairs/activities/leadership/handbook.html), an excellent reference for you as you begin.

UDR Program Information Page 15
Helpful Info & Tips

- Food draws crowds so it is usually best to serve at least light refreshments.
- Plan ahead. It is very hard to get services on short notice. If there are too many late fees involved, your event may not be approved for funding. (Tip: UDRs tell us repeatedly that they wished they had planned further ahead!)
- Payments to Brandeis faculty, staff, and students for services and for the purchase of alcohol are prohibited.
- To be reimbursed through DAS or your department, bring in ALL required documentation. Missing information will delay or could prevent processing.
- Receipts must be original and itemized. Make a copy of the receipts for your records, in case the originals get lost.
- NEVER sign a contract or pay someone yourself.
- Beware of hidden fees. Make sure the quoted price includes everything (fees, taxes, etc.). Avoid late and rush fees by making arrangements as far in advance as possible.
- Remember, Brandeis is a non-profit tax-exempt organization so if Brandeis is paying, no tax should be charged. Be sure to inform the vendor in advance.
A Successful Facilitator...

1. Thinks about the physical setting. Be sure that all members of the group, including you, sit at the same level. Circles work best for group facilitation; a circle suggests that every person in the group has an equal opportunity to listen and to be heard. Do not sit in a chair if the rest of the group is sitting on the floor.

2. Makes eye contact with everyone in the group. Eye contact is a powerful tool when facilitating a group. By looking someone directly in the eye, you invite participation; conversely, when you direct your gaze away from someone, it indicates that you are looking elsewhere for a comment.

3. Sets a tone. Start by defining the task for the discussion, and letting people know that you are interested in what everyone has to say. What are your ground rules? Your goals for this particular discussion? Share these with the group at the start, and invite their contributions.

4. Helps others feel confident and validated. Make certain that everyone has an opportunity to participate in some way. Refer to individuals by name whenever possible. Use your body language to show that you are listening to others, and your words to appreciate their involvement.

5. Resists playing the “expert” role. Be open and honest. Don’t pretend to have answers to all the questions. When sharing a personal idea, please identify it as such and make it clear that it should be regarded in the same way as other participants’ opinions and ideas.

6. Knows your time constraints. Use your time wisely, and allow time to sum up or run through any business you need to get done. Let the group know at the start how much time you’ll be using for this particular conversation, and ask for their help in staying on task.

7. Uses open-ended questions that explore the topic, and involve the group in thinking of a number of different perspectives. When you ask questions that cannot simply be answered with a “yes” or a “no,” you help to encourage conversation. Invite students to elaborate on what was just said, or to express their own ideas.

8. Shares leadership. Help group members assume new roles. Make certain everyone has an opportunity to participate.

9. Listens thoroughly to what everyone has to say. Keep yourself out of the limelight by keeping your remarks to a minimum. Indicate your interest in other people’s opinions. If you don’t understand what is being said, ask for clarification.

10. Enjoys the conversation!

Adapted from the Joint CA/OL Training 8/25/2004
Listening Skills

Non-verbal cues:

- Maintain a comfortable amount of eye contact. Focus on the tone of the student’s words. Be aware of both what is said and not being said. Changes in the student’s voice levels, facial expressions, as well as the student’s own eye contact can give you clues about what he/she may be experiencing.

- Use head nods to affirm what the speaker is saying, keep an open posture and lean towards the speaker. Look interested and smile, and try not to interrupt unless it is important to redirect or refocus the topic. Your advisee should feel that you are giving him/her the time to tell you what is on his/her mind.

- Be attentive to the content of the student’s words. Practice having patience and be on the alert for identifying common themes. Do you hear more positive or negative words used to express the student’s feelings?

- Speak with an even, conversational tone and accent your message with gestures. Reflect before saying what you are thinking. A slight, thoughtful pause is more acceptable than a stumbling “um…”

Verbal cues:

- Ask open-ended questions that begin with WHO, WHAT, WHEN, WHERE, and HOW to elicit information. Avoid WHY. “WHY” questions imply that you do not agree with the speaker’s feelings. Remember that all feelings are legitimate!

- Paraphrase what the speaker has said to help them focus on their message, help encourage the speaker to express his/her feelings, and do not be afraid to ask for clarification! Be honest. If you do not understand what was said, or if you were not listening, ask to have the information repeated.

- Summarize the speaker’s message and let him/her know you empathize with the situation. Empathize does not mean that you agree or sympathize, but that you understand. To help be more empathetic, try to put yourself in the speaker’s place and understand how the person feels. Suspend your critical judgment, and do not mentally argue with yourself while the person is speaking. To let the speaker know that you understand the message, use feeling labels such as “You seem frustrated.” Or “You look sad.” This also demonstrates that you are not pre-judging attitudes expressed or the situation.

Adapted from the Stonehill College Orientation Manual
Advising Best Practices

Peer to peer advising is an opportunity on any campus to enhance the undergraduate experience. With that opportunity comes responsibility. In order to assist students in a professional manner and with an attitude of service, more than just an enthusiasm to help is required. By developing listening skills and honing competencies to “read” your advisees, you will be better prepared for the conversations and interactions with your peers that you will have in this leadership position.

Here are five basic principles of advising that are important to understand from the very beginning and to apply continually throughout your experience as a mentor to potential major/minors and peers within your department/program.

- Provide accurate information.
- Don’t make decisions for your advisee.
- Be a good listener.
- Make effective referrals.
- Be nice.

Who is a great peer advisor?

- A fellow student who is approachable and has the ability to communicate with others.
- Someone who helps another, in their major or department, plan a course schedule or navigate the services which work with the student’s other commitments, such as a job, family responsibilities, etc.
- Someone who has experience in finding and choosing coursework and services that will help students work toward their goals and is willing to share their knowledge with other students.
- Someone who has the knowledge to answer a student's questions accurately and in an approachable and friendly manner.
- Someone who understands a student's concerns, because he or she has dealt with similar circumstances.
- Someone who assists the professional advisor, faculty advisor, or program coordinator with advising-related activities.²

As representatives for students and for departments/programs, UDRs can make a real difference. We encourage you to offer up your own experiences, both as the advisor and the advisee.

What worked for you?
Did you come away from the experience feeling helpful/helped?
What could have improved your experience?

Becoming an Active Listener

There are five key elements of active listening. They all help you ensure that you hear the other person, and that the other person knows you are hearing what s/he says.

1. Pay Attention
Give the speaker your undivided attention and acknowledge the message. Recognize that non-verbal communication also "speaks" loudly.

- Look at the speaker directly.
- Put aside distracting thoughts.
- Don't mentally prepare a rebuttal!
- Avoid being distracted by environmental factors.
- "Listen" to the speaker's body language.
- Refrain from side conversations when listening in a group setting.

2. Show That You're Listening
Use your own body language and gestures to convey your attention.

- Nod occasionally.
- Smile and use other facial expressions.
- Note your posture and make sure it is open and inviting.
- Encourage the speaker to continue with small verbal comments like yes, and uh huh.

3. Provide Feedback
Our personal filters, assumptions, judgments, and beliefs can distort what we hear. As a listener, your role is to understand what is being said. This may require you to reflect what is being said and ask questions.

- Reflect what has been said by paraphrasing. "What I'm hearing is . . ." and "Sounds like you are saying . . ." are great ways to reflect back.
- Ask questions to clarify certain points. "What do you mean when you say . . ." "Is this what you mean?"
- Summarize the speaker's comments periodically.

4. Defer Judgment
Interrupting is a waste of time. It frustrates the speaker and limits full understanding of the message.

- Allow the speaker to finish; don’t interrupt.

5. Respond Appropriately
Active listening is a model for respect and understanding. You are gaining information and perspective. You add nothing by marginalizing the speaker or his/her ideas or questions. Be candid, open, and honest in your response.

- Assert your opinions respectfully.
- Treat the other person as he or she would want to be treated.
Campus Resources and People: “Building and Optimizing Relationships”

Hiatt Career Center
Whether you are looking for career advice, a job or internship, networking opportunities with Brandeis alumni and friends, or help with your grad school application, the Hiatt Career Center can help. Connect with Brandeis alumni in your major and/or field(s) of interest.

- Academics think discipline, employers think skills. You will develop a specific set of skills and knowledge areas through your major. Explore your major and research possible careers. Learn what internships students have held and what alumni have gone on to do.
- Partner with Hiatt to host a workshop, panel or other career-related event for your department.

Hiatt Advisors
Partner with Hiatt Advisors to host a workshop, panel or other career-related event for your department.
Andrea Dine  dine@brandeis.edu

Office of Study Abroad
Works to ensure that study abroad is a fully integrated aspect of students’ academic careers at Brandeis.

- We can arrange for study abroad returnees from your department to present on their time abroad.
- Invite us to Meet the Majors events.
- We will create materials, such as handouts or videos, about students’ experiences abroad.

Allyson Goose  agoose@brandeis.edu

Department of Student Activities
Is here to help students:

- Get all of their programming and club questions answered.
- Plan campus events.
- Learn valuable leadership skills.
- Take your club leadership to the next level.

Stephen Pagios  pagios@brandeis.edu

Experiential Learning
Through courses and programs experiential learning helps students:

- Understand their motivations and values in relation to the choices they are making
- Actively apply and connect their learning to their life experience

As a UDR, Experiential Learning Staff can help you to:

- Learn more about EL courses, workshops and programs.
- Help students understand practicum courses and how to find them.
- Help students find course credit for internships.
- Help students brainstorm, create and present ideas for projects!
- Collaborate with us and our Experiential Learning Fellows on events! We can offer co-sponsorship, joint planning and other resources. We are experts on creating activities for events!

Daniel Langenthal  langent@brandeis.edu  Alyssa Canelli  acanelli@brandeis.edu

Academic Services

- Do you know if there is a BUGS tutor for your department? (Contact David Gruber, dgruber@brandeis.edu)
• Learn how to make referrals to our same-day appointments and to advisors within Academic Services (Class Advisors, Fellowships/Scholarships, Disability Services, Pre-Health, Student Support Services, Transitional Year Program, International Students & Scholars Program)

• We can help you advertise your programming by including your advertisement in our weekly email to all undergraduates (http://tinyurl.com/o8sohel) (Contact Talia Abrahams, taliaabr@brandeis.edu)

Lisa Boes  boes@brandeis.edu

Roosevelt Fellows
Partner with a Roosevelt Fellow to advise first-year students about interesting courses in your department.
Lisa Hardej  lhardej@brandeis.edu

Admissions
Did you know that about half of incoming students have indicated an early interest in certain majors and programs? Of course you did! Been there, done that. What did you wish you knew then?

• Answer emails from and help advise prospective students
• Let future Brandeisians know about opportunities and options within your major/minor
• Participate in Fall Preview Days & Admitted Students Day

David Girvan  dgirvan@brandeis.edu

Office of the Arts
The arts at Brandeis aren’t just for art majors. Explore connections with history, anthropology, literature … even physics and chemistry. The Office of the Arts can help you plan a custom visit to the Rose Art Museum, or a post-play or post-concert discussion that relates to topics & issues in your major.

Ingrid Schorr  ingrids@brandeis.edu

Graduate School of Arts & Sciences
Life beyond Brandeis doesn’t have to be an end to learning…or even leaving! What post-baccalaureate paths suit your major/minor best?

• Educate yourselves about Brandeis MA programs and joint BA/MA opportunities, and GSAS' scholarship for Brandeis graduating seniors/alumni.

Laurie Nichols  lnichols@brandeis.edu
Frequently Asked Questions

Click [here](#) for link to the UDR Frequently Asked Questions webpage.