How to successfully create and sustain a vibrant APICs student chapter

Jack Cook
How to Successfully Create and Sustain a Vibrant APICS Student Chapter

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INTRODUCTION

Starting a successful student chapter is not easy. It requires the right mix of support from the parent chapter, academic liaison, faculty advisor, college administration, and students. Most APICS student chapters are struggling with few (less than 10) student members and even fewer activities that encourage student membership as well as ties with local APICS chapters. It is possible to create and sustain a vibrant student chapter given these tried and tested guidelines provided in this paper.

This paper provides (1) concrete suggestions on how to excite a faculty advisor about the opportunities associated with a student chapter, (2) the steps needed to start a new student chapter, (3) methods of motivating students not only to join APICS but to become active members, (4) the roles and responsibilities of the local parent chapter and faculty advisor, and (5) the challenges faced by a student chapter. The overall objective of this paper is to explain how a student chapter can successfully apply the fundamental principles of chapter management, while recruiting and maintaining a large active student chapter.

WHY START A STUDENT CHAPTER?

Currently, based on the APICS Membership-at-a-Glance, there are 208 student chapters and 3,053 student members as of June 2002. This represents an 8% increase in student membership from June 2001 - the only membership category to have increased over the last year. That works out to be, on average, about 15 students per chapter. However, the numbers are misleading. A few, very successful chapters contribute the bulk of the student memberships. Hence, there are a large number of student chapters that need your help to become vibrant, active chapters.

There are as many different ways to successfully start an APICS student chapter as there are student chapters. That point notwithstanding, this paper serves as a guide for those individuals assisting students interested in starting a student chapter, whether you are a student, faculty member, administrator or an APICS volunteer associated with a local chapter or region staff. There are four perspectives that must be considered when starting a student chapter: students, faculty, administrators, and the parent chapter. Next, we will briefly examine each of these perspectives since understanding their needs will help you motivate them.

Students

Believe it or not, students are easier to recruit than faculty advisors. One way to motivate and inspire students is to help make it possible for them to attend regional or national conferences.
There are a number of very reasonably priced regional conferences such as Congress for Progress, which is organized by the Mid-Atlantic Chapters of APICS Region 9 (http://www.cp-apics.com), and Seminar 1, which is organized by the New England Chapters of APICS Region 1 (http://www.seminar1.org). Student trips generate a great deal of excitement within the student chapter. Students who attend conferences are usually asked to make a presentation on some aspect of their conference attendance. Furthermore, as a result of their conference participation, these students often volunteer to be officers in the student chapter.

Another way to motivate students is to appeal to their desire to obtain a good job upon graduation. Belonging to APICS enables them to network with business professionals at their local parent chapter’s professional development meetings. In addition, if the chapter is well run, members should be able to include their résumé in a chapter résumé book, which should be distributed at every opportunity. Also, students gain access to the APICS Career Center, where they are able to search for jobs and post their résumés. Furthermore, for those institutions that require co-ops, students can search for internships.

Other reasons why students are motivated to start or join a student chapter include participation in the Donald W. Fogarty International Student Paper Competition, as well as receiving APICS—The Performance Advantage and the Production and Inventory Management Journal. Ultimately, though, students are convinced to join an APICS student chapter based on their relationship, oftentimes, with the faculty advisor. That is why the selection of a faculty advisor is so vital. If the advisor is dull, unapproachable, and seemingly uninformed, students will be apprehensive about joining. That is part of the reason why there are a few very large student chapters. The faculty advisor makes the difference because he or she “sells” the value of membership.

Faculty

Virtually every successful student chapter has, at its core, a passionate faculty advisor. Recruiting an interested, committed faculty advisor is often the most difficult task. It is so important that it is the very first step in starting a student chapter. Motivating a faculty member to be an APICS student chapter advisor will be discussed in greater detail below.

College Administrators

Many student clubs exist on a college campus. Quite a few of those have no national affiliation and are poorly run. Forward thinking administrators recognize the value of a nationally affiliated student chapter because they understand it provides their institution national recognition as well. In addition, they have to spend less time dealing with the mechanics of the student organization since the students have access to resources (often free of charge) to guide the chapter such as recruiting materials and a Student Chapter Management Program Guide. From an accreditation point of view, a well-managed student chapter that wins awards and whose members are recognized in the Donald W. Fogarty International Student Paper Competition, assist administrators in documenting the quality of their programs.

Parent Chapter
The parent chapter should be interested in starting a student chapter for a number of reasons. Students are future members. However, a word of caution is in order. It takes time before professionals, who were student members, become active in the APICS parent chapter. That time can be shortened by explaining to graduating seniors the benefits of remaining active and seeking out those individuals who were outstanding student leaders to serve the parent chapter. The Academic Liaison should be charged with this task. Former students from well-managed student chapters make excellent parent chapter board members. Currently, the Rochester Chapter has three board members who were former or are current students. Also, for special projects, students are a great source of chapter volunteers who do not work regular hours. Ultimately, the parent chapter should pursue starting and maintaining student chapters since we are an educational society, and who is better positioned to learn than students? It is the right thing to do.

**STEPS TO STARTING A STUDENT CHAPTER**

**Obtain and Excite a Faculty Advisor**

The difference between success and failure hinges on this choice. Students often feel uncomfortable around or are intimidated by business professionals. This is one of the reasons why student chapters are so important. It allows us an opportunity to make students familiar with our profession. Hence, it is important to recruit a faculty advisor as opposed to assigning a professional to advise the student chapter. Faculty members are on campus, in front of students, where they can promote the benefits of participating in the local student chapter. However, finding a faculty advisor is more difficult than you may think.

Most institutions have at least three types of faculty: nontenure track (often called lecturers, instructors, adjunct faculty, or visiting professors); tenure track but untenured (mostly assistant professors); and tenured professors (associate and full professors). Tenured professors are the toughest to recruit since they have little incentive to invest a great deal of effort in this type of activity. Many nontenure track professors have limited contracts and hence are not typically long-term alternatives. Thus, parent chapters should attempt to recruit the younger, untenured, (tenure track) faculty.

Tenure is an academic concept foreign to business professionals. Essentially, after a probationary period that typically lasts between four and seven years, a faculty member is awarded a lifetime contract, assuming satisfactory performance before the tenure decision. The idea of a lifetime contract is unheard of in industry. In addition, most institutions have a mission statement that identifies teaching, research, and service as the three criteria upon which faculty are evaluated. In reality, performance is heavily skewed toward research. In fact, even teaching institutions seldom promote a great teacher who has provided exemplary service to the rank of full professor. Hence, it is important that the faculty members balance these three criteria based on their institution's tenure and promotion norms.

There are a number of ways of enticing a faculty member to become actively involved in APICS. First, it is important to recognize that few faculty members have any industry experience, and it is indeed rare to find one that has significant industry experience. Faculty members are sensitive to this fact. Hence, one way to encourage them to be actively involved is to offer them the
opportunity to attend CPIM certification review courses and seminars at a reduced rate and preferably for free. Explain to them that this will provide them an opportunity to network with practitioners. They can take the “war stories” they hear in APICS-sponsored events back to their own courses, giving them greater credibility.

Another method is to assist them in achieving tenure through research-related activities. Most faculty members are evaluated heavily on research. Most of us have heard the phrase “publish, or perish.” Depending upon the faculty members’ strengths, you may be able to partner them with a local company so they can conduct case research. In the process, they can help the companies solve some complex problems facing their facilities. Another way to assist is to allow them to survey your members so the faculty members can conduct empirical research. Label these efforts a “grant” so the faculty members can include them as part of their yearly performance reviews and their promotion and tenure packet. Offer them travel grants, even small ones, to travel to APICS-sponsored events, or award them a development grant to attend a chapter sponsored seminar. Do not forget that faculty members often do not teach during the summer and may be interested in obtaining a faculty internship at a local company. Above all else, ask them what they need and try to accommodate them. However, keep in mind, you are asking something in return. They need to be an active, passionate supporter of the student and parent chapter of APICS.

**Form a Group of at Least 20 Interested Students**

The student executive boards that I have advised at two universities were large in comparison to many student-run organizations. I currently advise the Rochester Institute of Technology (RIT) APICS Student Chapter. Its student executive board has 14 positions: president, vice president, secretary, treasurer, education chair, on-campus coordinator, off-campus coordinator, travel chair, plant tours, career chair, marketing chair, membership director, newsletter editor, and Web master. The executive board meets Sunday evenings and practically everyone attends.

To be successful, you need a critical mass of students. You need at least 20 interested students; any less is too few. With 14 student officers, you will generate enough interest. However, it is important that the officers are from all types of students. You need a student executive board that is representative of your student body. Students should be slated for position from all class ranks—freshmen, sophomores, juniors, and seniors.

**Elect Officers**

The term “elect” does not mean what it does for many student-run organizations. As with many parent chapters, the student chapter should have some idea who is going to be the incoming student president one year in advance. That individual should be this year’s vice president to learn the ropes without the pressure of having to organize and manage the chapter. This is why it is so important for the freshmen and sophomores to become involved. That way, good student leaders can be identified early. Also, it is important that all the student officers have a good working relationship with the faculty advisor. I suggest that the incoming student president and the faculty advisor together slate the student board for the next year.

**Develop Chapter Bylaws and Charter Your Chapter with the Institution and APICS**
Often academic institutions have specific requirements for bylaws for student organizations. It is best to find out what restrictions are placed on student chapters before wasting a great deal of time creating something from scratch.

Pursue Achieving Gold Award Status with the Student Chapter Management Program

In order to successfully create and sustain a vibrant APICS student chapter, the roles and responsibilities of each student officer and the faculty advisor must be clearly defined. What follows is the RIT APICS Student Chapter Officer Responsibilities that I provide students each year. The numbers in parentheses correspond to the APICS Student Chapter Management Program guide (stock #01024). This list is designed to help a student chapter achieve Gold status.

President
- Chair and prepare agendas for at least six executive board meetings during the program year ensuring that the advisor or a parent chapter representative attends each meeting (1.6)
- Inform student chapter executive board about upcoming meetings and include agenda
- Coordinate and/or participate in a student information exchange with other APICS student chapters to learn about each other’s programs (2.4)
- Represent the student chapter at two region meetings (2.5)
- Give or designate someone to give a chapter activity report at three parent chapter professional development meetings (PDMs) (3.5)
- Submit a Student Volunteer Service Award application to APICS Headquarters (4.6)
- Write six “Message from the President” for student chapter newsletter
- Perform a special project for the society, region, or parent chapter (B1)
- Develop a mission statement and define strengths, weaknesses, opportunities, and threats for the chapter. Include measurable chapter goals. (B5)

Vice President
- Maintain and collect appropriate documentation for Student Chapter Management Program Awards binder
- Represent the student chapter at six parent chapter BOD meetings to present the student chapter’s concerns, needs, and progress (1.7)
- Represent the student chapter at two region meetings (2.5)
- Bring food and drink to student chapter executive board meetings
- Prepare agenda for the officer transition meeting that includes a review of the past year, clarify officer responsibilities, and planning for the upcoming year (1.5)
- Perform a community service project (B3)
- Submit a completed student chapter management program comment sheet (B7)

Secretary
- Maintain and distribute roster of officers to student chapter members (via the Web), parent chapter president, academic liaison, and region vice president (1.1)
- Record attendance for student chapter meetings
• Prepare and distribute (via the Web) minutes for student chapter executive board meetings including date, time, attendance, and topics discussed (1.6)
• Prepare and distribute (via the Web) minutes for officer transition meeting (1.5)

Treasurer
• Prepare a budget for the student chapter for the program year starting April 1 and ending March 31 (1.3)
• Maintain a current income statement showing year-to-date actual receipts and disbursements to budgeted amounts (1.4)
• Maintain a record of the chapter's policies concerning reimbursement
• Reimburse expenses incurred for chapter activities

On-Campus Coordinator
• Verify speakers and reserve rooms for on-campus events
• Create and distribute flyers for on-campus events (5.2)
• Provide gift to speaker
• Confirm with the speaker about room arrangements
• Create agendas for at least six meetings that show timetable and announcements and distribute to student members via the Web (1.2)
• Send speakers a thank you letter

Off-Campus Coordinator
• Create and distribute flyers for off-campus events (5.2)
• Take reservations, collect money, and ensure that there are enough drivers
• Provide the vice president with a record of who attended off-campus events for the Student Chapter Management Program Award (2.2)

Membership Director
• Conduct a membership campaign and distribute membership information to students and faculty at the beginning of each quarter (4.2)
• Collect membership applications as well as e-mail address from students (4.4)
• Publish quarterly a roster of all members in the student chapter and distribute it to the membership, faculty advisor, academic liaison, and parent chapter president (4.1)
• Promote APICS by giving at least one presentation to students each quarter, Answer general membership questions (4.8)
• Conduct a membership needs survey twice during the year that includes questions concerning meeting topics, meeting formats, location, other activities and employment information (4.3)

Education Chair
• Organize at least four meetings of the student chapter on education related to resource management (2.1)
• Schedule at least two student presentations on resource management (2.3)
• Schedule at least one educational resource management or technical seminar or workshop that is at least three instruction hours in length and attended by at least four chapter members (2.10)
• Schedule an APICS professional member to speak on a resource management topic (3.2)
• Schedule two student members to speak at student chapter meetings on a nonresource management topic such as career or educational opportunities or co-ops (3.3)

• Schedule at least one cosponsored event at a regularly scheduled chapter meeting with a student chapter of another professional society (3.6)

Marketing Chair
• Submit and/or have published publicity in campus newspaper or on campus television and radio stations for membership campaign, student chapter meetings, plant tours, and other special events (5.3 & 5.4)

• Submit six articles during the program year to the parent chapter newsletter (5.5)

• Maintain bulletin board

• Promote APICS to students at other academic institutions (B6)

Travel Chair
• Investigate costs associated with attending conferences

• Contact conference chairs, make reservations, etc.

• Coordinate students who plan to attend conferences

• Investigate possible fund-raising activities to support trips

Career Chair
• Encourage students to take certification exams by informing them of the benefits of pursuing certification. Ask them to provide you a copy of their score report (2.6 & 2.7)

• Record student members that have participated in co-ops in the year including their name, company name, location and title of co-op (3.7)

• Compile résumés and distribute student chapter résumé book (5.6)

• Schedule résumé critique

• Schedule mock interviews

• Establish a program with local industry (B4)

Newsletter Editor
• Publish via the Web the student chapter newsletter at least six times per program year (5.1)

• Distribute newsletter to professors’ mailboxes

Plant Tours
• Organize at least two student chapter-sponsored plant visits or attend an APICS parent chapter plant tour (3.4)

• Create and distribute flyers for plant tours and publicize tours at student chapter meetings

• Maintain an attendance record for plant tours and forward that list to the Vice President for the Student Chapter Management Program

Web Master
• Maintain student chapter’s APICS Web page

• Maintain e-mail distribution lists of members

• Send e-mails to student members about student chapter meetings, Rochester Chapter dinner meetings, plant tours, and special events

• Send e-mails to all business students during membership campaign
Faculty Advisor

- Advertise and coordinate submission to the Donald W. Fogarty International Student Paper Competition (2.8)
- Provide the vice president with documentation of the student paper winners for the Student Chapter Management Program Award (2.9)
- Publish via the Web a quarterly calendar of events including all student chapter meetings, sponsored and cosponsored events, parent chapter PDMs, special speaker meetings, projected fund-raising events, region meetings, plant tours, and trips (3.1)
- Award the Student Chapter Member of the Year (4.5)
- Submit a Student Chapter Mentor Award nomination to APICS Headquarters (4.7)

Clearly defining these roles and responsibilities is extremely important. They are the minimum that should be completed to have an outstanding student chapter. I have found that students who are properly encouraged and clearly guided can achieve outstanding results. Having these clearly defined responsibilities helps motivate the student officers since they understand that as a group they are striving to achieve Gold.

CHALLENGES OF STUDENT CHAPTERS

Student Turnover

It is important that the student chapter executive board has representation from all students (freshmen, sophomores, juniors, and seniors). This buffers the student chapter from the effects of student turnover, increasing continuity and developing future student leaders.

Faculty Support

Student organizations exist because of student interest and therefore a faculty advisor must encourage interest in a variety of ways. One way is by ensuring the student chapter is well run. A faculty advisor must maintain open communication with student officers and always be available to help them. Student leaders are volunteers. Faculty advisors must recognize that and be prepared to demonstrate their commitment by devoting a great deal of time and effort to the success of the APICS student chapter. Advisors need strong leadership skills. They must be committed to their chapter's success, as well as increasing students' education and experience in the field of resource management. In addition to the responsibilities outlined above, some other areas where a faculty member can assist their student leaders are

Fund Raising

- Selling class notes with proceeds going to student chapter
- Securing parent chapter financial support
- Recognizing the chapter through the college's student association so the student chapter can receive funds from student government

Operations/Guidance

- A resource person to all officers, particularly the student president
• Explain college policy and the Student Chapter Management Program (stock #10024) to the student executive board but depend on the officers to carry out plans through their leadership
• Help the student president (when asked) to prepare meeting agendas
• Be accessible and support the student leaders by encouraging them in their endeavors
• Help set goals, maintain direction, and provide continuity without dictating
• Provide constructive criticism, positive reinforcement, and support while stimulating creativity and motivation
• Play devil's advocate when needed
• Support the chapter by attending monthly executive board meetings and weekly programs
• Train officers in their duties (e.g., how to conduct a business meeting, take minutes, and access and maintain the chapter's Web site)

**Marketing**
• Train the Web master in Web design
• Check all outgoing correspondence to ensure it accurately reflects the student chapter
• Promote the chapter's activities by possibly awarding class participation points for attending APICS events both on and off campus

**Program Planning**
• Initiate ideas for group discussions to help the group
• Keep the group aware of its stated objectives when planning events
• Attend general meetings
• Assist in securing speakers and scheduling events

**Officer Transition**
• Take an active role in the orderly transition of responsibilities between old and new officers
• Explain college facilities, services, and procedures that affect group activities
• Serve as liaison between the student chapter executive board and the college
• Help resolve conflicts when they do arise whether it's between the student chapter and the college or between members
• Be custodian of all the organization's past records, paraphernalia, and resources (e.g., study aids for CPIM)

During the transition meeting, the chapter's advisor needs to describe the purpose of the orientation, the purpose of the APICS student chapter, make sure the student leaders' goals and objectives align with that purpose, describe the chapter's organizational structure and the responsibility of each officer, describe the APICS student chapter management program, describe what student leaders can expect and help them set clear expectations for themselves.

**PARENT CHAPTER SUPPORT**

There are a number of ways that parent chapters can support students. One obvious way is to provide financial support. Another is to provide logistical support in the form of an academic liaison. The Passport to Future Improvement Program, which is designed to assist chapters achieve excellence in management, has a number of suggestions that help determine at least some activities that a chapter may pursue to assist student chapters.
Each parent chapter that supports a student chapter should have an academic liaison. Often, other board members do not realize the extent of the responsibilities of this position, since much of the activity associated with this board position relates directly to students rather than the regular membership. The list below details the responsibilities of the academic liaison, first from the perspective of what is needed for the Passport Program, then from what is needed for the Student Chapter Management Program. I would suggest that this individual be one of the faculty advisors.

The academic liaison should be charged with supporting the Passport fundamentals by:

- Providing the parent chapter with their own contact information as well as that of each faculty advisor and student chapter president (1.1)
- Participating in the chapter's strategic planning process given the importance of students to the future of APICS (1.5)
- Communicating all chapter, region, and national events to students (1.8)
- Providing quantitative performance measurements (1.9) such as:
  - number of student members
  - number of student attendees at professional development meetings
  - number of student attendees at region meetings
  - number of parent chapter meetings with at least one student representative in attendance
  - number of student volunteers
  - number of regular members that speak to the student chapter
  - number of student papers submitted to the Donald W. Fogarty International Student Competition – both undergraduate and graduate
- Summarizing the parent chapter's support, both financially and logistically (1.10).

The academic liaison should also be charged with supporting the Passport enhancements by:

- Encouraging student participation at region meetings such as having students present on "how to successfully recruit student members" or "what do students need from APICS?" (2.1)
- Encouraging student and faculty advisor attendance at region meetings (2.2)
- Encouraging regular members to visit the student chapter events (2.5)
- Assisting the student chapter in participating in the Student Chapter Management Program (2.6)
- Revitalizing the student chapter yearly by meeting with the student officers to assist with planning (2.7)
- Encouraging faculty and students to submit for publication, in a large-circulation magazine, an article concerning resource management, making sure the member's APICS affiliation is recognized (2.10)
- Encouraging faculty advisors to submit abstracts to APICS conferences and give APICS seminars (2.11)
- Providing opportunities for faculty advisors to share resource management experiences at APICS-sponsored professional development meetings, seminars, or workshops (2.14)
- Soliciting volunteers for the Donald W. Fogarty International Student Paper Competition
  - to judge the undergraduate category at the parent chapter level (2.29)
• to judge the graduate category at the parent chapter level (2.29)
• to judge at the region or society level (2.18)

- Contributing to the APICS Educational and Research Foundation either directly with financial support or through the APICS Scholars Program (2.21)
- Providing scholarships or faculty development funds (2.22 – see description below for ways to provide financial support)
- Providing academic sponsorship in the form of honorary membership for faculty advisors, discounts on parent chapter-sponsored events for students, or partnering with local colleges to offer APICS courses (2.23)
- Providing the public with exposure to APICS and the field of resource management by sponsoring a local university library membership to APICS (2.24)
- Donating APICS publications to a local academic institution (2.25)
- Educating students about employment opportunities in the resource management profession by helping organize or participating in such activities as a career night, résumé critique, and mock interviews (2.26)
- Providing students guidance and counseling, speakers, programs, plant visits, and educational courses (2.27)
- Encouraging students and advisors to attend professional development meetings and seminars/workshops (2.28)
- Recognizing outstanding contributions to APICS by submitting a Student Chapter Mentor Award for a deserving faculty advisor (2.32)
- Clearly communicating policies concerning financial support to all faculty advisors.

Obviously, the academic liaison has much to accomplish. Based on experience, most successful academic liaisons are faculty advisors. One reason why is that they already have a vested interest in ensuring that student issues are addressed. Also, by making a faculty member academic liaison, you are ensuring that the faculty member will regularly attend parent chapter board meetings. If the academic liaison is a professional, there will be a good working relationship with the faculty advisors.

With respect to financial support, there are a number of ways a chapter can assist students. Whatever the support, it needs to be communicated clearly to the faculty advisors. To illustrate some ways that a chapter can support students, the policies of the Rochester Chapter will be described. It pays for (1) student memberships, (2) region meeting participation, (3) a trip to an APICS-sponsored conference, (4) participation in the APICS Scholars Program, and (5) awards for the Fogarty International Student Paper Competition. The parent chapter also supplements the cost of attendance at professional development meetings and other locally sponsored events.

The Rochester parent chapter is willing to pay for up to 125 memberships to full-time students between two student chapters. No assistance is given to part-time students. Each chapter is allocated a certain number of memberships each. The SUNY-Geneseo Chapter is allocated 25 student memberships and the Rochester Institute of Technology is allocated 50. The differences in numbers are the result of differences in the size of the universities. There are another 50 memberships that are available to students, independent of the school attended, if they participate in a parent chapter activity such as a professional development meeting, plant tour, or seminar.
The chapter also pays for region meeting participation. Travel to the region meeting is coordinated between the faculty advisors and academic liaison. The chapter will support up to two rooms to be shared by students from all student chapters. It will also support travel using one car from each campus (includes faculty advisor). Food is provided by Region 2 staff. If not, students and faculty advisors are invited to eat with the parent chapter board members.

In terms of the Donald W. Fogarty International Student Paper Competition, awards are given in the following amounts:

- 1st place -- $100 per author (up to three student authors)
- 2nd place -- $75 per author (up to three student authors)
- 3rd place -- $50 per author (up to three student authors)

The chapter also supports a trip to a regional APICS-sponsored conference such as Congress for Progress or Seminar I. Travel is coordinated with the academic liaison. Total expenses for the entire trip reimbursed by the APICS Rochester Chapter are not to exceed $2,500. APICS Rochester Chapter will not pay for student registration fees for the conference or food. It does pay for faculty advisor registration fees assuming early-bird registration, travel to and from the conference, and lodging for students and advisors. A 30-minute report given to the student chapter at which board members are invited to attend must be given. This presentation is used to motivate students to attend next year's conference. In order to qualify for the above financial support, the student chapter president (or designate) needs to provide an oral report to the APICS Rochester Chapter by October and February. They must also provide a list of student officers, membership numbers, a calendar of events, and a description of fund-raising activities.

**SOCIETY SUPPORT**

A search of Google.com with the search terms “APICS” and “student chapter” of the APICS.org domain yielded 31 hits, not one of which included any discussion on how to start a student chapter. The only place where I could find anything pertaining to starting a student chapter was on the student membership form. It stated “If you are interested in starting a student chapter at your college or university, please contact APICS Customer Support at (800) 444-2742 or (703) 354-8851 and request stock #01016.” Students are not going to know what “stock” means. Hence, some recommendations that I would suggest to APICS for better support of student chapters include

- Provide access to student chapter materials online
- Advisors should be required to be an APICS member, but a special dues should be provided for chapter advisors
- Develop a mailing list of faculty advisors that is used to send quarterly updates and reminders
- Require advisors to submit electronically a Chapter Advisor Report Form by October that includes among other items
  - the advisor's contact information
  - who should be notified (e.g., dean, president, department chair) of chapter accomplishments (e.g., paper competition winners, chapter management awards) as well as service provided by the advisor
CONCLUSION

This short guide is designed to stimulate ideas about how your chapter can successfully create and sustain a vibrant APICS student chapter. Every parent chapter's situation is unique and this guide is only meant to provide ideas. What your chapter chooses to do will depend upon your financial position, the type of academic institutions in your geographical region, the faculty at those institutions, and your own chapter's goals. Starting a student chapter requires a long-term commitment. It is not cheap. It takes resources—both time and money. Also, if you believe that all of a sudden, you will have lots of students volunteering to help at your events, and that upon graduation, they will swell your ranks, do not bet on it. It is a slow process that will take several years before substantial results appear.

About the Author

Jack Cook, Ph.D., CFPIM, is a professor, speaker, author, and consultant. He is an associate professor of management information systems at the Rochester Institute of Technology (RIT). His areas of expertise include electronic commerce, information systems, and production/operations management. Cook's extensive experience teaching and training over the last two decades includes more than 60 conference presentations and numerous journal articles. He has an entertaining and engaging approach and is known for bringing theories to life. By incorporating structured activities into his training and education, he provides participants with the practical knowledge needed to implement ideas at work. Cook has presented at the last four APICS international conferences, many academic conferences, four top management nights, and numerous professional development meetings.

Cook has been an active APICS member for many years. He is a CPIM instructor and has developed and delivered many on-site training programs. He enjoys showing people how to apply the APICS body of knowledge both personally and professionally. Currently, he is serving as the president of the APICS Rochester Chapter and is also the advisor for the RIT APICS student chapter. Cook holds a Ph.D. in business administration and an MS in computer science from Washington State University as well as an MBA, an MA in mathematics, and a BS in computer science from the University of South Dakota. His Web site is www.sizzlingsolutions.com.