

Faculty/Staff Advisor Guidelines

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Preamble

“The achievements of any organization are the results of the combined efforts of each individual” - Vince Lombardi

The Department of Student Engagement and Activities (*hereinafter referred to as “SEA”*) would like to thank you for your commitment to being a faculty/staff advisor for a recognized student organization. Whether you are new to organizational advising, or have been an advisor in the past, we hope you will find the resources included in these guidelines beneficial to your success.

An advisor is integral to the development of an organization and its individual members. You can impact the lives of our students and their experiences, not only at the university level, but beyond the collegiate experience. Take a moment to reflect on the individuals in your life who have acted as mentors and inspired you on your path to success. You now have an opportunity to be that individual for someone else.

These guidelines contain information that we believe will assist you in your advising role, including university related policies and procedures, general techniques, and helpful resources. We expect to supplement this material with additional resources throughout the year.

Again, we thank you for taking the responsibility of being an advisor seriously and we look forward to working with you. If we can be of assistance at any time, please feel free to contact us.

Phone: 631-632-9392 ♦ Website: stonybrook.edu/studentengagement ♦ Email: studentengagement@stonybrook.edu

I. Roles & Responsibilities of Recognized Student Organizations

Student organizations provide students with opportunities to participate in activities that develop their intellectual, emotional, spiritual, physical and professional abilities. They are vital components of the campus experience at Stony Brook University. We have a multitude of student organizations spanning the following areas: Academic/Honor Society; Activism/Advocacy; Community Awareness/Service; Cultural; Fraternities and Sororities; Graduate Organizations; Leisure Activities; Media; Performance; Religious/Spiritual; and Sports. All students are encouraged to become a member of organizations that interest them. Involvement in student organizations affords members the following and more:

- Improves interpersonal skills of members
- Gives students a greater level of satisfaction with their collegiate experience
- Provides useful experience in obtaining a job and providing job related skills
- Develops lifelong values of volunteerism and service to others
- Positive influence on skills in leadership, communication, teamwork, organizing, decision-making and planning

For a detailed description of all responsibilities of Recognized Student Organizations, please refer to the “Obligations and Maintenance” section of the Community Guidelines.

II. Roles & Responsibilities of Faculty/Staff Advisors

Role of Faculty/Staff Advisors

An advisor can prove to be a valuable asset to an organization by sharing their life experiences, wisdom, providing continuity and organizational memory, and connecting students to resources. Advisors give ideas, share insights, and provide an unbiased perspective to student organizations and individual members.

Faculty/Staff Advisor Liability

Colleges and their personnel have a duty to provide students with a safe educational environment. Faculty/staff advisors should employ strategies to mitigate risk by maintaining an awareness of the student organization’s actions/activities as

well as University policies and addressing potential issues/situations in advance. Faculty/staff advisors are understandably concerned about any personal liability that may result from behaviors of the student organization(s) they advise. As an employee of the University, the Faculty/Staff Advisor to a recognized student organization is protected by Public Officers Law. The University will defend the faculty/staff member from liability for negligent actions arising out of the role of Advisor so long as their actions were within the scope of the duties of a Faculty Advisor.

Eligibility to Serve as a Faculty/Staff Advisor

Only Stony Brook University faculty (not on sabbatical) or staff members at the University may serve as a faculty/staff advisor to a recognized club/organization. Advisors must be employed by Stony Brook University in at least a part-time role. Advisors are expected to be involved in their organizations in a way that is mutually agreeable to the organization and the advisor. Fraternity and sorority organizations may have alumni advisors in addition to a faculty/staff advisor.

Expectations of Faculty/Staff Advisors

SEA has some general expectations of faculty/staff advisors. These expectations are in place to help organizations be as successful as possible, and ensure open communication between our department and advisors.

1. Accept the advisor role on the SBEngaged roster, and all terms and conditions associated with the role. To accept your position on the roster, please follow these steps:
 - Log on to [SBEngaged](#) with your SBU Net ID and password
 - In the top toolbar, click “messages” and you will see a notification regarding your advisor approval. You should have also received an email from the SBEngaged system, if not please check your spam folder
 - Follow the instructions to accept your position on the roster, as well as the terms and conditions
 2. Be knowledgeable about appropriate university policies and procedures. Student organizations can be held accountable to policies within SEA, as well as university policies, and beyond including:
 - [Stony Brook University Code of Student Responsibility](#)
 - [Community Guidelines for Recognized Student Organizations](#)
 - [Stony Brook University Policy Manual](#)
 - [Stony Brook University Rules of Public Order](#)
 3. Faculty/staff advisors are considered “Responsible Employees” under [Title IX](#). Any incident of sexual violence, sexual or gender-based harassment, domestic violence, dating violence, stalking and/or retaliation reported to a Responsible Employee or which they observe or learn about, must be immediately reported to the Title IX Office.
 4. Faculty/staff advisors are required to report crimes they observe or learn about from allegations made in good faith to University Police at 631-632-3333.
 - Hazing is a violation of University policy and New York State law. For more information see section IV.
 - Under the [Clergy Act](#), student organization advisors are considered Campus Security Authorities (CSA’s). As a CSA, you are responsible for reporting the following crimes to University Police:
 - i. Criminal homicide - murder/non-negligent manslaughter, negligent manslaughter
 - ii. Sex offenses - rape, fondling, statutory rape, and incest
 - iii. Robbery
 - iv. Aggravated assault
 - v. Burglary
 - vi. Motor vehicle theft
 - vii. Arson
 - viii. Hate crimes
 - ix. Arrests and disciplinary referrals for violations for liquor, drug and weapons laws
 - x. Dating violence
 - xi. Domestic violence
 - xii. Stalking
- A crime must be reported if it occurred:
- On main campus or satellite campuses
 - Non-Campus building or property
 - Public property on/immediately adjacent to campus and easily accessible from campus

- On an off campus trip

When in doubt, any potential violations of the Clery Act should be reported.

5. Have a genuine interest in the goals and objectives of the organization(s) you advise.
 - Each organization must include a “Statement of Purpose” in their constitution. It can be found under “Organization Description Summary” on the group’s SBEngaged page. This statement should be a concise explanation of their reason for existing on campus and what unique need they fulfill. As an advisor it is important to understand what the organization stands for and exactly why they exist. Think about what your role is in assisting the students in carrying out this purpose. How does the purpose reflect the university as a whole? Speak to the members, whether it be the executive board or entire group, about what their main focuses are for both the short-term and long-term.
 - Read the constitution. All recognized organizations on campus are required to create a constitution that binds their purpose to their actions. While they can amend these documents, they are created with purpose and delineate the uniqueness of each individual group.
 - i. If your organization is going through the new club/organization proposal process:
 1. There may not be a constitution created yet. While we provide a model constitution as a guideline, it may be helpful for you to assist the group with this. Guiding them to have a critical eye at what is included in this document would be a wonderful exercise as an advisor to a newly formed organization.
 2. A model constitution is available on the SEA page on SBEngaged. The model can be found under the “documents” section.
6. Assist in the growth and development of the organization.
 - Help maintain the existence of the student club/organization by providing continuity with past history and traditions. This is especially important as members graduate.
 - Counsel on University policy, conflict management, and non-bias evaluation.
7. Advise on program content.
 - Encourage discussion that aligns programming with achieving the organization’s purpose and goals.
 - Remind students of policies and procedures associated with planning an event as you feel comfortable (i.e. meeting with a program advisor, requesting space through 25 Live, creating an event in SB Engaged).
8. Provide networking opportunities where appropriate.
 - Don’t be afraid to impart your wisdom! Advise and/or provide personal and professional opportunities, create experiences to connect students with colleagues in the industry/their field of interest, and use your personal and professional references as you see fit to help students develop new contacts.
 - Encourage collaboration with departments and organizations within and beyond the university.
9. Discuss your relationship and expectations.
 - Once you are well-versed in the organization’s purpose, it is helpful to have a conversation with members of the executive board. Discuss their expectations of you, and your expectations of them. Determine ground rules such as means of communication and active vs. passive involvement.
 - Be willing to meet with the group and/or members when needed or requested as it is reasonable.
 - Be available to provide guidance to the organization. The group may look to you for guidance on many things, including but not limited to the following:
 - i. Programs/activities
 - ii. Cohesiveness of members
 - iii. Recruitment of members
 - Take part in the organization’s activities when possible.
10. Develop a supportive atmosphere where students help themselves under your guidance.

Responsibilities of Faculty/Staff Advisors

Good advisors keep these three sets of responsibilities in mind while working with our student organizations:

1. Responsibility to individual group members
2. Responsibility to the student organization

3. Responsibility to Stony Brook University

Responsibility to Individual Organization Members:

- Help students find balance between academics and co-curricular activities.
 - Student leaders often have the tendency to burn the candle at both ends and overextend themselves. The advisor has the unique opportunity to mentor students through their academic obligations and personal needs, and guide them in balancing various responsibilities.
- Encourage each individual to participate in and plan organizational activities.
 - Some members fade into the background if not effectively encouraged. Being a member of a student organization can provide students with valuable interpersonal and/or leadership skills, but these are best developed when the student is involved.
- Encourage students to accept responsibility for specific roles within the organization.
 - The advisor may help students understand the importance of their roles. From officer positions, to committee members, to general body members, each student should feel invested in and accountable for their specific role.

Responsibility to the Student Organization:

- Assist the group in developing realistic goals for the academic year.
 - This will contribute to the education and personal development of the students involved. It is often a positive experience when the advisor takes an active role, rendering advice and counsel as circumstances allow.
- Assist the organization in clarifying realistic expectations.
 - It is important that both the student organization and advisor have clear expectations of one another from the beginning. Discussing things like the advisor's participation in meetings and programs is a good place to start. Setting clear expectations will alleviate possible disappointment or hard feelings later.
- Inform the group of institutional policies that may affect plans for organizational activities.
 - The advisor should reinforce that organizations and their officers have an obligation to be familiar with policies and procedures that govern their organization. The advisor should encourage organizations to be familiar with where the policies are listed, why they exist, and the channels to be followed.
- Encourage collaboration and shared governance within the organization, and equal/more balanced participation and initiative amongst members.
 - Eager leaders may occupy the limelight more than others. This can lead to resentment by some members or pressure others into silencing themselves. The advisor can provide a balance by pointing out such concerns in an appropriate setting, either with the students or organizational leadership.
- Refer students to University Resources as needed. Invariably, during interaction with organization members, the advisor will encounter students with personal concerns.
 - If you are unsure of how to best refer students please contact our department.
- Provide continuity within the organization and be familiar with their purpose, history, and constitution.
 - Membership turnover in student organizations is high and often the only link with the immediate past is an advisor. The advisor can steer group members clear of mistakes and help them avoid "reinventing the wheel". Serving as the organization's memory and continuity link, the advisor can help new officers build on history and develop long term plans for the future of the organization.
- Offer ideas for projects and events.
 - The advisor will perform an invaluable service by providing opportunities for the students to exercise initiative and judgement, and to enjoy a proper measure of autonomy in their events. Advisors may help the organization iron out the details and consider aspects of the program they might not have thought of. Ultimately it is the responsibility of the active members to operate the organization; however, advisors are vital to learning that occurs during this important educational experience.
- Assist the group in evaluation.
 - This includes evaluating individual programs as well as a complete evaluation at the end of the academic year. The advisor should be willing to give constructive criticism and offer praise for work well done.

Responsibility to Stony Brook University:

- Complete all training and paperwork requirements.
 - As faculty and/or staff members of the University, every advisor is expected to comply with University requirements for training.
 - All advisors must accept their place on the organizational roster on SB Engaged.
- Work with the group, but not direct its activities.
 - Although the advisor’s role is not regulatory or disciplinary, the advisor has an obligation to both the institution and the organization to keep their best interests in mind. At times, the advisor may need to guide the organization to operate within institutional policies so that violations do not occur. The advisor may also work with the organization’s officers to establish and maintain internal group standards. If you need further assistance regarding this matter, or have conduct concerns please contact our department.
- Help the organization during difficult times.
 - Although this type of intervention is rarely necessary, the advisor’s good judgement can assist in the event of mishaps, internal conflict, personal crisis, etc.

Program Advisor vs. Faculty/Staff Advisor

When planning an event, students may be required to meet with a **Program Advisor**. A program advisor is a staff member that has been trained on university policies, as well as risk management and best practices as they relate to programming, and is charged with serving in such a capacity as a function of their job. This advisor will guide student organizations to ensure events are as successful as possible.

Organizations are trained on the event planning process as part of the new club/organization proposal process as well as the re-registration process, so they should be familiar with the steps to securing a space and requesting approval for their events. As an advisor, it is helpful for you to also be familiar with this process.

To review all of the policies and procedures organizations are expected to adhere to please see the Community Guidelines for Recognized Student Organizations.

At times there is confusion between the role of the Program Advisor and the Faculty/Staff Advisor. Please refer to this chart for clarification on the difference between these two important roles.

Program Advisor	Faculty/Staff Advisor
<u>Purpose:</u> Assist organizations in program planning, assess risk, ensure compliance with policies and procedures.	<u>Purpose:</u> Assist organizations in their topical area, providing guidance and consistency.
<u>Who they are:</u> Graduate coordinators and professional staff in a variety of departments who serve as an advisor as a function of their job	<u>Who they are:</u> University faculty or staff members who volunteer to serve in the advisor capacity
<u>Responsibilities:</u> Approving requests for space, signing of required documents, assisting with program planning process, approving events in SB Engaged, assessing risk associated with events/programs, ensuring compliance with university and departmental policies	<u>Responsibilities:</u> Being a mentor and source of support for the students, be a role model. Assist with program ideas, networking opportunities, speakers, etc. Level of involvement should be agreed upon by the advisor and student organization

III. Advising Best Practices

Advising Styles

Each advisor perceives their role in a student organization differently. Some advisors play very active roles, attending meetings, working with the student officers, and assisting in program planning and development. Others maintain a more distant relationship to the group. It is our hope that each advisor will maintain regular contact with their organization(s). Advisors accept responsibility for keeping informed about the activities of the organization, and for advising the officers on the appropriateness and general merits of the organization's activities, in addition to informing our department of any pertinent matters. However, advisors are not responsible for the actions of the organization; students are. Advisors should be both accessible and interested and should provide whatever counsel a group or its members might seek.

As an advisor you will assume many roles; some of which are mentioned here. A key idea to remember is the advisor is not the leader. Advisors provide guidance, insight, and perspective to students as they work on projects and programs, but the advisor should not be doing the work. Students will learn if they are engaged. Students make the decisions and are accountable for those decisions and for the successes and failures of their organizations.

As mentioned, there are many different approaches to advising, and each advisor will develop a style that is most comfortable for them and the students they work with. That style may change as organization experiences and needs vary. The following are some of the roles you may assume as an advisor:

- ***Mentor:*** Many students will come to see their advisor as a mentor. The success of these relationships can last many years, and are fulfilling for both the student and the advisor. Because of the nature of student organizations, your mentoring role may meet many different needs. Dunkel and Schuh (1998) describe mentoring as a one on one learning relationship between two individuals based on modeling behavior and an extended, shared dialogue. They identify five qualities that characterize good mentors:
 - Good mentors have been successful in their own professional endeavours
 - Good mentors behave in ways that are worthy of emulation
 - Good mentors are supportive in their work with subordinates. They are patient, slow to criticise, and willing to work with those who are less well developed in their careers.
 - Good mentors are not afraid to delegate tasks to colleagues and are not threatened by others who exhibit talent and initiative. They provide support for mentees who have been unsuccessful and praise for those who have been successful.
 - Good mentors provide periodic, detailed and honest feedback to their mentees.

- ***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 themselves, and with the advisor. Positive relationships help the organization succeed and work through 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 spend time with the organization to involve the students in the process. As the advisor, you may consider working with student officers to develop a plan and have them 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. If you need resources on team building activities, SEA can assist you, or you can visit the [Advisor Resources](#) section of the SEA website.

- ***Conflict Mediator:*** Inevitably students are going to join the organization with different agendas, goals and ideas about how things should function and the direction the group should go in. This is a natural part of running an organization, and conflict that is properly managed can lead to a more successful and active group. If conflict is ignored, the potential for the organization becoming inactive is increased. When working with students who have come into conflict it may be necessary to meet with them and have them discuss their issues with one another. Some other things that might be important to discuss with students are:
 - How do the students think they can work together for the best interest of the organization?
 - How is their conduct helping the organization work toward its purpose?
 - What are things they can agree on that will move the organization forward?

- How can they work together while still not agreeing on everything?
- ***Reflective Agent***: One of the most essential components to learning in “out of the 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, and then be honest with them. Let them know where you agree with their self-perceptions, and in a tactful manner, let them know where you disagree. Remember that any criticism should be constructive and concrete examples are helpful. When students discuss their areas of weakness, ask them how they think they can improve in those areas and how they feel you might be able to help them. Most students know what they need, but they often don’t like to ask for help. You will find some self-assessment tools for students, as well as for groups, in the appendix of this manual.
- ***Educator***: As you work with student organizations, students will undoubtedly look to you for guidance and assistance. In your work with them, you will find many 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 organization’s purpose. There will be informal moments when a student doesn’t follow through on a commitment, or a program doesn’t go as anticipated. As an advisor, your role of educator will often come through role modeling behavior, guiding the students 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; however, sometimes this can be the most important action. Allow the students to make their decisions even if their actions do not agree with your ideas. Sometimes students will succeed and other times they may fail. The key is to return to the role of Reflective Agent and give the students a safe space to reflect on their experiences.
- ***Motivator***: As an advisor, you may have to motivate students to excel, carry out their plans, and achieve their goals. Some students are easily discouraged and at the first sign of difficulty may want to quit. You will need to be their “cheerleader” to keep them excited about the potential success 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 at the University to the experiences they will have in the community. Don’t forget to nominate your student leaders and the organizations you advise for the many awards and recognitions the campus offers.
- ***Policy Interpreter***: Student organizations operate under Stony Brook policies, and procedures. Some student organizations that are affiliated with external, national or international organizations are responsible to those entities as well. At times, students may not be aware of these policies and may do things in an inappropriate manner. The more you know about the policies the better you can advise students on their plans. You can find student organization policies in the Community Guidelines for Recognized Clubs and Organizations. If you have questions or would like clarification on any policies, please feel free to reach out to SEA. For national or international policies, it is recommended that advisors visit the website for the respective organization.

Advising Do’s & Don’ts

Advising Do’s:

As mentioned, each advisor should openly discuss with organizational leadership the role the advisor should and will play within the organization. Some organizations have a high level of involvement with every aspect of the organization, while others have a limited role. It is up to the advisor and the organization to set the parameters of involvement.

With that in mind, the following list is a guideline of the “do’s” of student organization advising. This list is not meant to be totally inclusive or applicable to every organization, but it may serve as a framework:

- Assist officers with procedural matters. Be knowledgeable of the organization's purpose and constitution and help the general membership adhere to them.
- Be knowledgeable about, and comply with federal, state and local laws and ordinances, as well as campus policies. Inform the organization of pertinent policies/laws.
- Empower students to take action and satisfaction in seeing the organization succeed.

- Allow the organization to succeed, and to fail. Learn when to speak and when not to speak. Remember to let the students make the decision while you provide guidance and advice
- Be in contact with SEA as needed or desired.
- At the beginning, develop clear expectations about your role and relationship to the organization.
- Read the group's constitution. Be familiar with its purpose.
- Get to know members on an individual level. Learn what they hope to gain from their involvement.
- Develop a strong working relationship with all of the executive board members. Establish as needed meetings with those who need additional guidance with their position.
- Discuss concerns with officers in private and give them praise in public.
- Help the officers set goals.
- Orient new officers and members to the history and purpose of the organization and help build upon it. Help members look toward the future by developing long term goals and communicating those to future members.
- Help resolve conflict within the organization.
- Enjoy the impact you have on the student's development. Help to develop leaders within the organization.
- Be visible and choose to attend organizational meetings and events, but know your limits!
- Know the limits of your organization. Help students find balance between the organization and their academics.
- Keep a good sense of humor and enthusiasm. Share creative suggestions and provide feedback.
- Be consistent with your actions. Model good communication and listening skills.
- Learn the strengths and weaknesses of the organization. Offer support when necessary but also allow people to make their own mistakes and learn from them.
- Encourage feedback and evaluation.
- Encourage participation at leadership training.

Advising Don'ts:

- Be a "know it all".
- Run the meetings/organization.
- Say "I told you so".
- Impose your own bias.
- Manipulate the organization, impose, or force your opinions.
- Tell the organization what to do, or do the work of the members.
- Take ownership of the organization, be the "parent", or the smothering advisor.
- Miss organization meetings or functions you said you would attend with no notice or explanation.
- Be afraid to let the organization try new ideas.
- Allow the organization to become a "one-person show".
- Assume the organization handles everything okay and doesn't need you.
- Assume the organization's attitudes, needs and personalities will remain the same year to year.

IV. Hazing

Hazing and/or harassment of prospective and current organization members is strictly prohibited as stipulated by New York State Law and the Stony Brook University Code of Student Responsibility. It is essential that all advisors are aware of what constitutes hazing, as well as how they can report suspected or known hazing behaviors.

The Code defines hazing as follows:

- **Hazing:** In connection with an affiliation to any organization, group, team, or sports club: no student shall (i) endanger the mental, physical, or emotional health of a person, intentionally or recklessly, by commission or omission, regardless of whether the other person has consented to the activity; (ii) participate in activities on or off University property, involving the forced or expected consumption of alcohol, drugs or other substances, or damage, destroy, tamper with, or remove public or private property.

Individual students may be referred to University Community Standards for actions taken in relation to a student organization in addition to any organizational conduct proceedings that may occur.

Some examples of hazing include, but are not limited to:

- Forced activities for new members to 'prove' their worth to join
- Forced or required consumption of alcohol
- Required to eat spicy foods, or other substances
- Required to endure hardships such as staying awake, menial tasks, physical labor, running while blindfolded, etc.
- Humiliation of new or potential members
- Isolation of new or potential members
- Beatings, paddling, or other physical acts against new or potential members
- Requirements for new or potential members to do things established members are not required to do
- Illegal activities such as requirements to steal items as part of a scavenger hunt

Hazing occurs in all types of organizations, including sports teams, clubs, honor societies, and fraternities and sororities. It is about power and control, not creating unity within the organization. Studies show that more than half of college students involved in clubs, sports teams, and other organizations have experienced some type of hazing.

Many students are unsure if things that are happening to them or others are hazing. In these situations, we encourage students to ask themselves the following questions.

- Would I feel comfortable participating in this activity if my family were watching?
- Would we get in trouble if a school administrator walked by and saw us?
- Am I being asked to keep these activities a secret?
- Am I doing anything illegal?
- Does participation in this activity violate my value or those of this organization?
- Is this causing emotional or physical distress or stress to myself or others?

While answering "yes" to one or more of these questions does not confirm that hazing behaviors are taking place, it does mean that the behaviors may need to be examined more closely.

If an advisor has knowledge of hazing behaviors taking place within the group you advise, or within any organization, it is the responsibility of the advisor to report the behavior. Additionally, if you are unsure if the behavior constitutes hazing, it is your responsibility to report it. Once a report is made, the proper offices will be notified and next steps will be determined based on a variety of factors.

Hazing Amnesty: The University recognizes that students may be reluctant to report hazing activity due to a fear of potential consequences for their own conduct. Therefore, a student who acts in good faith to report activity that may fall within the definition of hazing and who cooperates fully as a witness in the investigation and student conduct process may not be subject to student conduct sanctions related to their own participation in hazing behavior, as determined by the University in its sole discretion. In the event amnesty is granted for self-reported behaviors, if evidence is presented that the student has continued to engage in hazing behaviors, or has knowledge of hazing activity that was not reported, they may be held accountable for past behavior. Students who choose to report and request amnesty for their own conduct under this policy should know that amnesty does not apply to any criminal or civil action that may be taken by a law enforcement or other agency, including University Police.

How to report hazing: There are a three main avenues that can be used to report hazing:

1. [Hazing Reporting Form](#): This allows anyone to anonymously report suspected or known hazing within the Stony Brook Community.
2. [Email](#): Anyone who suspects or is knowledgeable about hazing on campus can send an email reporting the behaviors. For hazing within clubs and organizations, an email can be sent to studentengagement@stonybrook.edu, or any professional staff within the department. A listing of staff and their contact information can be found at stonybrook.edu/studentengagement
3. [University Police](#): Reports of hazing can also be made directly to University Police. University Police can be contacted at 631-632-3333.

If you would like to participate in an online hazing training, please reach out to SEA at studentengagement@stonybrook.edu and you will be supplied with a code

V. Resources

Assessment Tools

These assessment tools may help organizations and their leadership have a better understanding of themselves, their organization, and how one affects the other. This is in no way a comprehensive list of assessment tools, rather just a sampling of some that organizations may be interested in using.

Individual Assessments:

Myers-Briggs Type Indicator

The Myers-Briggs Type Indicator (MBTI) Test using the theories of Carl Jung. This assessment considers what many people believe to be random variations in behavior to be orderly and consistent based on fundamental traits. These perceptions include:

- Introversion (I) vs. Extroversion (E)
- Intuition (N) vs. Sensing (S)
- Thinking (T) vs. Feeling (F)
- Judgement (J) vs. Perception (P)

The assessment determines an individual's personality type from 16 different archetypes. When leaders are aware of their attitudes and personality they will be better prepared to approach tasks, delegate responsibilities, work with others, and communicate during high-pressure situations. *Click [here](#) to take the Myers-Briggs Type Indicator.*

The IHHP Emotional Intelligence (EQ) Assessment

The Institute for Health And Human Potential, in collaboration with the Harvard Business School has concluded that Emotional Intelligence (EQ) counts for twice as much as the Intelligence Quotient (IQ) and technical skills in determining who will be successful. In basic terms, the IHHP allows leaders to acknowledge that their emotions affect behavior both positively and negatively. As a leader, it is important to understand the EQ rank and how that impacts ability to manage, especially under pressure. This assessment can help determine where emotional weaknesses exist when handling situations involving pressure, criticism and failure. *Click [here](#) to take the IHHP Emotional Intelligence Assessment.*

Clifton Strengthsfinder

The Clifton Strengths Assessment is meant to determine what leaders naturally do best, develop their strongest talents, and use those results to optimize their work with team members and professionally. The assessment takes about an hour, and there is a fee for this test. *Click [here](#) to take the Clifton StrengthsFinder.*

Group Assessments:

Team Effectiveness Questionnaire

This questionnaire examines team effectiveness from the perspective of eight (8) different dimensions. Team members will complete their own assessment of the team, and then compare these assessments. Organizations can use the results to identify where the organization is thriving and where it may need further development. *Click [here](#) to access the Team Effectiveness Questionnaire.*

Helpful Links

- **SEA Advisor Resources:** SEA has worked to put together some helpful resources for all organization advisors. These resources can be found on the [Advisors Resources](#) section of the departmental website.
- **Association of Fraternity/Sorority Advisor's Code of Professional Responsibility:** Advisors to Fraternities and Sororities should familiarize themselves with [AFA's Code of Professional Responsibility](#), as it may be helpful in assisting their organizations.
- **College Media Association's Code of Ethical Behavior:** Advisors to student media organizations should familiarize themselves with the [CMA's Code of Ethical Behavior](#), as it may be helpful in assisting their groups.