

Stony Brook University Guidelines For Advisors of Registered Student Organizations

Table of Contents

Introduction	1
Purpose of Student Organizations	1
General Student Organization Information	1
Student Organization Advisors	2
Responsibility of an Advisor	3
Advising Styles	5
Advising Dos and Don'ts	7
Officially Becoming an Advisor	8
Clery Act	9
Hazing	9
Club Procedures	11
Club Purpose and Your Role	12
Appendix: Tools for Advisors	14

INTRODUCTION

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

The Department of Student Engagement and Activities would like to thank you for your commitment to being an advisor for one of our registered clubs/organizations. Whether you are new to club advising, or have been an advisor in the past, we hope you will find the resources included in this guide 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.

This guide contains 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.

*Department of Student Engagement and Activities
631-632-9392
Student Activities Center, Suite 218*

PURPOSE OF STUDENT ORGANIZATIONS

The purpose of student organizations is to provide students with opportunities to participate in activities that develop their intellectual, emotional, spiritual, physical and professional abilities. Student organizations are vital components of the campus experience at Stony Brook University. To meet the needs of students, we offer 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 the 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
- Has a positive influence on skills in leadership, communication, teamwork, organizing, decision-making and planning

GENERAL STUDENT ORGANIZATION INFORMATION

Responsibilities of Student Organizations

It is the responsibility of every recognized student organization and/or its representative to:

- Register the organization with Student Engagement and Activities every academic year
- Attend the Leadership Conference
- Complete university mandated Title IX training
- Manage itself and abide by its constitution, as well obeying all local, state and federal laws, as well as university regulations and policies
- Anticipate, provide for, and meet all legitimate financial obligations
- Act in the best interest of its members and the university
- Comply with all distributed organization information

- Complete all required paperwork
- Take reasonable precautions for the safety and comfort of participants in organized events
- Immediately notify Student Engagement and Activities of any changes in the organization's executive board, advisor, constitution, or other important details
- Communicate with Student Engagement and Activities and their program advisors regularly
- Utilize program advisors for expert knowledge in all events and activities

Privileges Given to Student Organizations

Organizations registered with the Department of Student Engagement and Activities that are in good standing have the following privileges:

- **Use of campus facilities**
 - Use of rooms and space, subject to policies and procedures (see Recognition Guidelines for Registered Student Organizations for policies)
 - Use of academic technology
 - The ability to invite off campus speakers, performers and other guests to appear at events and meetings. (Speakers, performers and other guests must comply with university policies and procedures, and must be approved by the Department of Student Engagement and Activities prior to being on campus)
- **Financial Support**
 - Ability to request budget/funding from USG or GSO
 - Sponsor profit-making events to solicit funds for organizational activities in accordance with university regulations and state laws
- **Marketing and Promotion**
 - Ability to advertise as a Stony Brook University organization
 - Ability to use SBU logo in marketing
 - Use of SB Engaged platform, and the associated CORQ app, to advertise and register events and programs
- **Organizational Support**
 - Apply for Office Space
 - Access to 25 Live and SB Engaged
 - Eligible for Student Life Award and other university recognitions and awards
 - Participate in university sponsored events (Involvement Fairs, Seawolves Showcase, etc)

STUDENT ORGANIZATION ADVISORS

Why does a student organization need an advisor?

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 groups and individual members. The advisors at Stony Brook have four main functions:

1. Growth and Development
 - a. Help maintain the existence of the student club/organization by providing continuity with past history and traditions. This is especially important as members graduate
 - b. Advise in both the academic and co-curricular aspects of college life and as they pertain to the club's statement of purpose
 - c. Counsel on university policy, conflict management, and non-bias evaluation
2. Program Content
 - a. Improve operation and effectiveness of the group and help them progress toward goals
 - b. Question the rationale for the club/organization's existence and lead its members into activities that will contribute to their intellectual and social development
3. Networking Opportunities
 - a. Advise and/or provide personal and professional development opportunities to organization members
 - b. Create experiences for members to interact with different people in their field of interest, helping them to develop new contacts for possible future careers

- c. Encourage collaboration with departments, clubs and organizations, both inside and outside the university community
4. Responsibility to Report a Crime
 - a. Under the Clery Act, it is the responsibility of all university faculty and staff to report any crime to University Police. For specific information about the Clery Act, please see page 10.
 - b. Hazing is a violation of both Stony Brook University and New York State law. For specific information about hazing, please see page 10.
 - c. Under Title IX regulations, all university faculty and staff are mandated reporters. All club advisors are considered a "Responsible Person", and must complete the additional "Responsible Person" portion of the Title IX training.
 - d. Non-compliance with this federal law may result in fines, and/or university sanctions or termination
 - e. For a more comprehensive list of policies and procedures, please see page 11

Who is eligible to serve as an advisor?

Only a Stony Brook University faculty member (not on sabbatical) or a staff member at the University may serve as an advisor to a campus club/organization. Every group **must** have an advisor who is 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

What are the expectations of an advisor?

The Department of Student Engagement and Activities has some general expectations of club and organization advisors. These expectations are in place to assist the organizations be as successful as possible, and ensure open communication between our department and advisors.

1. Be knowledgeable about appropriate university policies and procedures
2. Understand student organizations can be held accountable to policies within the Department of Student Engagement and Activities, as well as university policies, and beyond.
 - a. Please review the Code of Student Responsibility, which can be found [here](#)
 - b. Please review the Recognition Guidelines for Registered Clubs and Organizations, which can be found [here](#)
 - c. Please review the Stony Brook University Policy Manual, which can be found [here](#)
 - d. Please review the Stony Brook University Rules of Public Order, which can be found [here](#)
3. Have a genuine interest in the goals and objectives of the organization(s) you advise
4. Be willing to meet with the group and/or members when needed or requested as it is reasonable
5. 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
 - a. Programs/activities
 - b. Cohesiveness of members
 - c. Recruitment of members
6. Take part in the organization's activities when possible
7. Develop a supportive atmosphere where students help themselves under your guidance
8. Complete the Advisor Agreement Form on SB Engaged and accept the advisor role on the roster during the registration period.

Responsibility of an Advisor

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 student organization
3. Responsibility to Stony Brook University

Responsibility to Individual Organization Members

- The advisor may 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.
- The advisor may encourage each individual to participate in and plan group events.
 - Some group 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.
- The advisor may encourage students to accept responsibility for specific roles within the group.
 - The advisor may help students understand the importance of their roles. From officer positions to committee members to general body member, each student should feel invested in and accountable for their specific role.

Responsibility to the Student Organization

- The advisor may 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.
- The advisor should assist the group in clarifying realistic expectations
 - It is important that both the student organization and the advisor have clear expectations of one another. It is beneficial to speak early and clearly about what the group expects of your role as an advisor, and what you expect of the group. Discussing things like the advisor's participation in meetings and programs is a good place to start. Setting clear expectations in the beginning will alleviate possible disappointment or hard feelings later.
- The advisor may be aware of all plans and activities of the group and inform the group of institutional policies that may affect these plans.
 - The advisor should reinforce that groups and its officers have an obligation to be familiar with policies and procedures that govern their organization. The advisor should similarly encourage organizations to be familiar with where the policies are listed, why they exist, and the channels to be followed.
- The advisor may encourage collaboration and shared governance within the organization, and also encourage 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 help provide a balance by pointing out such concerns in an appropriate setting, either with the students or the organizational leadership.
- The advisor may need to refer students to University Resources. Invariably, during interaction with the group's members, the advisor will encounter students with personal concerns.
 - If you are unsure of how to best refer students please contact our office.
- The advisor may provide continuity within the group and should be familiar with the group's 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 group'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.
- The advisor may 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.
- The advisor should assist the group in evaluation
 - This includes evaluating individual programs as well as doing 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 trainings.
 - All advisors must accept their place on the organizational roster on SB Engaged, and fill out the "Advisor Agreement Form", also on SB Engaged. Additional details on these forms can be found in the appendix of this document.
- The advisor should 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 disciplinary concerns please contact our office immediately.
- An advisor can help an 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.

Advising Styles by Dunkel and Schuh

Each advisor perceives their role to 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 group's activities, in addition to informing our office of any pertinent matters. However, advisors are not responsible for the actions of the group; students are responsible. 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 that 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 groups.

As mentioned, there are many different approaches to advising, and each advisor will develop a style that is most comfortable for you and the students you work with. That style may change as group 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, Student Engagement and Activities can assist you.

Conflict Mediator

Inevitably students are going to join the organization with different agendas, goal 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 group work toward its purpose?
- What are things they can agree on that will move the group 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, to carry out their plans, and to achieve their goals. Some students are easily discouraged and at the first sign of difficulty they may want to quit. You will need to be their “cheerleader” to keep them excited about all of the potential 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 SBU policies, procedures and rules. 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 Recognition Guidelines for Registered Clubs and Organizations, which is available on the Student Engagement and Activities website, as well as the Student Engagement and Activities SB Engaged page. If you have questions or would like clarification on any policies, please feel free to reach out to the Department of Student Engagement and Activities. For national or international policies, it is recommended that advisors visit the website for the organization in question.

ADVISING DO'S AND DON'TS

Advising Do's

As mentioned, each advisor should openly discuss with club leadership the kind of 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 group of pertinent policies/laws
- Empower students to take action and satisfaction in seeing the organization succeed.
- Allow the group 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 Student Engagement and Activities as needed or desired
- At the beginning, develop clear expectations about the role of the advisor and your relationship to the organization
- Read the group's constitution. Be familiar with its purpose.
- Get to know the members on an individual level. Learn what they want to get out of their involvement with the organization
- 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 them 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 group
- Enjoy the impact you have on the student's development. Help to develop leaders within the group
- Be visible and choose to attend group meetings and events, but know your limits!
- Know the limits of your group. Help students find balance between the organization and their academic responsibilities
- 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 group. 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 trainings

Advising Don'ts

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

OFFICIALLY BECOMING AN ADVISOR

Whether you are a new advisor or a seasoned one, there are a few basic procedures to get you started.

1. Officially accept
 - a. Congratulations on making the decision to become an advisor! Each of our clubs/organizations have their own page on SB Engaged. It is important that all of our clubs have up to date rosters, so students know who they can speak to about the group. As an advisor, it is important you are also listed on that roster. One of the first things you will want to do as an advisor is to accept your role on the roster. To accept your position on the roster, please follow these steps:
 - i. Log on to [SBEngaged](#) with your SBU Net ID and password.
 - ii. 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 SB Engaged system, however sometimes these emails go to spam.
 - iii. Follow the instructions to accept your position on the roster
2. Fill out the Advisor Agreement Form on SB Engaged
 - a. This form will give the Department of Student Engagement and Activities important information we need for the upcoming academic year.
3. Read the constitution
 - a. Every registered club and organization on campus is 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.
 - b. If your club is going through the new club proposal process (November to February)
 - i. 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.
 - ii. A model constitution is available on the Student Engagement and Activities page on SB Engaged. The model can be found under the “documents” section.
4. Understand the Purpose
 - a. Each organization must include a “Statement of Purpose” in their constitution. This statement should be a concise statement explaining their reason for existing on campus and what unique need they fulfill. As an advisor it is important to understand what the club 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? The statement of purpose can also be found under “Organization Description Summary” on the group's SB Engaged page.
5. Discuss your relationship and expectations

- a. Once you are well-versed in the club's purpose, it is helpful to have a conversation with the members of the executive board. During this conversation, discuss what their expectations are of you, and what your expectations are of them. Determine ground rules such as means of communication and active vs. passive involvement

CLERY ACT

The Clery Act is a consumer protection law passed in 1990 that requires all federally funded colleges and universities to collect and share information about crime on campus, as well as their efforts to improve campus safety. As part of the Clery Act, this information must be made publicly accessible through the university's annual security report.

All club and organization advisors fall under the category of "Campus Safety Authority". As a Campus Safety Authority (CSA), you have the responsibility to report the following crimes to University Police:

- Criminal homicide - murder/non-negligent manslaughter, negligent manslaughter
- Sex offenses - rape, fondling, statutory rape, and incest
- Robbery
- Aggravated assault
- Burglary
- Motor vehicle theft
- Arson
- Hate crimes
- Arrests and disciplinary referrals for violations for liquor, drug and weapons laws
- Dating violence
- Domestic violence
- Stalking

A crime must be reported if it occurred:

- On main campus or satellite campuses (i.e. - Southampton, Manhattan, SUNY Korea)
- Non Campus building or property (i.e. - Tech Park)
- Public property on/immediately adjacent to campus and easily accessible from campus (i.e. - Nicolls Road, Route 25a)
- On an off campus trip

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

How to report Violations of the Clery Act

- University Police: Reports of violations of the Clery Act can be made directly to the Stony Brook University Police Department. University Police can be contacted at 631-632-3333.

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.

By definition, hazing is any action taken or any situation created intentionally that causes embarrassment, harassment or ridicule and risks emotional and/or physical harm to members of a group or team, whether new or not, regardless of the person's willingness to participate.

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
- Requirement to eat spicy foods, or other substances
- Requirement 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 is 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 is also a violation of the Stony Brook University Code of Student Responsibility. 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.

Students may be referred to University Community Standards for actions taken in relation to a student organization.

How to report hazing

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

1. [Hazing Reporting Form](#): This form allows anyone to 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 The Department of Student Engagement and Activities at studentengagement@stonybrook.edu and you will be supplied with a code

CLUB PROCEDURES

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 groups to ensure events are as successful as possible.

Groups are trained on the event process as part of the new group 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.

Step 1: The group requests a space in 25 Live.

- Each group is given an organization account and password for 25 Live. This information is emailed to the club email address, not to any individual member of the executive board.
- Not all spaces are available in 25 Live, however the vast majority of them are. *For those requests that cannot be made through 25 Live, please skip to Step 3*
- There are a variety of ways for students to seek out available spaces, however if they require additional training on the system, staff in the Department of Student Engagement and Activities can provide training.
- Off campus trips and events can and should be requested through 25 Live

Step 2: Wait for approval of the space request.

- All requests are evaluated based on the date and time they were submitted
- When evaluating requests, staff look at details of the event requested to determine if the space requested is appropriate. For example, food is not permitted in academic spaces, so any requests for events with food in an academic space would be denied; if a group is expecting 50 people but have requested a space that holds 400, this might not be the best space for the event
- We strive for a 3 business day turnaround on requests, however they are often reviewed in less time. At the beginning of each semester it may take a bit longer due to the high volume of requests
- Staff in the Department of Student Engagement and Activities can only directly approve spaces in the Student Activities Center (SAC). For other spaces areas such as the Registrar, Campus Recreation and Wellness, and the Undergraduate Colleges, have final approval. For requests outside of the SAC, staff in the Department of Student Engagement and Activities will review for appropriate use, and then refer requests to the corresponding department for approval. Due to this two step process, these requests may take a bit longer than SAC reservations

Step 3: Create an event on SB Engaged within 48 hours of space approval

- This step will supply the program advisor with much of the information needed to assist with the event planning. Groups will need to upload a flyer advertising their event, in addition to information regarding resources needed
- Creating an event on SB Engaged will allow for the event to be advertised to the appropriate audience. Student groups can easily select who can see their events from a variety of choices
- For spaces that are not available on 25 Live, students will have the opportunity to request that space when creating their event

Step 4: Meet with a program advisor if required

- Not every event requires a meeting. Students will be notified if they need to schedule a meeting when the event is approved

Step 5: Event Assessment

- An "Event Assessment and Feedback" form will be sent to groups after their event has been completed. We encourage groups to fill out these forms so we can determine where further

training might be needed, as well as where we might need to follow up with offices and/or staff involved in programming.

Program Advisor	Faculty/Staff Advisor
<u>Main Purpose:</u> Assist groups in program planning, assess risk, ensure compliance with policies and procedures	<u>Main Purpose:</u> Advising groups in their topical area, providing guidance and consistency, serving as a role model
<u>Who they are:</u> Graduate Coordinators, Professional Staff in a variety of departments	<u>Who they are:</u> University faculty or staff members
<u>Requirements:</u> Groups may be required to meet with a program advisor when planning a program	<u>Requirements:</u> At the discretion of the advisor and students, though Student Engagement and Activities suggests at least monthly
<u>Location:</u> Varies based on department	<u>Location:</u> Varies based on faculty/staff member
<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 the student organization

For a comprehensive list of event planning processes, please refer to the Stony Brook University Recognition Guidelines For Registered Student Organizations.

CLUB PURPOSE AND YOUR ROLE

Speak to the club members, whether it be the executive board or the entire group, about what their main focuses are for both the short-term and long-term. Although every club has a unique purpose and focus, there are common responsibilities and actions that groups often participate in.

Below are some suggestions on how you can play a role in the various activities a group may take part in. Some also include key terms you may hear that are directly associated with these tasks.

Providing a place of belonging for individuals

Your role: Provide and contribute to creating a safe space for all. Assist in conflict management, guiding the students in their decisions. Try not to directly intervene unless necessary to a potentially harmful situation.

Conducting scheduled business or general body meetings

Your role: Attend meetings if and when necessary or agreed upon by the advisor and organization. Discuss preferences and expectations about how active you should be.

Key terms: Block Booking

Planning on and off campus events

Your role: Advise in the content for events. Remind the 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)

Key terms: Creating an event, program advising, 25Live, SB Engaged, space request

Fundraising

Your role: Discuss ideas and finances to ensure safe and legitimate fundraising occurs for both the group and any organization that might profit from the efforts. Support the fundraiser if possible either financially, through attendance, or both.

Key terms: Fundraising approval, 25 Live, SB Engaged, Library Horseshoe, create an event

Traveling for off campus trips and events

Your role: Advise in the planning of the trip/event and remind the students of the policies and procedures. Consider attending if appropriate

Key terms: Program advising, off campus trip, off campus event, LENS check, roster, 25 Live, SB Engaged, create an event

Seeking networking/professional development opportunities

Your role: Don't be afraid to impart your wisdom! Suggest opportunities, connect students with colleagues in the industry, and use your personal and professional references as you see fit

Community service

Your role: Similar to event planning and fundraising, advise student in their planning process and provide resources as appropriate. Participating in the service alongside the students is always encouraged!

Although you are not required to take part in any of the above, it is highly recommended you do what seems appropriate for you and the organization. To read all of the policies and procedures clubs are expected to adhere to please see the Recognition Guidelines for Registered Student Organizations.

Appendix

Tools for Advisors

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

Meyers-Briggs Type Indicator

The Meyers-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.

Go [here](#) to take the Meyers-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.

Go [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.

Go [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.

Go [here](#) to take access the Team Effectiveness Questionnaire

Other Helpful Links

College Media Association's Code of Ethical Behavior: Advisors to student media organizations may find [this link](#) to be useful in assisting their groups.