STUDENT

GROUP ADVISOR
MANUAL

UNC
GREENSBORO

Division of Student Affairs
Campus Activities & Programs

TABLE OF CONTENTS

THANK YOU!

Dear student group advisors,

First and foremost, thank you for what you do to serve our students. We know that student groups are vital to a student's college experience and overall success, and that experience, in turn, is crafted in part by the support and guidance that you provide as students are learning valuable life lessons and leadership skills.

Campus Activities & Programs is here for you as well. We aim to provide all the resources to help you succeed in this role. Please review the information in this manual, which provides you the tools needed to be an effective advisor. Additionally, we encourage you to review the Student Group Manual for additional details related to student group management and development. The Student Group Manual has information about programming guidelines, communicating with CAP, additional resources and more.

Thank you for your service to this campus. If you need assistance, please reach out to the team in the Campus Activities and Programs office at capso@uncg.edu or at (336) 334-5800.

ADVISOR ROLES & EXPECTATIONS

WHAT IS A STUDENT GROUP ADVISOR?

Student group advisors are educators working with co-curricular activities, who provide expertise and personal experience to help guide and maintain the overall health of student groups. Advisors are integral to the campus involvement experience for students and student organizations.

THE ADVISOR SHOULD WORK WITH THE STUDENT GROUP AND ITS LEADERSHIP TO:

- Provide continuity for the group, as well as a historical perspective on the group.
- Provide guidance on institutional policies and procedures.
- Assist the leadership of the group in fulfilling their roles.
- Maintain connection to the educational purpose and mission of the group.

WHAT DOES THE CAP OFFICE EXPECT THE STUDENT GROUP ADVISOR TO DO?

- Reaffirm their service each year as we register student groups.
- Remain knowledgeable about student group activities.
- Meet regularly with group leaders.
- Help students navigate campus procedures.
- Aid in good decision making.
- Assist students in leading their peers.
- Provide continuity for the group from year to year.
- Assist in effective officer transition.
- Be present for your students.
- Participate in advisor trainings.

THINGS TO DO PRIOR TO BECOMING AN ADVISOR:

- Discuss advisor role with student group and student group leaders.
- Understand time responsibility and evaluate whether you are capable of meeting group needs (Advisor Self Evaluation Checklist will be helpful)
- Inquire with CAP office about history of the group and any previous issues.

ACCEPTING THE ADVISOR ROLE

- Confirm your name is listed on the Spartan Connect website. Advisors are required each year to fill out the advisor acknowledgment form indicating their willingness to serve as an advisor, as well as which groups they will be advising during the annual student group re-registration process.
- Each year, the CAP office offers training opportunities for advisors. Advisors are strongly encouraged to attend these opportunities, especially new advisors who may be unfamiliar with the role.

EXPECTATIONS OF ADVISOR AND THE GROUP

It's important to lay out expectations for both the advisor and the group on a yearly basis. Different groups may have very different needs. CAP expects for advisors to exercise their judgment. Ultimately,

advisors are the university representative working with the group and should act accordingly when laying out their role.

To aid in your role, review our various advisor resources such as the Advisor Role Worksheet located on the CAP website.

As an advisor, you will hold certain expectations of the group. All expectations should be discussed at group meetings at the beginning of the academic year and/or during the group registration period. They may include the following:

- Member and advisor attendance at programs and meetings.
- Consultation regarding planned events or programs, including advanced notice of any meetings and activities.
- Accurate record-keeping and smooth officer transition.
- Awareness of and adherence to university policies.
- Open communication and feedback with honesty and respect
- Commitment to the group.
- Ethical behavior in accordance with group and university values

LIABILITY AND RESPONSIBILITIES OF THE ADVISOR

FERPA

The Family Educational Rights and Privacy Act (FERPA) governs the manner in which we are required to protect the privacy of student educational records. Chances are, through your role here at UNCG, you have had some interaction with FERPA. In your role as an advisor, you may be privy to confidential information as it pertains to your students. You are responsible for continuing to hold this information in confidence. You may visit UNCG's FERPA website at: http://sa.uncg.edu/handbook/wp-content/uploads/ ferpa.pdf

CLERY ACT

The law defines "Campus Security Authority" as: *"An official of an institution who has significant responsibility for student and campus activities, including, but not limited to, student housing, student discipline, and campus law enforcement." Examples include director of athletics, team coach, residence hall director and faculty advisor to a student group. A single teaching faculty member is unlikely to have significant responsibility for student and campus activities, except when serving as an advisor to a student group. Clerical staff, as well, are unlikely to have significant responsibility for student and campus activities. Pastoral or professional counselors acting in their professional capacities are excluded from the definition of "Campus Security Authority."*

As a Campus Security Authority, you must report certain criminal offenses immediately, as you are aware of, or suspect, offenses. Please visit UNCG's Clery Act website at: https://clery.uncg.edu. Advisor are required to complete the yearly CSA training which will be sent via Canvas.

HAZING

UNCG believes strongly in its culture of care and human dignity, and as such, allegations and incidents of hazing must be re-ported for thorough investigation. Please review both the UNCG and North Carolina definitions of hazing: (hazing.uncg.edu) http://sa.uncg.edu/handbook/wp-content/uploads/hazing.pdf http://www.stophazing.org/north-carolina/ A student, student group, and/or its advisors can be held responsible through the UNCG conduct process, in civil court, or criminal court, for incidents of hazing.

RISK

Student group advisors, as university employees, are expected to act reasonably and conscientiously. The best way to deal with risk within a group is to be active and informed about the group's activities. Take the responsibility to ask questions and discuss the decisions of the group, as well as expressing disagreement with the group when you see an issue. The general expectation is the advisor acts as a reasonable and prudent person. Advisor lawsuit risk is low but advisors are not immune to lawsuits.

In general, advisors acting as a reasonable and prudent person are covered by the University and State of North Carolina, as outlined at http://rsk.uncg.edu/wp-content/uploads/2014/11/Liability-and-MedicalCoverage.pdf. In general, University employees are afforded liability coverage for actions or failure to act, based on the laws of the State. Coverage is not afforded to any employee who acts intentionally or with malice.

HOW TO REDUCE RISK:

- Stay vigilant and aware of the group's actions, even if you're not attending meetings or events.
- Stay aware of university policies and attend related trainings and workshops offered to student group advisors.
- Speak up if a group is doing something or planning to do something you deem inappropriate, wrong, or illegal.
- Suggest less risky alternative activities.
- Warn participants of risk involved in activities.
- Provide proper instruction, preparation and training, in accordance with safety regulations for all activities.
- Act only within your assigned scope (don't sign contracts, approve activities or speak on behalf of the university unless this is within the scope of your authority).
- Request clarification and assistance from CAP staff when you have questions or concerns. Communication from advisors with CAP staff is always welcome and consultations are encouraged by appointment.

Group advisors should consult with officers of the group before planning events or activities. The following questions are helpful:

- How does the proposed activity fit the group's purpose?
- Is there any way a person could be harmed when participating in this activity?
- How are they going to reduce risk in the activity?
- What university, state or federal regulations apply to the activity and is the activity in compliance with those regulations?

The advisor's responsibility is to be aware and informed of activities and capable of responding to questions. They should be able to ensure financial and legal issues are being appropriately handled by the group.

WAIVERS

When advising a group, students may occasionally propose events or activities involving risk on the part of the participants. Students may also propose activities which create safety concerns. As a matter of principle, the best way to handle this sort of activity is to talk the students through the risks involved with the program, how risk might affect them and their group and encourage them to do activities more in line with the purpose and reason for their group's existence.

Waivers are an option for the activity, if the group and advisor feel the activity is absolutely necessary and appropriate for the group's purpose. Campus Activities and Programs can provide a template waiver. It's important to understand waivers will not keep people from being injured, or from initiating a suit. A waiver does not condone the activity, regardless of risk, but can help inform participants. Advisors must remind groups to focus on safety and a culture of care, and all activities should link directly to the mission and purpose of the group.

LEADERSHIP TRANSITION

One of the primary roles as an advisor is to provide continuity for the group. This is most critical when there is a leadership transition. Nearly every group transitions leaders once a year, and all groups should have a timeline included in their constitution. Advisors must assist the group in following procedures for leadership transition and elections laid out in their constitution (on file with CAP office). Since student group registration for the school year happens in March/April, we recommend groups transition their leadership in March, including holding elections and completing their leadership structure for the following year. Officers for the coming fall will attend the registration meetings in the spring semester where they will be given a large amount of information about running a student group at UNCG, so the incoming head officer needs to be the person in attendance.

When transitioning officers, it is important to follow the process laid out in the group's constitution. Many of these processes allow for the advisor to play a critical part and advisors should follow this responsibility. The CAP office requires groups to register for the following year in early April, so groups should begin transitioning leadership and having elections for the next year by at least the third week in March.

PROPOSED TIMELINE:

- December - advisors identify potential future group leaders and direct them to leadership trainings offered by Office of Leadership and Civic Engagement (OLCE) or CAP.
- Mid-February - request nominations for group leadership positions for the following year. Encourage group members to attend OLCE workshop on Leadership Transition.
- Mid-March (post spring break) - hold elections for leadership, following the process of your group.
- Early April - Register group for following school year with the CAP office
- April - provide new leadership with records of group and necessary trainings.

POLICIES AND PROCEDURES RELATED TO STUDENT GROUPS

Please refer to the Student Group Manual for additional details and information o

REGISTRATION REQUIREMENTS

- Student groups must re-register each year to stay a recognized student group. The registration process starts in March of the preceding school year. To register, groups must complete the following:
- Submit Annual Registration form through Spartan Connect
- Invite/Apply – ALL members MUST be listed under your group on Spartan Connect.
- Maintain accurate roster and leadership throughout the year.
- Maintain a full-time staff or faculty advisor.
- Head Officer must maintain a cumulative 2.5 GPA.

SPARTAN CONNECT STUDENT GROUP MANAGEMENT SYSTEM

Campus Activities and Programs uses Spartan Connect to manage our student group rosters and events. Advisors are all granted access to edit group details as well as add and remove members. Please contact Campus Activities and Programs if you would like training on how to use this system. You can login using your UNCG credentials at spartanconnect.uncg.edu. Ideally, students should create their own events and keep their groups updated, and advisors are encouraged to help the students as needed.

ADDITIONAL RELEVANT POLICIES

For the most up to date policies and guidelines, please view the CAP webpage.

- Advertising and Promotions on Campus
- Anti-Hazing Policy
- Facility Use Policy
- Family Educational Rights and Privacy Act (FERPA)
- Film and Copyrighted Content Guidelines
- Free Speech, Public Assembly, Petitioning, and Amplified Sound
- Graduation Accessory Guidelines
- Group Member Removal Process
- Reservations Policy
- Student Alcohol Policy
- Student Code of Conduct
- Student Group Event Request Process
- Student Group Fundraising Guidelines
- Student Group Sanctions
- Travel Policy

CAMPUS RESOURCES

There are several offices on campus who will serve as valuable resources as you conduct the business of your student group here.

CAP Office - Elliott University Center 250-262, (336) 334-5800
Reservations Office – Elliott University Center 221, (336) 334-5378
Office of Leadership and Civic Engagement – Elliott University Center 216, (336) 256-0538
Student Government Association – Elliott University Center 230
EUC Information Desk – Elliott University Center First Floor, (336) 334-5510

ADVISING GROUPS WITH THEORY

GROUP DEVELOPMENT

A useful way to look at group development is Tuckman's Stages of Group Development Forming:

FORMING

In the first stage of team building, the forming of the team takes place. The individual's behavior is driven by a desire to be accepted by the others, and avoid controversy or conflict. Serious issues and feelings are avoided, and people focus on being busy with routines, such as team group, who does what, when to meet each other, etc. Individuals are also gathering information and impressions – about each other, and about the scope of the task and how to approach it. This is a comfortable stage to be in, but the avoidance of conflict often indicates a lack of progress. The team meets and learns about the opportunities and challenges, and then agrees on goals and begins to tackle the tasks. Team members tend to behave quite independently. They may be motivated but are usually relatively uninformed of the issues and objectives of the team. Team members are usually on their best behavior but very focused on themselves. Mature team members begin to model appropriate behavior even at this early phase. The forming stage of any team is important because the members of the team get to know one another, exchange some personal information, and make new friends. This is also a good opportunity to see how each member of the team works as an individual and how they respond to pressure.

STORMING

In the storming stage, enough initial trust has been developed between team members to feel comfortable expressing discontent and challenging others' opinions. This stage is necessary to the growth of the team. It can be contentious, unpleasant, and even painful to members of the team who are averse to conflict. Tolerance of each team member and their differences should be emphasized; without tolerance and patience the team will fail. This phase can become destructive to the team and will lower motivation if allowed to get out of control. Some teams will never develop past this stage; however, disagreements within the team can make members stronger, more versatile, and able to work more effectively as a team. Supervisors of the team during this phase may be more accessible but tend to remain directive in their guidance of decision-making and professional behavior. The team members will therefore resolve their differences and members will be able to participate with one another more comfortably. Ideally, students will share their opinions and views without feeling judged by the group. Normally tension, struggle and sometimes arguments occur. This stage can also be upsetting.

NORMING

The team manages to have one goal and come to a mutual plan for the team at this stage. Some may have to give up their own ideas and agree with others to make the team function. In this stage, all team members take the responsibility and have the ambition to work for the success of the team's goals. Members may be so focused on preventing conflict that they are reluctant to share controversial ideas.

PERFORMING

It is possible for some teams to reach the performing stage. These high-performing teams can

function as a unit as they find ways to get the job done smoothly and effectively without inappropriate conflict or the need for external supervision. By this time, they are motivated and knowledgeable. The team members are now competent, autonomous, and able to handle the decision-making process without supervision. Dissent is expected and allowed as long as it is channeled through means acceptable to the team.

Supervisors of the team during this phase are almost always participating. The team will make most of the necessary decisions. Even the most high-performing teams will revert to earlier stages in certain circumstances. Many long-standing teams go through these cycles many times as they react to changing circumstances. For example, a change in leadership may cause the team to revert to storming as the new people challenge the existing norms and dynamics of the team.

STUDENT DEVELOPMENT THEORY

CAP utilizes the entire wealth of student affairs literature to advise student groups, but a few are most commonly used in student engagement work.

ALEXANDER ASTIN'S INVOLVEMENT THEORY

1. Involvement requires an investment of psychosocial and physical energy.
2. Involvement is continuous, and the amount of energy invested varies from student to student.
3. Aspects of involvement may be qualitative and quantitative.
4. What a student gains from being involved (or their development) is directly proportional to the extent to which were involved (in both aspects of quality and quantity).
5. Academic performance is correlated with the student involvement.

http://studentdevelopmenttheory.weebly.com/astin.html

ERNEST BOYER'S PRINCIPLES OF COMMUNITY

Communities should be:

- Educationally purposeful: a place where faculty and students share academic goals and strengthen teaching and learning on campus.
- Open: a place where free speech is protected, and civility powerfully affirmed.
- Just: a place where the sacredness of each person is honored and where diversity is aggressively pursued.
- Disciplined: a place where individuals accept their obligations to the group and where well-defined governance procedure guide behavior for the common good.
- Caring: a place where the well-being of each member is sensitively supported and where service to others is encouraged.
- Celebrative: a place where the heritage of the institution is remembered and where rituals affirming tradition and change are shared. http://wmich.edu/studentaffairs/boyer

CHICKERING'S VECTORS OF STUDENT DEVELOPMENT

These vectors are continuous, and students may regress or advance individually in them. This theory is most useful as a framework to think about what areas students develop in and to frame conversations. The seven vectors are:

1. Developing competence.
2. Managing emotions.
3. Moving through autonomy toward interdependence.
4. Developing mature interpersonal relationships.

5. Establishing identity.
6. Developing purpose.
7. Developing Integrity.

https://studentdevelopmenttheory.weebly.com/chickering.html

ADVISING STYLES

Advising style is a way of interacting with your student group. Different styles may be more appropriate at different times, and different styles may be more appropriate for different groups or different iterations of a group. Think of group advising as a continuum. The experience of leaders in the group as well as the history of the group will dictate the best style and the style may change even within a year as the group approaches different challenges.

LOW LEVEL READINESS

The advisor takes a very active and hands on role, closely supervises what the group has done and provides specific directions on how to handle group operations.

Slightly more ready:
While the advisor is still very hands on and directly working with group members on tasks, this is more of a time to teach and talk through decision making processes. Processing is critical to develop student leaders of the next level of readiness.

Next level:
Advisor works with the students to make decisions about the group and to make sure that tasks are accomplished. Advisor takes more of a team approach to group management than dictating tasks and accomplishments required. You will know your group is ready for this kind of advising when you notice them starting to "get it".

Ready to go:
The advisor empowers students to make decisions and solve problems. The advisor is still regularly involved and connected to what is happening with the group, but less in the leading role and more in the supporting role. https://uwm.edu/studentinvolvement/wp-content/uploads/sites/260/2015/05/Advising-Styles-and-Skills.pdf

GENERAL SUGGESTIONS

- Become familiar with and use support centers at the university.
- Attend trainings and workshops for advisors.
- Network with other advisors (particularly at advisor trainings offered by Campus Activities and Programs).
- Co-advise, this will allow two people to collaborate. "Two heads are better than one."
- Outline steps the advisor will take if a member has academic or personal difficulty (more on this in resources).