

STUDENT ORGANIZATION ADVISOR HANDBOOK

2019-2020

UAB

STUDENT INVOLVEMENT
& LEADERSHIP

The University of Alabama at Birmingham

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About Student Involvement and Leadership:

Student Involvement and Leadership values and encourages all form of leadership to cultivate an inclusive, socially responsible, and vibrant campus community. Through engagement with students, we have the opportunity to watch as they progress academically, discover their values, develop their identity, and realize their full potential. This is achieved through advising students and student organizations; creating innovative leadership opportunities and promoting involvement in the campus community.

Mission:

Student Involvement and Leadership exists to provide intentional experiences outside of the classroom that prepare UAB students to serve, inspire, and lead.

Serve.

Through volunteerism and intentional reflection, students will become responsible citizens on campus and in their respective communities.

Inspire.

Through the development of, exposure to, and participation in campus programs, students will forge community, create and sustain traditions, and build health interpersonal relationships.

Lead.

Through meaningful, collaborative, values based leadership experiences, students will develop and enhance an understanding of self, others, and community.

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The Purpose of an Advisor

The advisor serves as a resource. By providing leadership, the advisor is an educator, helping students to learn by doing. The advisor provides a sense of direction for the organization and promotes student and faculty/staff interaction in, and out of, the classroom. Additionally, the advisor supports risk mitigation through on-going support of student leaders and through attendance at high-risk organization sponsored events.

Eligibility and Continued Service

An advisor must be a full-time faculty or a staff member at the University of Alabama at Birmingham. Hospital personnel cannot serve as a registered student organization advisor. National headquarters, national organization staff, or paid campus ambassadors cannot serve in place of a faculty/staff advisor. Advisors are expected to be actively involved in the affairs of their organizations. Selection of a particular person as advisor is the choice of the organization and is by mutual agreement of both parties. After agreeing, the advisor must complete the Advisor Verification Form on Engage to make their role official.

If the advisor plans to take a leave of absence, it is the responsibility of the organization to find a temporary replacement for the time in which the advisor will be absent. However, please communicate your absence to the organization as early as possible. An organization that does not have an active faculty/staff advisor will not be eligible for re-registration. Each semester the student organization is responsible for connecting with their advisor to confirm their continued support.

Expectations of an Advisor

Advisor Verification Form

The Advisor Verification Form enables the Office of Student Involvement and Leadership to ensure that the selection and listing of an advisor on Engage is by mutual agreement. It also provides a review of advisor training resources and upcoming events sponsored to support the faculty/staff advisor experience.

This form is completed during the fall re-registration period (available July 1 – August 30). New organizations that register during Spring Registration, would be required to have their advisor complete the advisor verification form during that time.

Attend Events

Attend (or find a faculty/staff proxy) for any student organization sponsored event or activity that's risk level requires security.

For more information on [Event Registration](#) and [Event Risk](#), please see the dedicated section in this handbook.

Meet regularly

Meet regularly (at least once a month) with executive student leader(s) to provide an outlet for discussion of the leadership experience, offer guidance on organizational management, and drive alignment of activities with organizational objectives.



Clery Act Training

Complete the Clery Center's Campus Security Authority training and uphold your role as a Campus Security Authority and mandatory reporter. You will receive a notification from the UAB Learning System once available alerting you to the assignment, its due date, and instructions for completion. This training is typically assigned in October or November.

For more information on the [Clery Act](#), please see the dedicated section in this handbook.

Duties of an Advisor

- Annually re-assess organization's objectives, constitution, and bylaws
- Establish regular meeting times with executive leaders
- Assist leaders with University policies and risk management procedures
- Help members explore alternatives as they plan activities and events
- Respond in case of an emergency at events which require an advisor or university official
- Help leaders during periods of transition in an effort to maintain continuity
- Assist with understanding funding guidelines
- Alert student leaders to potential organizational problems
- Complete [Clery Act Training](#)
- Uphold your role as a Campus Security Authority and mandatory reporter

The Do's and Don'ts of Advising

 <ul style="list-style-type: none"> ...serve as a resource ...interpret and clarify University policies ...suggest program ideas ...serve as a role model ...provide history for the organization ...act consistently with what you say ...allow the group to succeed ...allow the group to fail ...enjoy the experience 	<p style="font-size: 2em; font-weight: bold; margin: 0;">Don't</p> <ul style="list-style-type: none"> ...micromanage the organization ...run organization meetings ...use veto power over organization decisions ...be the sole recruiter for new members ...say "I told you so" ...break promises ...be unavailable ...take everything seriously
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- It's important to note that this is not an exhaustive list of Do's and Don'ts, but a tool to assist you in navigating your advising.
- References: ACPA Commission for Student Involvement; Bloom, He, & Hutson, 2008; Coles, 2012; Klenowski, 2016; Penn State Office of Student Activities, 2018; Student Involvement - Student Organizations Staff, 2018



ENGAGE

Engage is The University of Alabama at Birmingham's online campus community and organization platform. Engage enables UAB students to connect with opportunities to engage on campus, join and manage student organizations, and create an involvement resume. Through Engage, the Office of Student Involvement and Leadership oversees the organization registration process. Once registered, each organization has a public-facing organization page where information can be shared with both the campus and the public. Organizations also list events on Engage, which allows students to RSVP and save events to their personal calendars.

Event Submission

Student Organizations and Departments are able to build and promote their events through ENGAGE. This campus portal enhances the student experience and allows for students to find events by their criteria. This is important to keep in mind when submitting an event for approval within Engage.

Only primary contacts and positions with full access over Events can create events within an organization. All organization events must be registered with the Office of Student Involvement and Leadership on Engage five (5) to ten (10) business days before the event, pending on the event's level of risk.

As a method of continuing to be involved and providing over-sight, please review events with your organization. This will allow for the students to think beyond their organization and successfully reach their audience.

Events that include one or more of the following criteria require Advisor attendance:

- Event participation and/or the venue capacity is expected to exceed 75 participants.
- Alcohol is being served.
- The event's focus may generate emotional or physical risks.
- The event has a potential to cause traffic congestion.
- There are potential health or safety hazards associated with event participation.

RSO Newsletter

The RSO Newsletter goes out every Tuesday to all the Student Organizations registered within Engage. If your organization has information to be added to the Newsletter, they can contact the Pathfinders at least two (2) business days prior to the release of that week's Newsletter. Submit to the Student Organization Newsletter: <https://uab.campuslabs.com/engage/submitter/form/start/339502>

Roster and Messaging

Engage provides rosters for organizations which enables you to directly reach out to those members you may need to contact, as well as create rosters for meetings and the like. Engage uses Message Relays (Relays) to allow you to send an email message to many people based on their involvement data in Engage, even other organizations' contacts. For example a message to all Presidents of Student Organizations about a potential collaborative effort. (Engage, 2016)

For specific questions and assistance with Engage, please contact The Office of Student Involvement and Leadership or visit the [Engage FAQ website](#).



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Student Organization Advisor Resources

There are a number of Student Organization Resources that could enhance or assist you with your experience as an advisor.



Advisor Roles

- **Mentor**
Students may look to mentors for advice regarding their career, activities, or personal goals. Good mentors are enthusiastic, interested, understanding, and honest. Mentors should have a desire to stimulate and expose their students to new experiences and challenges.
 - Set Expectations
 - Role Model
 - Challenge Students
 - Listen
- **Team Builder**
Establishing relationships that will enhance the ability of the organization's leadership and members to work together is key to team building. Advisors facilitate an environment in which they assist students in understanding their strengths, weaknesses, work styles, and goals.
 - Establishes group relationships and collaboration
 - Leadership Development
- **Mediator**
Advisors should be able to work with the students and the organization to resolve any conflict within the group or other University party. Successful mediators only get involved when students cannot resolve their issues on their own. It is important to remain as impartial as possible so as not to show a bias toward any one student within the organization. The ultimate goal is to reach a win-win situation for the students and the organization.
 - Conflict Management
 - Communicate



- **Motivator**

Advisors can motivate students through recognizing their efforts, appealing to their aspirations, and connecting their experiences at the University.

- Recognition
- Encouragement
- Be an advocate

- **Reflective Agent**

Advisors should encourage their students to engage in activities that contribute to the student's ability to make meaning of their own experiences. Advisors can do this by asking probing and honest questions. These conversations are essential to challenge students to really learn about themselves and the world around them. Make time for the student(s) reflect on their successes and failures.

- Guide along the learning process

- **Policy Interpreter**

A policy interpreter must adhere to policies and procedures for Student Organizations. Advisors are asked to familiarize themselves with policies and procedures so that they can assist students in their understanding of how to work within University parameters.

- Organization Policies
- Student Conduct Policies
- University Policies

Information sourced from: Coles, 2012; Klenowski, 2016; Penn State Office of Student Activities, 2018; Student Involvement - Student Organizations Staff, 2018



Advising Styles

Developmental Advising

Prescriptive Advising

Situational Advising

Appreciative Advising

Strengths-Based Advising

Proactive (Intrusive) Advising

Developmental Advising

This model of advising holds that the advisor and the student are partners in discovery in which responsibility is shared between the participants. This advising method focuses on students and their on-going needs over an extended period of time. This form of advising challenges students to achieve their learning potential and take risks. It helps students to process and understand what is important to them.

“A developmental model of advising permits the advisor to help the advisee focus, through self-reflection, on interests and goals.” (Burton & Wellington, 1998) This allows the advisor and the advisee to work together in a collaborative effort to achieve commonly understood goals. The process of Developmental Advising also emphasizes the student’s reasons for being involved in the student organization, therefore making the work of an advisor even more tailored to the student and student group.

Utilizing the O’Bainon Model of Academic Advising, as seen in Figure 1, advisors can better understand students’ goals and aspirations in order to point them in the right direction and grant them significant opportunities. The students’ experiences in an organization on campus should be a supplemental educational experiences to their classroom learning in order to better prepare them for their future.





Figure 1: The Original 1972 O'Bainon Model of Academic Advising (Burton & Wellington, 1998)

Prescriptive Advising

This model of advising holds that the academic advisor tells the student what to do, and the student does it. Prescriptive advising is linear communication from the advisor to the advisee and places most of the responsibility on the advisor, not the student. The advisor is required to have all of the answers.

Situational Advising

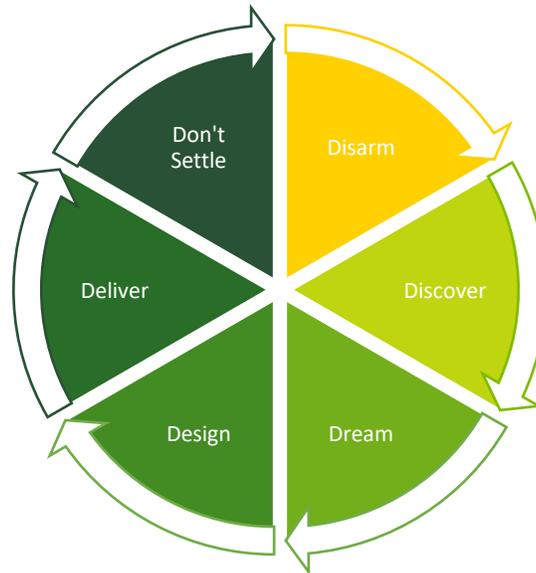
This model of advising allows you to change your advising style to match the development needs of the individual or organization you advise. You will vary your style based on your assessment of the student's/group's readiness level. Situational Advising identifies and defines 4 advising options:

1. Directing – The advisor provides specific instructions and closely supervises task accomplishments. Use this style with students/groups who are at a low level of readiness.
2. Coaching – The advisor continues to direct and closely supervise task accomplishment, but also explains decisions, solicits suggestions, and supports progress. Use this style with groups that have a few leaders that are at a higher level who will need your support with the rest of the group to get things accomplished.
3. Supporting – The advisor facilitates and supports the efforts toward task accomplishments and shares responsibilities for decision making with students. Use this style with students/groups that are just starting to understand the concepts that will lead to success – the group is just starting to “get it”.
4. Delegating – the advisor empowers the students to conduct their own decision making, problem solving, and delegating. Use this style with students/groups who are at a high level of readiness.



Appreciative Advising

This style of advising optimizes advisor interactions with students in both individual and group settings. “Appreciative Advising is the intention collaborative practice of asking positive, open-ended questions that help students optimize their educational experiences and achieve their dreams, goals, and potential.” This method of advising is broken down into 6 phases.



1. Disarm
 - a. Make a positive first impression with the student, build rapport, and create a safe, welcoming space.
 - b. Be mindful of your nonverbal communication:
 - i. Gestures
 - ii. Smile
 - iii. Eye contact
 - iv. Focus on them
 - c. Be mindful of your verbal communication:
 - i. Call students by name/Be sure thy know your name
 - ii. Use inclusive pronouns “Let’s look at this together.” “We can find the answer to that.”
 - iii. Small talk
 - iv. Give feedback to students “That’s great!”
 - v. Ask for student feedback. “Am I going too fast?”
2. Discover
 - a. Ask positive open-ended questions that help advisors learn about students’ strengths, skills, and abilities.
 - b. Notice the student’s:
 - i. Strengths
 - ii. Skills
 - iii. Passions



- iv. Accomplishments
3. Dream
 - a. Inquire about students' hopes and dreams for their futures.
 - b. Listen purposefully, really listen to what the student is trying to convey.
 - c. Make connections between information from the Discover phase and dreams being shared during this phase.
 - d. Encourage students to be open to possibilities and remind them that there is more than one right answer.
4. Design
 - a. Co-create a plan for making their dreams a reality.
 - b. Explain technical information in easy to understand language.
 - c. Encourage inquiry and engagement from the student.
 - d. Make effective referrals.
 - e. Clarify who is responsible for what and by what date.
5. Deliver
 - a. The student delivers on the plan created during the Design phase and the advisor is available to encourage and support students.
 - b. Review what you have accomplished.
 - c. Review responsibilities and deadlines.
 - d. Encourage the student to contact you with any problems or concerns.
 - e. Reiterate your confidence that the student can accomplish the goals set.
6. Don't Settle
 - a. Advisors and students need to set their own internal bars of expectations high.

Strengths-Based Advising

This style of advising taps into student motivation in order to engage students in their own learning, so that they can achieve their potential and experience success. This approach promotes student achievement because it a.) Builds self-efficacy and intrinsic motivation, b.) Generates positive emotions that enhance students' problem-solving and capacity for creativity, and c.) Develops a wider repertoire of success strategies and coping skills.

This method of advising is broken down into 5 steps:

1. Identify student's strengths.
2. Affirm their strengths and increase their awareness of their strengths.
3. Envision a future by discussing their aspirations and how their strengths can help them reach their goals.
4. Plan specific steps that students can take to meet their goals.
5. Apply their strengths to challenges they face. Help students identify the skills and knowledge they need to add to their natural talents in order to develop strengths.



Proactive (Intrusive) Advising

This style of advising involves deliberate intervention to enhance student motivation, uses strategies to show interest and involvement with students, works to educate students on all options and engages students before situations develop. This advising style anticipates student challenges.

For an advisor to be effective it is very important that they be kept informed as to the operation and needs of the organization. It is the responsibility of the student leaders to see that the advisor receives all minutes of meetings and is kept abreast of the program, upcoming events, and meetings. It is not the role of an advisor to impose themselves on an organization, but to be an available resource to the leadership and members. The Office of Student Involvement and Leadership staff serves in a general advisory role to organizations and advises as need and particular questions arise.

Clery Act Training

The Clery Center's Campus Security Authority (CSA) Training helps CSAs understand their role and responsibilities under the Clery Act. **As an organization advisor, you will be a CSA and required to complete this training each year on the UAB Learning System (LMS).**

"In April 1986, Jeanne Clery's life ended tragically when another student raped and murdered her in her residence hall room. Alarmed at the lack of transparency around crime and violence on college campuses, Jeanne's parents, Connie and Howard, committed themselves to create enduring change. In 1990, Congress approved the Crime Awareness and Campus Security Act. Later renamed in Jeanne's memory, the Jeanne Clery Act took effect in 1991." (Campus Security Authority Training, 2018)

It requires that colleges and universities:

- Keep a public crime log.
- Publish an annual security report that includes crime statistics and security policies.
- Provide timely warnings to students and campus employees about a crime posing an immediate or ongoing threat to students and campus employees.
- Ensure certain basic rights for victims of sexual assault, dating violence, domestic violence, and stalking.

The U.S. Department of Education enforces the Clery Act, and is responsible for collecting and disseminating crime statistics from colleges and universities each year

The short, 15-minute video training covers the following training areas:

- Introduction to the Jeanne Clery Act
- Who is a CSA?
- Who is NOT a CSA?
- Listening, Documenting, & Reporting: Understanding Your Role & Responsibilities
- After Reporting: How Information is Used Under the Clery Act

Each year the Office of Professional Standards/University Police and Public Safety Department will send out the CSA Training. As an advisor, your email will be shared with this department in order to continue to be in compliance with Clery Act.



Risk Management

When identifying risk in Student Organization Events, Student Involvement and Leadership has adopted and adapted the following 5 types from Texas A&M's Division of Student Affairs:

- Physical Risk
- Emotional Risk
- Reputational Risk
- Financial Risk
- Facilities Risk

For further guidance and assistance in advising your organization on event risk, please see the [Student Organization Handbook](#) section titled Identifying the Risk Level of an Event on pages 21 through 24.

Risk management is the process of analyzing risks posed by activities and determining and implementing methods to manage the risk.

- Identify – risky behavior and activities (hazards)
- Assess – the probability/severity of adverse outcomes
- Plan – actions to take
- Implement – controls to eliminate or reduce the risk
- Reassess – the activity after the risks have been managed



(The Office of Student Involvement, Auburn University, 2018)

Methods to Manage Risk

- Avoid
 - Decide that the event or portion of the event is not worth the risk.
- Transfer
 - Use university waivers (be cognizant of the procedures and regulations for these waivers, email [Risk Management in The Office of Compliance](#) for more information)

UAB Non-Discrimination Clause

Every organization agrees to uphold the UAB Non-Discrimination Clause and must include it within their constitution. It is important that this policy is upheld and that decisions by the organization are being tested against this policy.

Student organizations must use the following non-discrimination policy statement:

“The University of Alabama at Birmingham and (insert organization name) prohibits discrimination in admission, educational programs, and other student matters on the basis of race, color, religion, sex, sexual orientation, gender identity, gender expression, age, national origin, disability unrelated to program performance, veteran status or genetic or family medical history.”



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Recognition Opportunities

The University of Alabama at Birmingham is proud of all the accomplishments of its students and organizations. We strive to recognize the successes of UAB and want to make sure that efforts do not go unnoticed. Some opportunities for recognition of your students or student organizations are listed below, please note this is not an exhaustive list of ways in which to recognize your students.

- Student Excellence Awards
 - Examples of Categories:
 - Excellence in Service
 - Inclusive Campus Commitment
 - Outstanding Scholastic Achievement
 - Rising Star
 - Outstanding Student Leader
 - Held each year in April
 - Nominations will be accepted by UAB faculty, staff, and students through the Student Excellence Award Nomination Form.



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Student Organization Deadlines/Requirements

- Re-registration Period
 - **Fall New Organization & Re-Registration period: July 1 – August 31**
 - **Spring Roster Update & New Organization Registration period: December 1 – January 31**
- Registered Student Organization Summit
 - Each September
- Fall Leadership Conference
 - Each November

Process for Reporting Concerns

In the case of a concern in your advising experience, please contact the Office of Student Involvement and Leadership by emailing getinvolved@uab.edu. We will respond to your concern as soon as possible and proceed as needed.



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