

***Chapter Advisor***  
***Information Packet***  
***Fall 2009***

ΣΣΣ ΦΚΥ ΠΔΧ ΣΓΦ ΜΣΥ

ΧΦ ΦΣΣ ΦΒΣ ΧΥΣ ΣΔΤ

*Greek Life Office*  
*X3591*  
*State University of New York College at Oneonta*

## TOP TEN ROLES AND RESPONSIBILITIES OF ADVISORS

### Advisors Say:

- 1) Meet with executive board
- 2) Information resource person
- 3) Interpret university policies
- 4) Attend meetings and activities
- 5) Motivate & encourage members
- 6) Understand student/group developmental theory
- 7) Know steps to develop a program
- 8) Provide continuity for organization
- 9) Orient new officers
- 10) Understand how diversity affects the organization

### Student Leaders Say:

- 1) Meet with executive board
- 2) Attend meetings & activities
- 3) Information resource person
- 4) Interpret university policies
- 5) Motivate & encourage members
- 6) Understand how diversity affects the organization
- 7) Know steps to develop a program
- 8) Attend regional and national conferences
- 9) Understand student/group theories
- 10) Have knowledge of national affiliations

## Chapter Advisor Job Description:

- **You are encouraged to help officers by...**

Meeting with the Chapter President twice per month to discuss issues related to the organization.

Assisting the President in meeting the minimum expectations outlined in the Code of Rights and Responsibilities and preparing her/his bi-annual report.

Meeting with the Scholarship Chair once a month to discuss ways to improve the chapter's academic status. You may want to discuss ways to recognize sisters who are achieving excellence academically. Encourage members to focus on their academic success

Supporting the Community Service chair with her/his planning for semester service events. **The chapter will be responsible for on on-campus and one off-campus community service event per semester.**

Meeting with officers at the beginning of each semester to review their officer binders.

- **You are encouraged to help the members by...**

Encouraging members to attend leadership conferences (The Leadership Institute, sorority/fraternity national and regional conventions, etc.)

Providing positive encouragement for the chapter members and their leadership throughout the year. Attend their events when possible and get to know the members.

Reviewing the chapter risk management policy each semester with the entire membership. Be sure that each member is aware of the Code of Rights and Responsibilities for Greek Letter Social Organizations.

- **You are encouraged to help the new members by...**

Checking in on new members during their new member process. Encourage the new members to not allow sorority activities to interfere with their academic responsibilities. You will be given a copy of the Chapter's New Member Education Program so you will know when the new member activities (including initiation) are scheduled.

Be willing to report any hazing activity or risk management violations, if you observe them, to Angie Eichler.

- **You are encouraged to...**

Attend chapter meetings at least once a month. Establish relationships with as many members as possible.

Educate yourself about Greek issues nationally. Reading AFA (American Fraternity Advisor) publications, located in the Greek Life Office can do this. You may also want to consider joining an advisor list serv.

Discuss the positives about your chapter on-campus. Encourage the Public Relations Chair to write newspaper articles about service projects and positive contributions to the College and community.

- **You do not have to...**

Be a member of a sorority/fraternity.

Commit to 40 hours of service to the organization per week.

Be on call for emergencies.

Be female to advise a sorority or male to advise a fraternity.

# **The Benefits of a Faculty Advisor**

An advisor can offer advice to the Chapter Executive Board and Chapter Members as well.

An advisor will give encouragement to Chapter Members to participate in campus events and other campus groups.

Officers and Chapter Members will have access to an additional mature advisory resource.

An advisor can offer advice to graduating seniors on career opportunities.

The Faculty Advisor may be able to positively impact the chapter academic performance by reviewing the scholarship plan, meeting with the scholarship chairman, new members and/or the chapter, and by providing a system of accountability.

Chapter Members may develop a relationship with faculty members outside the classroom which may result in career advice, academic assistance, assistance in personal development and continuity.

A Faculty Advisor may become an advocate for the Greek Life experience to other faculty, university administration and/or parents.

The Faculty Advisor may be able to serve as a resource of faculty opinion regarding the Greek Life experience.

The Faculty Advisor may have specific organizational, financial, facility, or other resource management expertise, that can be shared with the chapter.

An advisor can assist in the development of chapter goals, procedures, and action plans.

# Steps to a Positive Chapter/Advisor Relationship

Faculty Advisors are the link between students and faculty, between your chapter and the campus leadership. The responsibility for building a positive, rewarding relationship is shared between the advisor and the organization. These strategies will help you to establish a solid foundation for working with a Faculty Advisor.

- ❖ Keeping the advisor informed of what is happening in the organization, both positive and negative.
- ❖ Taking the advisor's schedule into consideration when arranging meetings and events.
- ❖ Agreeing to support the rules and regulations of the university.
- ❖ Making the advisor feel like a welcome member of the group.
- ❖ Extending appropriate courtesies to the advisor and his or her guests.
- ❖ Being honest and open with the advisor.
- ❖ Informing the advisor of problems and issues in the Greek Community.
- ❖ Designating class liaisons from new member classes.
- ❖ Inviting the advisor to activities, including social events.
- ❖ Keeping the advisor informed of all organizational activities, meetings, issues, and agendas.
- ❖ Meeting with the advisor regularly to discuss organizational challenges.
- ❖ Informing the advisor of programs and services sponsored by the organization.
- ❖ Informing the advisor of any potential problems or concerns with the chapter regarding academics.

# USE YOUR RESOURCES!!!

The college provides numerous valuable resources that will help you in planning and conducting each New Member meeting.

- **Greek Life Advisor**
  - The Greek Life Advisor always willing to help you figure out any problems. Do not hesitate to come to her with any problems, concerns, or just to chat.
  - Contact the Greek Life Advisor at X3591
  
- **CADE** (Center for Academic Development and Enrichment)
  - CADE can provide guest speakers on a variety of topics, including resume writing, study skills, and time management.
  - Contact CADE at X3010
  
- **Use you Peers**
  - Don't be afraid to talk to advisors from other organizations to find out what works well for them.
  
- **Greek Peer Advocates**
  - Greek Peer Advocates are representatives from each organization that are always willing and able to put on programs for your chapter.
  
- **CHOICES** (Choosing Healthy Options in the College Environment Successfully)
  - CHOICES can provide guest speakers to educate the chapter.
  - Contact Rebecca Harrington at X3540

➤ **College Camp**

- College Camp can be an excellent setting for a retreat, team building exercises, or just a place to hang out.
- College Camp is located only 1.5 miles from campus on 284 acres of former farm and woodland.
- There is no charge for students to use the camp for chapter activities.
- For College Camp reservations contact (607) 436-3157
- <http://collegecamp.oneonta.edu>

➤ **Challenge Courses**

- There are many team building challenge courses offered at College Camp, such as a ropes courses.
- An activity such as a ropes course encourages the chapter to work together, and it can be really fun and exciting.
- Challenge Course Reservations- (607) 436-3455

➤ **Counseling Center/AOD Counselor**

- The College at Oneonta has several wonderful counselors to help students who have the need for counseling. The AOD Counselor works specifically with students who have AOD issues.
- Counseling Center/AOD Counselor- (607) 436-3688

## **52 Ways to Recognize!**

- 1) Submit for Greek of the Month
  - 3) Send a card
  - 5) Frame a photo
  - 7) Send a virtual bouquet
  - 9) Wash their car
  - 11) Nominate for an award
  - 13) Cut out a cartoon
  - 15) Take them to lunch
  - 17) Send a puzzle card
  - 19) Declare it their day
  - 21) Call a radio station/ give a shout out
  - 23) Ask how they're doing and mean it!
  - 25) Pat on the back
  - 27) Run an errand
  - 29) Find web sites they'd like
  - 31) Send a postcard
  - 33) Send a "successory"
  - 35) Raise it at a meeting
  - 37) Rewrite the words to a song
  - 39) Smile
  - 41) Make cuttings from plants for them
  - 43) Inform the administration
  - 45) Remember their birthday
  - 47) Start a recognition petition
  - 49) Pain them a painting
  - 51) Give them an "atta boy!"
  - 52) Give awards for:
    - Positive attitude
    - Winning smile
    - Unique style
    - Great try
    - Most likely to succeed
    - Community spirit
    - Devil's advocate
    - Creativity
    - Behind-the scenes
    - Sense of humor
    - Caring attitude
    - 110% effort
    - Motivator
    - Cheerleader
    - Quiet confidence
- 2) Name in Greek newsletter
  - 4) Make a card
  - 6) Send an e-mail
  - 8) Send a real bouquet
  - 10) Clean their room
  - 12) Decorate their door
  - 14) Decorate their mailbox
  - 16) Put a note under their door
  - 18) Cut them wild flowers
  - 20) Deliver lunch to them
  - 22) Do an unexpected favor
  - 24) Certificate of achievement
  - 26) Listen
  - 28) Create a web site
  - 30) Deliver a hot cup of coffee
  - 32) Make a button
  - 34) Give a hug (if they want one)
  - 36) Send their parents a note
  - 38) Collect a jar full of notes from others
  - 40) Buy them a plant
  - 42) Call the local news
  - 44) Tell them you were impressed
  - 46) Bake them cookies
  - 48) Draw them a picture
  - 50) Fill their mailbox with candy

## **Tips for Working with Student Groups**

1. Express sincere enthusiasm and interest in the group and its activities.
2. Do not use student groups as a vehicle for expressing your leadership ability. Your task is to develop leadership in students.
3. Be open to criticisms by the group. Work with them to re-evaluate your role. Be willing to be wrong.
4. At times it is wise to allow the group to be on its own. You can demonstrate your trust in them by stepping back for a short time; however, do not pull back too far because they may feel you have lost interest. If you never step back, they may feel you are the "parent."
5. Act as a positive critic to the group. Give them feedback on how they are doing.
6. Serve as a resource for alternative ideas or solutions.
7. Be aware of any and all procedures and regulations affecting the group. Assist them in adhering to them.
8. Personally get to know members and help them identify the contributions they can make to the group.
9. Try to encourage the assignment of tasks to all members. If a member merely comes to meetings and listens, he/she will readily lose interest.

*"If you want your [students] to improve, let them hear the nice things you say about them to others."—Dr. Ginott*

*"If you wish to make a man your enemy, tell him simply, you are wrong. This method works every time."—Henry Link*

## Student Development Theory

As with any Human Development Theory the art is in the practice of it. When meeting with student leaders it is nice to try to assess where they are in their individual identity development and help them grow along the way. Revisiting these theories at times when you know they need to grow and develop in an area but you are unable to put your finger on exactly where or what they need to do may guide future conversations.

### Theory - Chickering & Reisser (1993) – Seven Vectors

- ① Developing Competence - Developing intellectual, physical, and interpersonal competence (confidence grows with this)
- ② Managing Emotions - Develops the ability to recognize and accept emotions and appropriately express and control them
- ③ Moving Through Autonomy Toward Interdependence - Develops an increase in emotional independence, self-direction, problem solving, persistence, and recognizing the importance of interdependence
- ④ Developing Mature Interpersonal Relationships - Recognizing the experiences with relationships contribute significantly to developing a sense of self. Accepting differences and creating and maintaining long lasting relationships
- ⑤ Establishing Identity - Comfort with body, gender, sexual orientation, one's own culture; Secure sense of self when feedback is given
- ⑥ Developing Purpose - Developing clear vocational goals, making strong commitments to personal interests
- ⑦ Developing Integrity - Progressing from rigid moralistic thinking to a more humanized, personalized value system. Values and actions become congruent.

### Sanford (1966)

- ① A Psychosocial theory focusing on challenge and support.
- ② People grow when they have a level of discomfort with one's current situation
- ③ Too little challenge, the individual feels safe and comfortable – development will not take place
- ④ The amount of challenge a person can handle is contingent on the amount of support available

College at Oneonta  
Sorority/Fraternity Advisor's Weekly Report

Week of:

These are some things my organization is working on right now:

- 1.
- 2.

These are some upcoming events:

- 1.
- 2.

Our biggest challenge right now is:

Our next meeting will be held:

Date:                      Time:                      Location:

List additional questions and concerns below.

# Advisor's Self-Evaluation Checklist

- | Yes | No  | Item   |
|-----|-----|--|
| ___ | ___ | I actively provide motivation and encouragement to members.                    |
| ___ | ___ | I know the goals of the organization.  |
| ___ | ___ | I know the group's members.  |
| ___ | ___ | I attend regularly scheduled executive board meetings.                         |
| ___ | ___ | I attend regularly scheduled organizational meetings.                          |
| ___ | ___ | I meet regularly with the officers of the organization.                        |
| ___ | ___ | I attend the organization's special event.                                     |
| ___ | ___ | I assist with the orientation and training of new officers.                    |
| ___ | ___ | I help provide continuity for the organization.                                |
| ___ | ___ | I confront the negative behavior of members.                                   |
| ___ | ___ | I understand principles of group development.                                  |
| ___ | ___ | I understand how students grow and learn.                                      |
| ___ | ___ | I understand the principles that lead to orderly meetings.                     |
| ___ | ___ | I have read the group's constitution and by-laws.                              |
| ___ | ___ | I recommend and encourage without imposing my ideas and preferences.           |
| ___ | ___ | I monitor the organization's financial records.                                |
| ___ | ___ | I understand the principles of good fundraising.                               |
| ___ | ___ | I understand how issues of diversity affect the organization.                  |
| ___ | ___ | I attend conferences with the organization's students.                         |
| ___ | ___ | I know the steps to follow in developing a program.                            |
| ___ | ___ | I can identify what members have learned by participating in the organization. |
| ___ | ___ | I know where to find assistance when I encounter problems I cannot solve.      |

# Advisor Log

Date	Name of Student	Purpose of Interaction	What Resulted	What Student Learned
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