



**STUDENT ORGANIZATION ADVISORS GUIDELINES 2022-2023**

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**STUDENT ORGANIZATION ADVISORS GUIDELINES 2022-2023**

80% of the Johns Hopkins student population is involved in a student organization at the Johns Hopkins Homewood campus, it is important for us to ensure we are supporting them to thrive in their experiences. As we believe students make the world a better place when they thrive, we know there are many individuals who also can and already do support this mission by being an advisor to one of the nearly 400 student organizations on the Homewood campus.

**WHAT IS AN ADVISOR**

An advisor of a student organization is an individual who provides recommendations, support, and guidance to members of the organization in which they will choose to act upon the advice given to plan or implement a plan for their organization. In doing this, advisors can take on the role of a mentor, supervisor, teacher, leader, team builder, motivator, mediator, reflective agent, policy interpreter, etc.

**BENEFITS OF ADVISING**

There are many benefits associated with becoming an advisor to a student organization. Here are some:

- The satisfaction of seeing and helping students learn and develop new skills.
- Watching a disparate group come together to share common interests and work toward common goals and an understanding of differences.
- Developing a personal relationship with students.
- Furthering personal goals or interests by choosing to work with an organization that reflects one's interests.
- Sharing one's knowledge with others.

**ADVISOR ELIGIBILITY:**

1. JHU full-time or part-time faculty
2. JHU full-time or part-time staff
  - Graduate students or alumni members can co-advise with the [Category Coordinator](#) of the organization they wish to advise.

**WAYS TO BECOME AN ADVISOR**

There are:

3. **Assigned:** JHU full-time or part-time faculty or staff may be assigned to a student organization based on their job responsibilities.
1. **Requested:** A student organization leader approaches you to be their advisor
2. **Request:**
  - a. Reach out to the *Leadership Engagement & Experiential Development* team of your interest by filling out the [Student Organization Advisor Interest Form](#)
    - i. You will be guided on how to find organizations of your interest and tips to outreaching to the organization of your choice for advice
    - ii. You can be matched by the LEED team outreaching to organizations of your interest

**GUIDELINES & REQUIREMENTS OF ADVISING AT JHU**

As a student organization advisor at Johns Hopkins University, we value supporting the leaders we work with by connecting them through general support, content/topic management, and knowledge of policies and procedures.

**1. General Requirements:**

- a. Meet with all leaders at least once a semester
- b. Meet with president at least twice a semester
- c. Have a Hopkins Groups profile to approve advisor role on Hopkins Groups

**2. Knowledge:**

- a. [Expectations of Student Organizations](#)
- b. Inform student groups of upcoming deadlines, opportunities, etc.
- c. Have knowledge, experience and/or interest in content of the student organization(s) of your interest.
- d. Be aware of and abide by federal, state, local and [JHU policies](#) and [procedures in supporting student organizations](#)
  - **Clery Act:** As a student organization advisor, you are considered a “[Campus Security Authority](#)” which means you have a “Significant responsibility for student and campus activities.”
    - i. This means that you have a DUTY to take action and/or report on crime(s) that has taken place
    - ii. Training can be done on myLearning.

**3. Content/Topic Management and Support**

- a. Support organization members on a range of leadership topics
- b. Interest in the core mission of the organization
- c. Some knowledge of the work that the organization is hoping to accomplish.
- d. More information can be found about advising on our [Resources](#) section of our website.

**SUPPORT FOR ADVISORS**

1. **Advisor Manual:** (This document and the [ACPA Manual](#))
2. **Support Staff:**
  - a. [Leadership Engagement & Experiential Development Team](#)
  - b. [Category Coordinators](#)
  - c. [Assistant Director of Student Organizations](#)
3. **Policies and Procedures**
4. **Student Organization Policies and Procedures**
  - a. [Undergraduate Student Organization Policies & Procedures](#)
  - b. [Expectations of Student Organizations](#)
  - c. Clery Act Information – training on myLearning.
5. **Group Management:**
  - a. [RSO Sample Governing Document](#)
  - b. [Student Organization Registration](#)
6. **Financial Procedures:** All student organizations and programming boards are required to follow all financial rules, regulations, and policies outlined by Johns Hopkins University and the Dean of Student Life.
  - a. [Financial Procedures](#)
  - b. [Financial Forms](#)
  - c. [Student Organization Funding](#)
  - d. [Student Groups Financial Manual](#)
7. **Event Management Procedures:** You can find out more about event management procedures on the LEED Website
  - a. [Event Promotion](#)
  - b. [Event Planning Guide](#)
8. **Hopkins Groups:**
  - a. [Hopkins Groups Help Center](#)
  - b. [Student Organization Advisor Network](#)
  - c. If you do not have a Hopkins Groups Profile, please fill out a [Hopkins Groups Profile Request](#)

**SUGGESTED RESOURCES (ACPA Manual)**

Below are specific pieces of the ACPA manual that are being highlighted you to think about as you work with your student organizations. Feel free to refer to the table of contents on page one in the [ACPA Manual](#) as well as page 29 for examples and resources in the guide.

**Roles of Advisor Checklist**

**The Role of Advisor Checklist**

This form is designed to help advisors and student officers determine a clear role for advisors in matters pertaining to student organizations.

**Directions:** The advisor and each officer should respond to the following items, then meet to compare answers and discuss any differences. For any items, which are determined not to be the responsibility of the advisor, it would be valuable to clarify which officer will assume that responsibility. For each statement, respond according to the following scale:  
 1=Essential for the advisor    2=Helpful for the advisor to do    3=Nice, but they don't have to    4=Would prefer not to do  
 5=Absolutely not an advisor's role

1. Attend all general meetings _____	2. Store all group paraphernalia during the summer and between changeover of officers _____
3. Attend all executive committee meetings _____	4. Keep official file in his/her office _____
5. Attend all other organizational activities _____	6. Inform the group of infraction of its bylaws, codes and standing rules _____
7. Explain university policy when relevant to the discussion	8. Keep the group aware of its stated objectives when planning events _____
9. Help the president prepare the agenda before each meeting _____	10. Mediate interpersonal conflicts that arise _____
11. Serve as a parliamentarian of the group _____	12. Be responsible for planning a leadership skill workshop _____
13. Speak up during discussion _____	14. State perceptions of his/her role as advisor at the beginning of the year _____
15. Be quiet during general meetings unless called upon _____	16. Let the group work out its problems, including making mistakes _____
17. Assist organization by signing forms only	18. Insist on an evaluation of each activity _____
19. Attend advisor training offered by the University _____	20. Take the initiative in creating teamwork and cooperation among officers _____
21. Speak up during discussion when he/she has relevant information or feels the group is making a poor decision _____	22. Let the group thrive or decline on its merits; do not interfere unless requested to do so _____
23. Take an active part in formulation of the creation of group goals _____	24. Represent the group in any conflicts with members of the University staff _____
25. Indicate ideas for discussion when he/she believes they will help the group _____	26. Be familiar with University facilities, services, and procedures for group activities _____
27. Be one of the group except for voting and holding office	28. Recommend programs and speakers _____
29. Request to see the treasurers books at the end of each semester _____	30. Take an active part in the orderly transition of responsibilities between old and new officers _____
31. Check the secretaries minutes before they are distributed _____	32. Cancel any activity when he/she believes it has been inadequately planned _____
33. Receive copies of official correspondence _____	

## Troubleshooting & Advising Styles and Skills

**TROUBLESHOOTING**

The following lists are provided so that an advisor may have a better idea of the types of problems he/she may face with their organization (Lorenz and Shipton, 1984). This list is not all inclusive, but may serve as a guide for the Advisor.

**Leadership Problems**  
 The leader does not consult with the organization before making significant decisions.  
 The leader appears to lack self-confidence, is non-assertive, and lacks interest in organization.  
 A rivalry exists between leaders in the organization.  
 The leader has work overload, and too many time-conflicts.

**Membership Problems**  
 Low attendance at meetings.  
 Members have low satisfaction and morale, are bored, do not communicate well, feel left out or are apathetic.  
 Members compete for attention.  
 An individual member's goals differ from those of the organization.  
 There exists a lack of trust among members.  
 Programs fail.  
 There is a lack of ideas.

**Organizational Problems**  
 Meetings are disorganized.  
 Meetings are too long.  
 The organization suffers from financial problems.  
 There is no continuity from one year to the next.  
 The organization has no "plan of action".

**Inner-organization Problems**  
 Disagreement between an organization and other student organizations.  
 Disagreement with institutional policies and procedures.

**Advisor Problems**  
 Organization members avoid the advisor.  
 Organization members do not pay attention to advisor's advice.  
 The advisor is overwhelmed by their responsibility.  
 The advisor assumes a leadership function.

*Information provided by Jim Mohr, Advisor for Student Organizations and Greek Life, Eastern Washington University*

## Advising Styles and Skills

Situational advising allows you to change your advising style to match the development needs of the individual or organization you advise. Your advising style is the way you advise when you work with someone. It is how you conduct yourself, over time, when you are trying to influence the performance of others.

### ADVISING STYLES

You will need to vary these based on your assessment of the students/groups readiness level. Many times, advisors may struggle with students because they believe that they need a higher level of interaction or direction when the student is actually able to accept more of a delegating style and vice versa.

**Directing:** The advisor provides specific instructions and closely supervises task accomplishments. Use this style with students/groups that are at a low level of readiness.

**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 readiness level who will need your support with the rest of the group to get things accomplished.

**Supporting:** The advisor facilitates and supports the efforts toward task accomplishments and shares responsibilities for decision making with the 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".

**Delegating:** The advisor empowers the students to conduct their own decision making, problem solving, and delegating. Use this style with students/groups that are at a high level of readiness.

### ADVISING SKILLS

**Flexibility:** You must be able to move from one style to another in order to meet the needs of the different types of students and multiple circumstances you will encounter.

**Diagnosis:** You have to learn how to diagnose the needs of the students you advise. Determining what is needed as opposed to what is wanted is sometimes a difficult task. It is also important to note that what is needed is not always the thing that will get the most positive response - it is what will lead the student through a problem, set the standard for the future, or help to teach the student a valuable life lesson.

**Contracting:** You have to learn how to come to some agreements with students. It can be helpful to work together to reach an agreement as to which advising style they seek from you. This is a valuable lesson for assisting students with understanding the rules of engagement and interaction that will be carried forth as they mature.

*Information provided by Jon Kapell, Associate Director of Campus Activities, Drexell University*

- PDF Document: [ACPA's Commission for Student Involvement Advisor Manual \(PDF\)](#)
    - This document is pretty comprehensive yet not exhaustive.
    - You can use this document to refer to when you have questions outside of this Hopkins Advising guide.
    - On the next few pages, we highlight some items from the [ACPA Manual](#) as resources.
    - What is inside (Topic then Page Number):
- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. Benefits of Advising - 2</li> <li>2. Advisor Roles - 2</li> <li>3. Advising Do's - 5</li> <li>4. Advising Don'ts- 6</li> <li>5. Responsibilities of Organization- 6</li> <li>6. Questions to Ask Organization- 6</li> <li>7. Troubleshooting- 7</li> <li>8. Advising Styles and Skills- 7</li> <li>9. Liability and Risk Reduction- 8</li> <li>10. Budgeting- 8</li> <li>11. Fundraising- 9</li> <li>12. Program Planning Checklist- 11</li> </ol> | <ol style="list-style-type: none"> <li>13. Event Planning Timeline-12</li> <li>14. Event Report- 15</li> <li>15. Publicizing Your Event- 16</li> <li>16. Officer Transition- 17</li> <li>17. Retreats- 18</li> <li>18. Student Organization Officer Roles- 21</li> <li>19. Parliamentary Procedure- 22</li> <li>20. Membership and Recruiting- 24</li> <li>21. Motivation- 27</li> <li>22. Manual Checklist- 28</li> <li>23. Examples, Resources and Handouts- 29</li> </ol> |
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- PDF Document: [Excerpt on Roles and Functions of Advisors \(PDF\)](#) from Dunkel and Schuh's "Advising Student Groups and Organizations" (Jossey Bass, 1

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