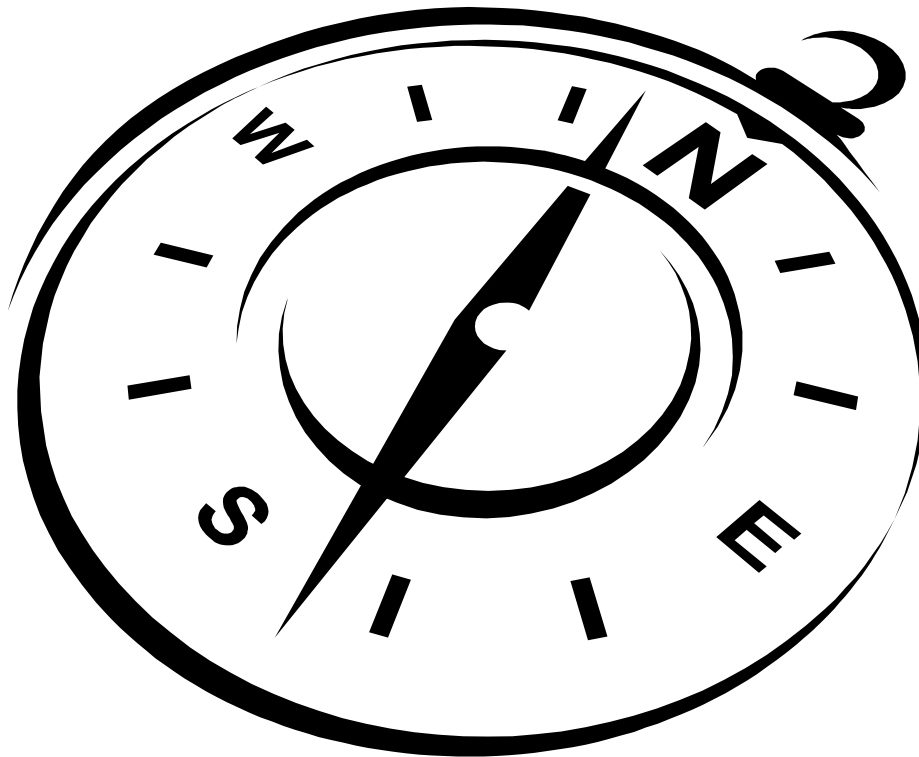


# Survival Guide for Organization Advisors

The Who, What, When, Where, Why, and How for  
Student Groups at Florida Southern College



**Student Organization Handbook  
Prepared by the Office of Student Activities**

# Advisor Handbook

## INTRODUCTION AND OVERVIEW

Florida Southern College requires that each College-recognized student organization have a faculty or staff advisor. The Office of Student Activities and the students at Florida Southern College thank you for giving your time and talents in this endeavor. This manual is designed to provide the student organization advisor with a standardized knowledge base and basic skills that are necessary for the successful advising of student organizations. This manual attempts to:

1. Provide a foundation for organization advisors by introducing basic concepts about college students, student groups, and organizations;
2. Describe in detail the general knowledge and information that advisors apply routinely in the course of their work with student groups;
3. Discuss specific topics that advisors will address on a more occasional basis as they work with student organizations.

*Adapted from Advising Student Groups and Organizations, Dunkel and Schuh, Josey-Bass, 1998.*

Advisors are encouraged to use this manual to improve the advising experience, for themselves and for their students.

**A**ssist students in their endeavors.

**D**iscover things with them, about them.

**V**erbalize to others how great your students are.

**I**magine what things would be like without them.

**S**urround yourself with good things about them.

**O**pen door policy.

**R**elate to them.

*Adapted from Andy Kean, Director of Student Activities, Austin Peay Statue University,  
NACA Southeast Regional Conference.*

## ROLE OF AN ADVISOR

An advisor shares a genuine interest in the student organization's purpose and wants to develop an informal, out-of-class relationship with a group of students who share that common interest. The advisor, as an experienced resource person, gives support to the group and is concerned about its function and continued progress. The overall goal of an advisor is to stimulate and develop a clear relationship between the programs of the student organization and the educational mission of the College.

The role of the organization advisor varies, but it is always an important one. The level of involvement that the advisor will have in the organization depends on the group's activities, the effectiveness of its officers, and the other time commitments of the advisor. ***The advisor should never hold the belief that he or she is simply a signature on forms.*** The advisor should be committed to the success of the organization and may have to go beyond the call of duty to achieve this success.

Because of your experience you can offer insights to the organization regarding goal setting, programming ideas, conflict resolution, and group growth. The interactions and teamwork between the advisor and the organization should be individually tailored to fit the personalities and needs of both parties.

## EXPECTATIONS OF ADVISORS

- Provide support for club activities and to this end the advisor is encouraged to attend meetings, events, and other functions of the organization whenever possible.
- Be familiar with College policies and procedures relating to organizations. These procedures are available from the Office of Student Activities and can be found on the Florida Southern College website.
- Review expenditures of the organization, as well as encourage the maintenance of accurate financial records by organization members.
- Encourage organization members to assume responsibilities and leadership positions within the organization.
- Help student leaders preserve organizational records, which will provide continuity (i.e., minutes of meetings, reports on activities and events, membership lists, current constitution, etc.).
- Facilitate the growth and development of students.
- Add to the continuity of the group as members graduate. Advisors can provide consistency and communicate the goals, legacy, and history to future generations of members.
- Assist in the area of program content and purpose.

## ***Responsibilities to the Student Organization***

1. The advisor should assist the group in developing realistic goals for the academic year. This will contribute to the educational and personal development of the students involved. The advisor must take an active role, rendering advice and counsel as circumstances dictate.
2. The advisor should be aware of all plans and activities of the group and inform the group that institutional policies may affect these plans. The advisor should see that the group and its officers know where policies are listed, what the policies are, why they exist, and the channels to be followed for changes, revisions, or exceptions to policies. Policies are listed in the Student Organization Handbook. Questions concerning the interpretation or application of policies and regulations pertaining to student organizations can be answered by Student Activities staff
3. The advisor should discourage dominance of the group by any one individual and should encourage quieter students to take initiative.
4. The advisor may need to refer students to counseling. Invariably, during interaction with the group's members, the advisor will encounter students with personal problems. The sympathetic interest in an individual student on the part of an advisor is a traditional role of the college teacher and one that has a long proud history in higher education. The counseling role might require individual consultation on a personal level or referral to the Counseling Center (863) 680-6236.
5. The advisor should provide continuity within the group and should be familiar with the group's history and constitution. Membership turnover in student organizations is high and often the only link with the immediate past is the advisor. The advisor can steer group members clear of mistakes and help them avoid the proverbial "reinventing of 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.
6. The advisor should offer ideas for projects and events. The advisor will perform his/her greatest service by providing opportunities for the students to exercise initiative and judgment and to enjoy a proper measure of autonomy in self-directed social, educational, recreational, cultural, and spiritual activities. He or she should not dominate the program planning process. However, advisors

should ensure that the group understands a program's complexity and has discussed and registered the event with the appropriate FSC staff. The advisor should remember that it is the task of the active members to operate the organization. Removing this responsibility from the members would deprive them of an important educational experience.

7. 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 must be willing to give constructive criticism when necessary and offer words of praise for work well done.

### ***Responsibilities to Individual Group Members***

1. The advisor should help the students find a balance between their academics and their co-curricular activities. Student leaders often have the tendency to "burn the candle at both ends" and will overextend themselves if not held in check.
2. The advisor should encourage each individual to participate in and plan group events. Some students fade into the background if not effectively encouraged. Being a member of a student group can provide students with valuable interpersonal and/or leadership skills, but these will not develop if the student is not involved.
3. The advisor should encourage students to accept responsibility for specific roles within the group. The advisor should help them realize the importance of these roles. From officer positions to committee members, each student should feel invested in and accountable for their specific role.

### ***Responsibilities to the College***

1. 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 a responsibility to both the institution and the organization to keep their best interests in mind. At times, the advisor may need to remind the organization of 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 and regulations for conduct.

2. Occasionally, an advisor can help an organization during an emergency. Although this type of intervention is rarely necessary, the advisor's good judgment can be the saving grace in the event of mishaps, internal conflict, or personal crisis. Assisting the group's president as a spokesperson or serving as the main contact for the college can help in these cases. If problems of a more serious nature arise, Student Activities is available to help.

*The preceding is adapted from the Resource & Policy Manual, Virginia Commonwealth University and the University of Florida Advisors Manual*

## APPROACHES TO TAKE AS AN ADVISOR

- In the beginning of the advising relationship, agree on clear expectations about the role of the advisor and the role of the student organization. Discuss philosophies and reach a consensus.
- Read the constitution of the group, get to know the members, attend events, and generally make yourself seen so that they know who you are.
- Assist in the establishment of responsibilities for each officer and member.
- Develop a strong relationship with the president and other officers. This is critical because these students will be your main contact with the group.
- Discuss concerns with an officer's performance in a one-on-one setting. Whenever someone does something extremely well, be sure to let others know.
- Maintain a sense of humor-it's college.
- Be honest and open with all communication. The students need to feel that you are just in your dealings with them.
- Realize that you have the power of persuasion, but use this judiciously. The students sometimes need to learn how to fail.
- Help them to see alternatives and provide an outside perspective.
- Remember: praise in public, criticize in private.
- Find a balance between being the strict naysayer and the laissez-faire friend. The students must feel that you are supportive of them and yet that you will hold them accountable for their actions.

*Adapted from the University of Florida Faculty Advisors Manual*

## **FUNCTIONS OF AN ADVISOR**

As an advisor, you may be called upon to fill many roles within the organization throughout the year. Those roles include mentor, supervisor, and teacher:

### ***Mentor***

Mentoring can be defined as a one-to-one learning relationship between an older person and a younger person based on modeling behavior and on an extended, shared dialogue.

#### Personal Qualities of Mentor:

1. A knowledge of the profession
2. Enthusiasm for the profession and its importance
3. A genuine interest in the professional and personal development of new professionals
4. A warmth and understanding in relating to students and staff in all types of settings
5. A high yet achievable standard of performance for self and others
6. An active involvement in and support of professional associations
7. An honest emotional rapport
8. The available time and energy to give freely to others
9. The time to stimulate others to extend themselves intellectually, emotionally and professionally,
10. The initiative to expose others to a select but broad based network of professionals who can help with development of the new professional
11. The care to guard young professionals from taking on too much too soon in their career.

#### Five qualities that characterize good mentors:

- Good mentors have been successful in their own professional endeavors
- Good mentors behave in ways worthy of emulation
- Good mentors are supportive in their work with subordinates. They are patient, slow to criticize, 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 protégés who have been unsuccessful and provide plenty of praise for those who have been successful.
- Good mentors provide periodic, detailed and honest feedback to the protégé.

### ***Supervisor***

Some might disagree, but there exist a number of similarities between advising and supervising.

**Team Building:** In team building, your role is to work with the president and executive board, soon after their appointment. Team building establishes relationships that will enhance the ability to work together. It is important to understand strengths, weaknesses, work styles, and relationships when working as a group. A team building retreat or workshop held in a neutral environment may help bring the group together.

**Performance Planning:** Performance Planning includes writing position descriptions, determining and listing expectations, and setting goals. Each of the executive and key leadership positions in the organization should have a written position description. You should participate in an open discussion of these position descriptions following the appointment of officers. An initial meeting should include a discussion of adding or deleting elements of the position descriptions for the time of appointment. The positions descriptions should then be agreed on and signed and all officers should receive copies. These expectations should be reviewed and discussed periodically.

**Communication & Feedback:** Work with students to improve nonverbal communication, written communication, and speaking ability. This should include communication in the form of memos, letters, agendas, minutes, and resolutions. Students should document their decisions and planning. The memos and letters create a record that can be used for planning specific activities, documenting phone calls, planning the year's calendar or informing others of happenings in the group. Organization leaders should plan their regular meetings as a team in order to cover all relevant information and discussion for the membership. Parliamentary procedure may be a desirable option. Electronic communication can be an excellent tool in the notification of members about meetings, activities, changes in the calendars, voting, feedback on proposals, etc. A web page is an excellent tool, as are discussion lists or chat rooms.

**Recognition:** As a faculty or staff member advising an organization, you will participate in many functions with individual students. These students may express a wide range of emotions; you need to recognize student emotions, characteristics, and backgrounds to respond effectively in unexpected situations. Some situations require documenting the incident for your protection and for the protection of the institution. Written documentation should include the specific nature of the exchange and situation, the date and time, the individuals involved, and the outcome of the exchange. Some circumstances that require documentation may require referral to the judicial office. Advisors should have a working knowledge of the campus judicial process or know the person responsible for the campus judicial process. Information on FSC's judicial process is available on-line through the Student Life web page, [www.flsouthern.edu/stdntlife](http://www.flsouthern.edu/stdntlife).

**Self-Assessment:** You should ask students to complete a verbal or written self-assessment of how they are progressing in their position and their academics. This opportunity allows students to reflect on programs, their skills, their involvement in the organization, and their responsibilities. Self-assessment can be formal in which the students complete a form, or it can simply be reflective. This process can serve

as a gauge of progress through a process or project, slowing down the time line if necessary to ensure that all aspects of the project are being covered.

***Evaluation:*** FSC requires evaluation of various activities. A formal evaluation is an opportunity for you to provide feedback to the organization or to the individual members. Your participation in the evaluation process should be understood early in your relationship with the organization so as not to come as a surprise to the students. The first step in the process is for individuals to understand that evaluation is beneficial to the organization and to the individuals involved. Some difficulties in preventing proper evaluation include poor records, personnel vacancies, instrumental flaws in the evaluations forms, poor organizational climate and morale, lack of understanding of the benefits of evaluation, or evaluator errors.

### ***Teacher***

All advisors want their students to succeed academically and socially and to be satisfied with their campus experience in and out of the classroom. The key to quality teaching is in the quality of contact between the advisor and students. You should review your level of involvement with the student organization and its members in this context and examine the quality of your involvement in terms of meeting the needs and expectations of the students in the organization.

Part of the teaching process is the development of an inviting, inclusive organization that allows members to take ownership, give feedback, and be involved in giving back to their community. You play a key role is assisting student leaders to create such an environment by helping them develop strategies and goals that provide the members ownership, feedback and involvement.

Training vs. teaching: Training imposes certain uniformity on the practice of a skill, and this uniformity is the basis on which skill development can be evaluated. The purpose of teaching is quite the opposite, to broaden a person's understanding, to help the person examine a problem from several different points of view, and to place the problem in a cultural and historical context.

## **IMPORTANT POINTS TO REMEMBER**

### ***Liability***

The advisor may acquire some legal liability for the welfare or behavior of the student organization. To the extent that the advisor advocates and personally participates in an activity that is clearly illegal or negligent, the advisor assumes a higher proportion of liability than would the student members of the organization.

When a clearly negative or dangerous event is being pursued by the student organization, it is the responsibility of the advisor to inform the officers of the organization of any possible infraction of College policies or any federal, state, or local laws and request that it be rectified. The expectation is for "reasonable" and "prudent" decisions and actions on the part of the advisor. If the group decides to continue the

infraction, the advisor, as a responsible member of the College community, should inform the Office of Student Activities of the organization's activities.

Faculty or staff advisors to student organizations are presumed to be acting within the course and scope of their duties and will be defended by the College if involved in litigation resulting from an organization's actions. The College would be liable for any damages awarded, except for punitive damages. The issue of punitive damages likely would arise only if criminal behavior were alleged. Faculty or staff also may wish to purchase private insurance to protect against possible liability. This can sometimes be accomplished at low cost by addition to a homeowner's policy or through employee organizations. See the Business Office for more details.

Advisors who want help in developing strategies and programs for managing risk and liability should contact the Student Activities Office

### ***Assistance and Information***

The Student Activities Office can provide information on College and Student Government Association policies and procedures, as well as on nearly every aspect of student organization activity. This information is available on line at [www.flsouthern.edu/stdntlife/studentactivities](http://www.flsouthern.edu/stdntlife/studentactivities).

### ***Resigning from Advising***

There may come a time when you are no longer able to continue in your advisory role. Whether the reason is lack of time, waning interest, disagreement with the organization's direction or leaving the College, you may choose to resign from advising.

Once you have made the decision to resign, we encourage you to talk with the organization's leadership and assist them, if you can, in finding a new advisor. Since organizations are required to have an advisor, your withdrawal will place the organization in a suspended status until a new advisor is found. **Please notify the Office of Student Activities in writing if you will not continue as an organization advisor.**

## **CHALLENGES AND REWARDS OF ADVISING**

Acting as an organization advisor provides an enriching experience for many faculty and staff members. Forming relationships with students outside the classroom or the office is a unique opportunity with several challenges and rewards:

### ***Organizational Challenges***

1. Recruiting and retaining members
2. Securing Funding
3. Auditing financial records
4. Identifying and training individuals to advise student organizations
5. Involving the advisor in meetings and activities
6. Understanding that the group is a part of the institution and therefore must comply with policies and procedures.
7. Developing a motivated base of leadership-oriented students.
8. Managing liability and risk management

### ***Advisor Challenges***

1. Managing your time and not becoming over committed.
2. Obtaining adequate training
3. Clarifying your role in the organization to the members
4. Avoiding becoming over controlling in the organizations matters.
5. Being aware of decisions and actions taken by the organization
6. Being patient with the growth and development process

### ***Student Challenges***

1. Developing a relationship with the advisor
2. Establishing a communication system that benefits and provides information to the organization.
3. Balancing academic responsibilities and the extracurricular activities
4. Being patient with the institutions decision-making process.

### ***Organizational Rewards***

1. Providing students with an opportunity to participate in an enjoyable activity or achieve a valuable purpose.
2. Contributing to the tradition and history of the institution and the organization.
3. Fulfilling of the organization's purpose

### ***Advisor Rewards***

1. Observing the development of students during their college matriculation.
2. Being recognized by the institution, organization, and students for a job well done.
3. Serving as a reference for students, it indicates a relationship exists.
4. Serving as a mentor for students.
5. Observing fads, cultures, and subtle changes that occur in student life.
6. Teaching, leading, and coaching students involved in student organizations.

7. Forming networks with colleagues involved as advisors of similar organizations.
8. Serving the institution
9. Participating in an organization with a purpose you enjoy.

### ***Student Rewards***

1. Membership in an extra curricular organization has positive effects on leadership ability, physical health, alcohol consumption, and the attainment of a degree.
2. Being recognized by the institution and their peers.
3. Learning transferable skills while working in the organization.
4. Developing relationships with others.
5. Discovering additional areas of interest and skill.

## **YARDSTICKS OF SUCCESSFUL ORGANIZATIONS**

### ***Goals and Objectives***

- Members understand the purpose of the organization.
- The constitution and by-laws are current.
- Members understand how to amend the constitution and by-laws.

### ***Membership***

- Membership is stable or growing
- Few members drop out.
- Recruitment of new members is well organized
- Recruitment of new members is shared by the membership and is not only the responsibility of the membership chair.
- Members know what is going on in the organization.

### ***Meetings***

- Meetings are held regularly.
- Meetings begin on time.
- Meetings are run using Robert's Rules of Order or another fitting approach.
- Members attend the meetings regularly.
- Officers attend the meetings regularly.

### ***Leadership***

- Students have learned leadership techniques.
- A variety of people provide leadership for the group.
- Officers complete their terms.
- Officers have read the organization's constitution and by-laws.
- Communication mechanisms, such as a newsletter or Web page, have been established and are used regularly.

### ***Finance***

- Dues are paid on time.
- Financial reports are accurate and produced with regularity.

- Long-term debt is kept to a minimum.
- Self-financing events are successful.
- Multiple sources of financing exist.

### ***Special Events***

- Special events are planned with the needs of the members in mind.
- Special events are self-financed.
- Special events are well attended.
- Members have an opportunity to suggest and plan special events.

### ***Learning***

- Members can identify what they have learned by participating in the organization.
- Members learn to work cooperatively.
- Members' leadership skills have improved over time.
- Members can identify skills that are transferable to their careers after college.

## FUNDING FOR STUDENT ORGANIZATIONS

The Student Government Association is a key source of all funding to organizations. Organizations can receive funds from SGA through either the House or the Senate. During specified meetings, the House Assisting Funds committee will review petitions for funding of individual events. Organizations with a clear plan for the money they will need throughout the year will be given the opportunity to petition for a yearly budget from the Senate Finance committee.

### KEY DEFINITIONS

#### **Student Government Association House:**

Branch of Student Government made up of representatives from each recognized campus organization, SGA Executive Vice-President, and SGA Student Advocate.

#### **Student Government Association Assisting Funds Committee:**

Committee in the House that reviews individual event proposals and recommends how funds should be allocated based on the proposals received.

**Note:** The House can vote against the committee's recommendation.

#### **Student Government Association Senate:**

Branch of Student Government made up of students elected by the student body to represent each academic division: Social Sciences, Natural Sciences, Humanities, and Freshman/Undeclared, along with the Executive Board.

#### **Student Government Association Senate Finance Committee:**

Committee in the Senate that oversees allocation of all budgets, making sure all organizations and the Assisting Funds Committee follow the correct procedures. They also review the yearly budget proposals and recommend how funds should be allocated based on the yearly budget proposals.

**Note:** The Senate can vote against the committee's recommendation.

### REQUESTING AND RECEIVING FUNDS

*See the Appendix for copies of forms referred to below. The Student Government Association will announce the submission deadlines for request forms and the SGA House and Senate will consider the date's petitions at the beginning of each fall semester.*

#### **I. Requesting Funds from the SGA House Assisting Funds Committee (Individual Events)**

- A. Thoroughly complete the **ASSISTING FUNDS MONETARY REQUEST FORM (FORM A)** for each event you are requesting money.
- B. Return the form, along with 40 additional photocopies, before the due date to the Office of Student Activities located in the Pipkin Bandshell.

- C. Once the properly completed request forms are turned in, a copy of the request will be sent to the contact person noting the date the proposal will be considered in the House.
- D. **REQUESTS WILL ONLY BE CONSIDERED AND VOTED ON TWICE A SEMESTER.**
- The Assisting Funds committee will review requests during the House meetings prior to the designated time twice a semester where proposals will be voted on. If necessary the committee may call a special session at a time decided by the chair of the committee to finish reviewing proposals in time for the vote. **(Club representatives are not allowed to sit in on committee meetings when a proposal is being presented from their organization.)**
  - The Assisting Funds committee will make a recommendation to the House, followed by discussion and vote by all House members in attendance or by quorum of the membership.
  - **SGA recommends a representative for the petitioning organization attend the SGA House meeting to answer questions about the request.**
  - When funds are allocated, organizations will be given a copy of the request indicating the amount received from the House and instructions on how to receive funding (see II.A).

## **II. Receiving Funds from the SGA House Assisting Funds Committee**

- A. Once an organization's request has been approved, the organization is guaranteed reimbursement for the amount allocated by SGA, provided they turn in a request for reimbursement within two weeks of the event and the funds are spent as originally requested—verified by the itemized receipts.
- B. The organization uses its own funds to purchase items and then completes the **ORGANIZATIONAL REIMBURSEMENT FORM (FORM C)** and returns that form to the Office of Student Activities in the Pipkin Bandshell. **To receive reimbursement, organizations must submit this form, with original itemized receipts, within 2 weeks of the event.**
- C. After a correctly completed Organizational Reimbursement Form is submitted to the Office of Student Activities, the organization will receive a check in the amount requested within 2-3 weeks. **Note:** Organizations will be responsible for getting the check to the individuals who need to be reimbursed and may pick up checks at the Student Activities Office located in the Pipkin Bandshell.
- D. Organizations must recognize that money spent for events held during the last three weeks of the academic semester will not be reimbursed until after the close of the semester. Organizations seeking reimbursement for these events must provide the Office of Student Activities additional contact information or the checks will be held until the following semester (fall or spring).
- E. If an organization does not have its own funds to purchase items, they must complete a **REQUEST FOR FUNDS UP FRONT FORM (FORM D)**. This form must be signed by the Organization Advisor and the SGA VP of Finance or the SGA President. This form must be submitted three weeks before the money is needed. Whenever possible, SGA will request a purchase order for the amount

indicated on the form. If the vendor does not accept purchase orders SGA will provide the funds directly to an organization. **When a purchase order is issued or funds are received up front the organization must submit original itemized receipts to the Office of Student Activities within 48 hours of the purchase.**

### **III. Requesting Funds from the SGA Senate Finance Committee (Yearly Budgets)**

- A. Thoroughly complete the **SENATE MONETARY FUNDS REQUEST FORM (FORM B)**.
  - B. Return the form along with 25 additional photocopies to the Office of Student Activities in the Pipkin Bandshell.
  - C. The Senate Finance Committee will review the requests during a previous Senate meeting and make a recommendation to the Senate.
- Note:** If needed the Chair of the Senate Finance Committee may call additional meetings to make sure all proposals have been discussed.
- D. When the funds are allocated, organizations will be given a copy of the request indicating the amount received along with instructions on how to access the funds. **Note: Organizations must have a checking account to qualify for a yearly budget.**

### **IV. Receiving Funds from the SGA Senate Finance Committee**

- A. Organizations must have a checking account in the organizations name to receive funds.
- B. Once an organization's request for a yearly budget has been approved the organization is guaranteed reimbursement for the amount allocated by SGA if the funds are used as originally requested.
- C. The organization uses its own funds to purchase items, then properly completes the **ORGANIZATIONAL REIMBURSEMENT FORM (FORM C)**, and returns that form to the Office of Student Activities within two weeks of the event.
- D. A check will be issued in the organization's name and returned to the organization within 2-3 weeks. An organization representative is responsible for picking up the check at the Student Activities Office located in the Bandshell and depositing the check in their account.
- E. If an individual needs to be reimbursed for spending funds upfront, the organization must write a check from its account in that person's name.
- F. If an organization does not have its own funds to purchase items they must complete a **REQUEST FOR FUNDS UP FRONT FORM (FORM D)**. This form must be signed by the Organization Advisor and the SGA VP of Finance or the SGA President. This form must be submitted three weeks before the money is needed. Whenever possible, SGA will request a purchase order for the amount indicated on the form. If the vendor does not accept purchase orders SGA will provide the funds directly to an organization. **When funds are received up front the organization must submit original itemized receipts within 48 hours of the purchase.**
- G. Organizations receiving yearly budgets must turn in a full summary of expenses incurred, including bank statements from the organization's checking account.

The **SEMESTER FUNDS DISBURSEMENT REPORT (FORM E)** will guide organizations in writing this report. The Semester Funds Disbursement Report must be submitted to the Office of Student Activities on or before December 5 in the fall semester and April 9 in the spring semester.

- a. If **SEMESTER FUNDS DISBURSEMENT REPORT** is not submitted, all funds will be frozen. Future purchases will not be reimbursed and pending reimbursement requests will not be granted.

### ***Fundraising***

**The Office of Student Activities must approve all organization fundraisers. Registering fundraisers through the Office of Student Activities helps ensure that there are not too many fundraisers happening at the same time and that they are of an appropriate nature, falling within Florida Southern College organization policies and guidelines. To register your fundraiser, stop by the Office of Student Activities located in the Pipkin Bandshell. For more detailed information on acceptable forms of fundraising see the Student Organization Handbook online at [www.flsouthern.edu/stdntlife](http://www.flsouthern.edu/stdntlife) and consult the Advancement Office for guidelines on solicitation of funds and donations.**

## LEADERSHIP DEVELOPMENT

Working with students as organization advisors allows faculty and staff members to facilitate and encourage leadership development. However, what many students don't realize is that leadership extends beyond an executive board position—leadership opportunities exist in a variety of forms throughout the year. The advisor should help students recognize the leadership opportunities that do exist and help them reach their leadership potential.

### **Leadership**

Hersey and Blanchard (1988) define leadership as an individual's attempt to influence the world around them. Students in organizations can assume a leadership role whether they are members of an executive officer.

When asked for their perception of the word power, most students refer to its negative connotation. There are several different kinds of power bases, and students who understand these different bases will be better able to work with their organizations. You can describe positive examples of these power bases to your students and facilitate good discussion on the uses and abuses of power:

1. **Coercive power**, or the perceived ability to provide sanctions
2. **Connection power**, or the perceived association with influential persons or organizations.
3. **Reward power**, or the perceived ability to provide things that people would like to have.
4. **Legitimate power**, or the perception that it is appropriate for the leader to make decisions due to title or position in the organization.
5. **Referent power**, or the perceived attractiveness of interacting with another person.
6. Information power, or the perceived access to or possession of useful information.
7. **Expert power**, or the perception that the leader has relevant education, experience and expertise.

Kouzes and Pozner (1987) identify five fundamental practices found in leaders of effective organizations. Applying these practices to student organizations, we can say that leaders:

1. Challenge the process by seeking ways to improve the organization;
2. Inspire a shared vision by creating an image of what the organization can become;
3. Enable others to act by involving students in activities and on committees and task forces;
4. Model the way by setting standards and assisting other students through their problems and concerns;
5. Encourage the heart by recognizing members for their achievements and by motivating members to accomplish goals;

Executive boards can use these five fundamental practices in their development of annual goals and team working practices, and in self-assessment of their performance.

### ***Followership***

Never underestimate the value of the follower. The characteristics of followers are important for you to understand in your work with student organization leaders. If the followers in an organization choose not to follow, the leadership of the organization can no longer act.

Followers have expectations of their leaders. You can assist the student leadership in developing activities to identify follower expectations. Ideally, this activity would allow the membership to identify expectations collectively and, with the assistance of a facilitator, discuss the expectations. Following the discussion, the members decide which expectations they accept as being realistic and measurable, taking into consideration the student leaders' limitations.

## **MOTIVATING STUDENTS**

Understanding what motivates students may be your single most important skill. Some students come with an innate desire to become involved, work hard, and make a difference in the organization. Conversely, some students do not seem to be ambitious at all. Understanding the range of motivating factors will enable you to help individual students take on responsibilities and become more involved.

Motives are sometimes defined as needs, wants, drives, or impulses within the individual. Motives are directed toward goals, which may be conscious or subconscious. Goals are often called incentives. Student motivation can be divided into two major categories--extrinsic and intrinsic:

### ***Extrinsic Motives***

1. **Recognition:** Advisors most often use this to motivate students. It is important to realize that no one form of recognition will work for all students. You must be sensitive to each student's motives.
2. **Money:** Some student organizations provide stipends or scholarships to members for leadership or achievement.
3. **Achievement:** May be defined as the desire to overcome obstacles, to exercise power and to strive to do something difficult as well and as quickly as possible. Increasing levels of responsibility and authority are their own best rewards for these students.

### ***Intrinsic Motives***

1. **Desire:** Students look to become involved with a group that will provide desirable outcomes, travel, development of their leadership skills, etc. If the outcome is not desirable, they won't want to do it.
2. **Value:** Students who perceive value in participating in an organization, chairing a committee, or attending a

conference will be motivated to become involved. Increase visibility on campus may be sufficiently valuable to take on a new role.

3. **Approval:** Approval is the feeling that a student may perceive from friends, family, peers, or advisors. Approval may come in the form of a note, a pat on the back, public recognition, or a kind word of a job well done. You need to identify which students are motivated by approval and provide the appropriate recognition.

## UNDERSTANDING GROUP DYNAMICS

Conflicts and challenges are often signs of potential growth within an organization, a positive result from often stressful circumstances. While working with student groups advisors will be faced with many of the challenges of group dynamics. An understanding of how groups work will be a great asset to organization advisors.

Before looking at groups in general, it might be helpful to consider students as individuals. Every student is an individual with his/her own values, style, priorities, and needs from an advisor. As you build relationships with individual students in your groups, some of these characteristics will become immediately apparent while others will take time to surface.

In dealing with each individual, it is helpful to identify why they have become involved in your organization. This will help you work with them to fulfill their goals and guide them in building the organization.

Student can usually be classified in six different groups:

**Diehards**- these are student who are committed to the mission, they may live, breath, and exist simply to be a part of the organization.

**Seekers**-these students are usually looking for a niche in the FSC experience, somewhere they “fit” and can find a place to contribute and build friendships and skills.

**Ego Trippers**-these are students who enjoy the structure of organizations, they usually are involved in the action of the organization; they may not enjoy working behind the scenes or in thankless roles.

**Resume Builders**-these students are looking for skill building and leadership experience, providing a balance for their resume and future.

**Later Bloomers**-these student have usually only immersed themselves in academics thus far and are looking to expand their social and educational experiences.

**Associators**-these students usually have friends in the organization already who have had positive experiences and want to check things out for themselves.

*Taken from Lohse B. Beeland, Assistant Director of Student Activities, University of Florida, 1995.*

### **Group Effectiveness**

1. Group goals must be clearly understood, be relevant to the needs of group members, highlight the positive interdependence of members, and evoke from every member a high level of commitment to their accomplishment.
2. Group members must communicate their ideas and feelings accurately and clearly.

3. Participation and leadership must be distributed among members.
4. Appropriate decision-making procedures must be flexible in order to match them with the needs of the situation.
5. Conflicts should be encouraged and managed constructively. (Controversies promote quality, creativity in decision-making, involvement in the group's work, and commitment to implementing the group's decisions.)
6. Power and influence need to be approximately equal throughout the group.
7. Group cohesion needs to be high.
8. Problem-solving adequacy should be high.
9. The interpersonal effectiveness of members needs to be high.

### **Group Norms**

Group norms may range from explicit, formal, behavioral expectations of members to implicit feelings and behaviors.

1. **Written Rules:** Written rules may include a published set of standards or guidelines that is included in the organization's constitution. Student organizations may have judicial codes and written guidelines regarding membership, attendance, academic standards, committee involvement, appropriate dress, use of money and access to offices.
2. **Nonexplicit Informal Norms:** These norms could be referred to as the silent norms. Silent norms are invisible group norms that can stifle the creativity of the organization. These unstated norms in a student organization can include, for example, who is exempt from having to attend meetings, who sits in a particular place during meetings, and who motions for approval of annual budget recommendations.
3. **Norms Beyond Awareness:** Some norms operate without our conscious knowledge. These norms in a student organization might include automatically raising the hand when one wants to be recognized; saying hello to those members who one is familiar with when entering the meeting; expecting a certain order at a meeting; on opening, the minutes, the treasurer's report, old business, then new business; expecting paid-up members to be notified of meetings.

### **Tuckman's Model of Group Development**

Groups often progress through Tuckman's stages of group development, highlighted below:

- **Forming**
  - Develop icebreakers to help the members become acquainted.
  - Coordinate a retreat or workshop for the executive officers or the organizations members.
  - Review the organization's mission and purpose with the membership.
  - Identify the expectations of members and executive officers.
  - Work with executive officers to share organizational history and tradition.
  - Provide information to the executives and members on institutional policies and procedures.
  - Have individual meetings with the organization president.

- Discuss effective meeting management, planning programs, and team building with the executive officers.
  - Provide support to the executive officers.
  - Provide an initial “to do” list for executives to assist them in beginning their duties.
- **Storming**
    - Provide mediation resources when conflicts become difficult for the group to manage.
    - Teach confrontation and communication skills to the executive officers and members.
    - Hold a roundtable discussion on issues with which the organization and membership are involved.
    - Review the mission statement, purpose, and expectations in order to redefine the organization’s action plans.
    - Conduct a group decision-making activity.
    - Discuss and review the executive officer roles.
    - Develop a “rebuilding” team activity.
    - Remind everyone that the storming stage is a natural part of the formation of a group.
- **Norming**
    - Schedule a more in-depth team-building activity that includes greater self-disclosure.
    - Have the members design T-shirts, pins, or some other emblem with which to identify themselves and the group.
    - Assist the group in starting a new program that will create a tradition.
    - Review and possibly establish new goals for the organization.
    - Maintain executive board and member relationships so as to avoid reverting back to the storming stage.
- **Performing**
    - Ensure that the organization and membership have a task.
    - Support the members and executive officers by giving feedback about what is going well and what can be improved upon for the next year.
    - Step back and allow the organization to perform.
- **Adjourning**
    - Develop a closure activity to help members determine what they learned and benefited from during the year.
    - Conduct an assessment or evaluation of the year.
    - Develop transition reports for new executives.
    - Ensure that a plan of recognition is in place for the close of the year.
    - Coordinate a closing banquet with awards and other expressions of appreciation.

- Encourage the executive officers and members to assist the group for next year in training, orientation, or other responsibilities.
- Identify how the organization contributed to the history or tradition of the organization.
- Ensure that the minutes, reports, and correspondence are properly stored and maintained in an archive.
- Record the addresses and phone numbers of graduating and other departing members for future correspondence.
- Give the members gifts of appreciation for their involvement in the organization.

## **CONFLICT MANAGEMENT**

Conflict is something that everyone must deal with when working with other people. No two people will ever have the exact same views and opinions about the world. Because of the diverse backgrounds of the members of your organization, there are sure to be contradictory perspectives and opinions. Conflict is a good thing. It helps to raise issues and problems, energize work, motivates people to participate, and most importantly it helps people recognize the benefits from different perspectives. Conflict does become a problem when productivity is affected; morale is lowered, causes more conflicts, and is the source of inappropriate behavior. The key is to learn to become an effective manager of conflict.

### **Causes of Conflict**

#### ***Poor Communication***

- Members continuously are surprised and not informed of decisions, events, programs, etc.
- Members do not understand the reasons for the decisions

#### ***Confusion on job tasks***

- Responsibilities are not clear to all members

#### ***Stress from insufficient resources***

#### ***Strong disagreements on values and opinions***

- Personal opinions do not match
- Do not like in others what we do not like in ourselves

#### ***Poor leadership***

- People in positions are inconsistent, absent, too-strongly opinionated, or uninformed
- Leaders avoid conflict with little follow-through on decisions
- Leaders do not take the time to understand members

### **Stop Conflict Before it Happens**

Help students find the balance of being a friend and organization member

- Establish clear responsibility guidelines so there is no confusion and all tasks are completed without confusion on who is suppose to complete them. This way there are no hard feelings when things need to get done.

Conduct training or workshops

- Conflict management
- Communication

Add an anonymous suggestion box for members to provide input about the organization

## **Dealing with Confrontation**

Sometimes it becomes necessary to deal with conflict through confrontation. Organization members might continue to test the limits and cause conflict. This will continue to disrupt the organization until the issue is addressed. No one likes confrontation, but by following these guidelines it may become easier.

### ***Forms of confrontation***

- Conversation and personal feedback
- Regular evaluations of each organization member
- Personal letter to a specific individual
- Judicial or standing boards
- Expulsion or suspension if agreements cannot be reached

### ***Confrontation Dos***

- Confront individuals personally and in private. This will make the person you confront less defensive.
- Show respect for the person
- Indicate that you care about the individual
- Have the confronter be someone who the person being confronted respects and admires
- Praise the good attributes of the person
- Keep to a single issue at a time
- Get the facts before you confront someone
- Help the person understand their actions and the impact they have on the organization. They are not likely to change if they do not see how their actions are negative for the organization.
- Truly listen to the person to understand their side.
- Have a cool head and attitude before you confront
- Clearly outline the consequences
- Be honest and sincere
- You should portray that “we have a problem” not “you have a problem” in your actions, attitude and words.
- Follow through with agreements made during the conversation
- Show empathy, not sympathy
- Be firm in the standards set

### ***Confrontation Don'ts***

- Never attack the individual, physically or verbally
- Do not be condescending or sarcastic
- Do not excuse the behavior
- Do not get trapped by excuses
- Do not set standards or terms that you are not willing to enforce or enact

## TEAM BUILDERS AND ICE BREAKERS

Team builders and icebreakers are an excellent way to create interaction between all members of your organization. They can be particularly useful in introducing new members to the entire organization. Team builders are also a great tool to evaluate the interaction and communication that is taking place with members who already know each other well. They can challenge assumptions and help members deal with problems. In summary ice breakers:

- Introduce members
- Create a comfortable environment
- Break up cliques
- Encourage interaction
- Get a meeting off to a fun start
- Re-energize a meeting
- Share information

Here are a few examples of icebreakers and team builders. You can decide which one is appropriate for the type of activity your organization is planning. Some are simply get to know you exercises, while others are team builders used to challenge an established group.

### ***Name Aerobics***

Everyone must stand in a circle. Each person then will take their turn stating their name and acting out a motion to go with their name. It can be something that they like to do, something that goes with their name, etc. Then each person who follows must repeat the names and actions of the people who preceded them, along with their own name and motion.

### ***Toilet Paper Roll***

Pass around a roll of toilet paper, instructing everyone to take as many pieces as they wish. Once everyone has some toilet paper, each person must tell the group one thing about himself or herself for every piece of paper they chose.

### ***Name Ball Pass***

Have everyone sit in a circle. Give someone a ball to begin with. They must then call a person's name and throw the ball to them. The person catching the ball must then say the name of the person who threw the ball to them and throw the ball to some one else, calling their name out. The process can continue for a while until people begin to remember names. For more of a challenge, add two or more balls.

### ***Line-up***

Have members line-up in order for different categories. For example in order of birthday, shoe size, height, etc. Make it more difficult by not allowing the participants to speak.

### ***Grab Bag***

Prepare a bag with different objects in it; socks, fruit, stuffed animals, etc. Participants should not be able to see inside the bag. Have them pull an object out and describe how they are similar to it.

### ***Train wreck***

Have all participants sit in chairs in a circle. There should be one less chair than participants. The one person without a chair should stand in the middle of the circle and state a personal fact. For example, "I like ice cream," "I am wearing jeans," "I have vacationed outside of the United States." Then everyone sitting in the circle that can also say this fact should get up and move to another chair, at least 3 chairs away. The person left without a chair will make the next statement.

### ***People Bingo***

Make bingo cards with titled squares such as "is a legacy" or "is from another state." Each member must then find someone who matches the descriptions and have them initial the square. They can only use each person once, depending on how many squares there are.

### ***Matched Pairs***

Tape the name of one member of a famous pair to each participant's back. Each person must find their mate by only asking yes or no questions to other participants.

### ***Finger twirl***

Pass around yarn or string and have each participant cut off a piece. Instruct them to make the pieces fairly long. Each person must then take a turn of twirling the piece of string around their finger while talking about themselves.

### ***Hoola-Hoop pass***

Have participants stand in a circle holding hands. Then pick on person to be the start/stop point and place a hoola-hoop on each of their arms. (If possible have two hoops of different sizes) Then instruct the group to pass the hoops around the circle getting them to the opposite side of where they started. Participants may not break the circle made with their arms.

### ***Rope Square***

You need a large circle of rope for this activity. Have each participant hold onto the rope standing in a circle. Instruct the participants to then close their eyes and form a square with the rope. You can give them other shapes to challenge the participants, such as a star. The point of the team builder is to see how members communicate with each other. Ask processing questions such as:

"Who became the voice or leader of the group?"

"Did everyone listen to them, or did people continue to speak over this person?"

"What would have made this easier?"

"How does communicating in this exercise relate to the communication that must happen in the organization?"

### ***Magic Carpet***

Depending on the number of participants have several large mats for participants to stand on. You must have at least two mats. Tell participants that they must flip the mat over and stand on the other side, but participants must continue to stand on the mat at all times. They cannot step off the mat and stand on the floor because since it is a magic carpet they are of course flying and they do not want to fall. Groups will automatically think that they must be competing against each other. But the goal of this team builder is for the groups to work together. If one group allows another to stand on their mat while they flip it over, both teams will be able to succeed. The point to stress when processing the activity is that we often think that we are competing with others but if we step back and look; it is to everyone's benefit if we all work together.

### ***Positive Bombardment***

Have all participants sit in a circle. Make sure that each participant has something to write with. Give each person a sheet of paper. You can have these pre-made with their names already on it, or have them write their own names on the top. Each person then hands their paper to the person on their left. For one minute (or thirty-seconds, depending on time and number of participants) they will write a nice comment about the person whose paper they have. After a minute the papers will again shift one to the left. This will continue until the paper returns to the owner. There are a variety of different ways this activity can be done. You can also have people write on post-it notes and "pat" people on the back with positive comments. The first suggestion is a way to make sure that each member receives equal praise and that someone is not left out.

All of these activities are ways to motivate your organization and encourage members to interact with each other. There are hundreds of icebreakers and team builders available. A simple search on the Internet will produce resources. It is important to keep the activities new, so as not to bored members will the same activity or have people know how to "solve" the problems before the activity starts. A few helpful resources are:

### **Resident Advisor Resources, California State University, Northridge**

[http://housing.csun.edu/raresource/team\\_builders.htm](http://housing.csun.edu/raresource/team_builders.htm)

### **Icebreakers/Mixers**

<http://www.bbyo.org/bbg/ideas/mixers.html>

### **Resident Assistant .com**

[www.residentassistant.com](http://www.residentassistant.com)

### **201 Icebreakers, by [Edie West](#)**

## **RUNNING AN EFFECTING MEETING**

No one has time to attend a meeting that is not productive. The following information can be used as a reference to in helping your students learn to run an effective meeting. By learning how to make meetings effective more can be accomplished at each meeting and members will be more willing to attend and participate throughout the entire meeting. Each meeting should give members the opportunity to discuss and evaluate organization goals and be “on the same page” with all the members of the organization. The following are details on how to keep the meetings running smoothly and efficiently.

### ***Set goals and prepare an agenda for the meeting***

By having a plan and sticking to it, your meeting will remain focused and on track. Agendas provide structure that keep members from discussing topics that are not objectives for the meeting. Executive board members should be consulted when designing the agenda and if possible and appropriate, agendas should be given to all members in advance. Be sure to have researched information necessary for making important decisions and be able to explain the findings of your research to other members. Meetings that do not have agendas tend to drag on endlessly. If necessary, interrupt members who have gotten off topic and direct them back to the agenda.

### ***Arrange logistics well in advance***

Arrive early to each meeting to set up items such as seating arrangements, handouts, nametags, etc. Be sure that there are enough copies of the handouts, agendas, and old minutes, to give to each member. You do not want to run out or have to make more copies at the last minute. You also want to arrive early to be sure that any audio-visual equipment, flip charts, markers, or other supplies are present and work properly.

### ***Start every meeting on time***

If you get into the habit of starting meetings late, members will likely begin to arrive late on a regular basis. If you start meetings on time members will make the effort to arrive on time.

### ***End meetings on time***

People often lose interest at meetings that last longer than one hour, so try and keep meetings to an hour. Let members know that the meeting will last one hour, but then be sure to end on time. Having a plan and an agenda will help. If you do not keep meetings to an hour after announcing an ending time, members will become frustrated. They will begin to dread coming and will even make excuses for not attending.

### ***Be sure that detailed notes are taken***

Each organization should have a secretary. It is impossible for the president to be successful at running an effective meeting while taking notes. Record all voting decisions, motions, and deferred topics. This will help establish records for your organization, as well as provide groundwork for the next meeting’s agenda. Minutes can also help future organization members. Feedback from ideas proposed, problems

and procedures for recruiting new members could be a great asset in helping future members. If time allows, read previous meeting's minutes at the start of the meeting.

### ***Bring closure and end on a positive note***

Come to resolutions at the conclusion of each meeting. If you need to, table unfinished discussions to end meetings in time. Summarize the main points of the meeting and make sure that each member knows how they should prepare for the next meeting.

### ***Specific responsibilities of the president***

It is the president's responsibility to facilitate meetings. As the facilitator the president not only has to be sure that the meeting is effective, the president must be aware of the following:

- Provide a friendly atmosphere so members feel free to express their opinions
- Be interested and enthusiastic-have a positive attitude
- Be a facilitator more than a participant. You are in charge of directing the flow and energy of the meeting. Pay attention to member's body language and listen carefully to what they say. Encourage members to speak who are not participating in the discussion and move the meeting along when one member is monopolizing the conversation. Learn to be gentle but firm with these members.
- Make sure to stick to the agenda
- Personalize the meeting by calling members by name.
- Ask open-ended questions to facilitate discussion, not questions that can be answered with a simple yes or no.
- Listen to each member carefully and be sure you understand the point they are trying to make. Ask them to clarify or restate their remark if you have trouble understanding. Be sure not to discourage members from speaking, especially by telling them that they are wrong.
- Be aware of people who look confused or lost, and restate questions or ideas. Summarize key points when necessary.
- Remember that everything is not just completely on your shoulders. If problems arise, look to other members, especially of exec board, for help. You should remain neutral during conflict.
- Leave time for questions at the end of the meeting.
- Recognize achievements, big and small.
- Tie up loose ends or table discussions until the next meeting. Do not try and make quick decisions just because time has expired.
- End meetings on a positive note. Have members leave feeling happy and not like their time was wasted.
- Be sure that all members are aware of the tasks they need to complete before the next meeting.
- After the meeting has ended, review the minutes. You are responsible for making sure the follow-up plans are put into action. This will also help when developing the next meeting's agenda.

## STUDENT EXECUTIVE RESPONSIBILITIES AND TIMELINES

The following are suggested student organization leader responsibilities for each semester. Because each organization has different needs, each group should develop its own detailed list.

### ***Fall***

1. Get organized and participate in Club Fest and Blast Off during the first week of classes.
2. Schedule your meeting times and locations.
3. Send weekly event calendar to, [sactivities@flsouthern.edu](mailto:sactivities@flsouthern.edu), for posting.
4. Complete Activity Registration forms to register all activities and events.
5. Conduct a general meeting/open house for current and potential members. Include “icebreakers” so students can get to know each other.
6. Put together a packet for your members that includes your group’s constitution, a membership list, a list of goals and objectives, and a calendar that includes scheduled meeting times and special events.
7. Schedule regular meetings with officers and the advisor.
8. Create a budget. How much money will you need from Student Government? Do you plan to do any fundraisers?
9. Petition SGA for funds. Make sure you include an itemized list of what you need and how much it will cost (See the Funding For Student Organizations section of this handbook for specific details).
10. If you haven’t already done so, draft a mission statement and set goals and objectives for the year.

### ***Spring***

1. Review your goals and objectives. Are you on track?
2. Schedule your meeting times and locations.
3. Send weekly event calendar to, [sactivities@flsouthern.edu](mailto:sactivities@flsouthern.edu), for posting.
4. Complete Activity Registration forms to register all activities and events.
5. Prepare for officer election/selection early in the semester.
6. Outgoing officers should train the newly elected/selected officers.
7. Register your organization with Student Activities. Don’t forget about officer grade checks.
8. Write an annual report summarizing the group’s activities, successes and failures. Make recommendations for following years. This is very useful for the new leadership and it provides historical information for the organization’s files.
9. Inform Student Activities of summer address information so officers can be contacted about upcoming events.
10. Participate in Blast Off planning committee meetings.
11. Sign up for a table at Club Fest.

### ***New Officers Should (Spring):***

12. Review organizational files and information with outgoing officers.
13. Locate financial records and go over them with outgoing officers.

14. Have a meeting with your advisor and other new officers to talk about what direction you would like the organization to move in. Discuss successes and failures from the current year.
15. Visit Student Activities for leadership development information.
16. Plan for Fall Orientation and early fall events. Set dates, make plans, and delegate tasks.
17. Hold a goal-setting meeting with all members. What do you want to do next year?
18. Get summer contact information for all of your members.

### **Summer**

19. Write letters to the officers and members to keep them updated. This is also a good way to build motivation and excitement for the fall.
20. Organize your files and discard any unneeded materials.
21. Prepare and organize for early fall events.

Adapted from "Student Organization Leader Responsibilities." Department of Student Life, Division of Student Affairs and Services, Michigan State University. 1999.

## **Student Organization Job Responsibilities**

### **President**

The following responsibilities represent duties for which an organization president might be responsible:

- Preside at organization meetings
- Facilitate executive board meetings
- Represent the organization to the institution
- Be aware of all money matters
- Assist all executive officers
- Serve as spokesperson for the executive board and organization
- Provide motivation for the organization
- Prepare for all meetings
- Coordinate campus wide programs
- Serve on various committees or task forces
- Be open to all opinions and input
- Provide follow-up to organizational tasks
- Inform the executive board of other meeting information
- Organize executive board retreats
- Coordinate the executive board transition

## **Vice President**

The following responsibilities represent duties for which an organization vice president might be responsible:

- Preside at organization meetings in the absence of the president
- Serve as Parliamentarian
- Direct constitutional updating and revision
- Facilitate elections
- Submit term reports
- Serve as liaison to committees
- Perform other duties as directed by the president

## **Treasurer**

The following responsibilities represent duties for which an organization treasurer might be responsible:

- Prepare the organizational budget
- Serve as chair of a finance committee
- Prepare purchase order or supply requests
- Audit books twice per term with adviser
- Maintain a financial history of the organization
- Maintain a working relationship with institutional accounting and SGA finance officers
- Inform the executive board of all financial matters
- Coordinate solicitations
- Maintain an inventory of all equipment and its condition
- Make semester reports of all receipts and disbursements
- Perform other duties as directed by the president

## **Secretary**

The following responsibilities represent duties for which an organization secretary might be responsible:

- Record and maintain minutes of all organization meetings
- Send minutes to all appropriate members and institutional staff
- Prepare an agenda with the president for all meetings

- Keep the organization informed
- Maintain attendance at all meetings
- Maintain a calendar of events
- Serve as the organization's recognition coordinator
- Maintain a phone and e-mail directory of all members
- Reserve meeting rooms
- Advise on public relations
- Maintain the office
- Perform other duties as assigned by the president

*Job Descriptions as listed in Advising Student Groups and Organizations, Dunkel and Schuh, Josey-Bass 1998, ps.53-54.*

## **STUDENT ACTIVITIES RESOURCES**

The Office of Student Activities, located in the L. N. Pipkin Bandshell, is home to the Student Government Association, the Association of Campus Entertainment, Greek Life, Pathfinders leadership program, and clubs and student organizations. The programs, activities, and staff members in Student Activities are great resources for every organization. The following are specific resources that Student Activities can offer.

For more information about the Office of Student Activities please call (863) 680-4499.

### ***ClubFest***

Each fall the Office of Student Activities hosts ClubFest; an event that brings campus organizations together so prospective members can gather information about all the great things there are to do on campus. Student organizations are encouraged to attend this event because it gives them a chance to interact with other organizations and it is a fantastic way to meet and recruit new members.

### ***Leadership Programs***

The Pathfinders program is an emerging leaders program created to enhance the leadership skills of first year students. Pathfinders hosts a series of monthly leadership development workshops focusing on topics like time management, organization, and goal setting. Student organizations are invited to present information about membership opportunities or upcoming events to the Pathfinders group.

### ***Publicity Assistance***

The Office of Student Activities staff is available to help student organizations develop new marketing ideas for their events or to recruit new members. Stop by the Pipkin Bandshell for more information.

### ***Event Planning Assistance***

The Office of Student Activities staff is also available to help student organizations put together large events like outdoor movies or concerts. We can help with anything from recruiting talent to reserving space, equipment, or supplies.

### ***Leadership Library***

The Office of Student Activities features a leadership library that includes resources on public speaking, time management, group dynamics, and much more. Books can be checked out or students are free to browse through them in the office.

# GREEK ADVISOR SUPPLEMENT

## THE CHAPTER ADVISOR'S ROLE AND PURPOSE

A Chapter Advisor must:

- Have a relatively poor memory so as to not begin a sentence with “When I was in the chapter...”
- Have an adjustable hearing aid and be able to tune out loud stereos during a serious conversation, yet be able to pick up the slightest rumbling of chapter unrest.
- Have excellent eyesight and be able to distinguish a mountain from a molehill at 50 paces every time!
- Be able to bite his or her tongue frequently and effectively.
- Have a tough hide, for he or she will often take the brunt when things go wrong.
- Have a flexible schedule, for most executive council meetings and serious crises will occur between 11:00 pm and 4:00 am

*Taken from “The Florida Connection.” January/February, p. 4, The University of Florida*

By agreeing to serve as a Chapter Advisor, you become an example of what every chapter member should strive to be one day—a dedicated alumnus, proof that membership commitment lasts a lifetime.

An older individual you admired and respected probably positively influenced your college experience. Keep this in mind as you fulfill your responsibilities as Chapter Advisor. Just as you held that special person in high esteem, as somewhat of a mentor, hopefully the chapter members you advise will come to regard you in the same positive way. As the Chapter Advisor, you will have opportunities to improve lives and facilitate student development.

A chapter is only as strong as its alumni support. Keeping this in mind justifies the following statement. **The chapter is as strong as its Chapter Advisor.** Your consistent presence at meetings, assistance, and consultation can play a dynamic role in the chapter's success.

The Chapter Advisor does, indeed, have a significant place in the chapter. While the job of the Chapter Advisor may seem thankless at times, the need for alumni support and guidance is always present.

As Chapter Advisor, you should advise and not lead. A large part of the undergraduate fraternity/sorority experience involves functioning as the leaders and voting members of the chapter. Members must be held individually responsible for their actions and decisions. Consequently, members must also learn to hold **one another** responsible. The Chapter Advisor *cannot* make decisions for them. Instead, the alumnus advises members about the importance of responsibility.

**As an advisor, you must allow the chapter members the chance to learn and to be empowered to make independent decisions. Your role is to advise, not lead.**

## **WHAT A CHAPTER LOOKS FOR IN AN ADVISOR**

### ***Integrity***

Finding an advisor who is responsible and trustworthy is a major concern for a chapter. Advisors with integrity not only do things right, but they also do right things. A strong sense of integrity can help create organizational unity. Chapter members will then learn responsibility.

### ***Good Judgment***

When advisors show respect for Florida Southern College rules, regulations and staff, that respect rubs off on chapter members. Any chapter policy or revision of said policy, in the form of bylaws, constitution or amended code, must not contradict policy already in place by Florida Southern College.

### ***Experience***

Advisors are a “step ahead” of chapter leaders because they have already tackled many of life’s challenges through work, family, and volunteer experiences. Advisors use the power of suggestion to share ideas and strategies with chapter leaders or the entire chapter. A good manager models good leadership skills and is an excellent asset to the chapter.

Through utilizing the advisor’s personal experience is important; he or she must allow the student chapter members to be self-governing. The advisor should have the tolerance to let them fail; students then learn to take responsibility for their actions.

### ***Availability***

Your accessibility to the students is a key to success. Readiness to attend chapter meetings and special events is equally important. Be willing to devote extra time and effort to your chapter, provided the chapter gives you “fair warning”. By making yourself available and readily accessible, the chapter will share its mission and goals with you.

### ***Support***

Students value positive feedback. Give it to them. At the same time, support the chapter leaders by asking for “more than 100%” from them. They will interpret this as faith in their ability to accomplish tasks, no matter how lofty the goals may seem.

### ***Honesty***

Expect your chapter leadership to be upright and honest with you. Acknowledge mistakes in a positive way. This will demand confidentiality from time to time. Always remind them that they are individually accountable to the chapter.

### ***Time Management***

Your time at the chapter should be well spent. Demand that the chapter keeps you abreast of current happenings or changes in schedules. Likewise, you should possess a good understanding of time budgeting. Remember your obligations to the chapter as you plan time elsewhere.

## **HOW FAR SHOULD A CHAPTER ADVISOR GO?**

As a Chapter Advisor, you might find yourself in difficult positions. Many will present ethical dilemmas for you to reconcile. The men/women you advise might test you by lacing you between themselves and their problems. They might plead with you to help them out of a crisis.

When a chapter member asks you for help, it is important to ask yourself a few questions before saying yes or no:

1. Will your assistance only temporarily remedy the problem? Will your assistance only “bandage” the problem as an immediate fix for the member? Or will the member really benefit from your help in the long run?
2. Will your assistance jeopardize your integrity or ethical principles as the Chapter Advisor?
3. What message will your assistance convey to other chapter members and alumni?
4. How will your assistance impact other Chapter Advisors at Florida Southern College?
5. How will your assistance affect you in terms of other time commitments, personal energy, and mental fatigue?

Once you have asked yourself these five questions, if you decide to assist your chapter members, remember to always set limits.

As a Chapter Advisor you must set limits as to the extent of your involvement. You simply do not have the time to do everything and tackle all issues and problems. The chapter must also be limited. Due to the students' lack of the necessary resources and due to the legal and ethical implication, the Chapter Advisor must guide the chapter in adopting the right kind of limits. This does not mean that the advisor should overwhelm them with rigid limits. Each limit should be evaluated in terms of its worth. Necessary limits must be carefully chosen, and the chapter's point of view must be considered.

## FLORIDA SOUTHERN COLLEGE STATEMENT OF EXPECTATIONS FOR GREEK LETTER ORGANIZATIONS

Fraternity and sorority chapters have been established on the campus of Florida Southern College through joint sponsorship of the College and the various inter/national organizations. This statement affirms the relationship among Florida Southern College, its recognized chapters/colonies of National Panhellenic Conference (NPC), National Interfraternity Council (NIC), and National Pan-Hellenic Conference (NPHC), and their respective inter/national organizations. In recognition of the potentially important role of Greek letter organizations in individual student development and the significant contribution they can provide to the comprehensive mission of the College community, Florida Southern College continues to support their growth.

The College is committed to assisting each member chapter of the Interfraternity and Panhellenic Councils in developing and pursuing a positive intellectual, social, and spiritual atmosphere, and to meeting both College standards and the standards of its inter/national organization. In recognition of the extent to which the concerns of Greek letter organizations are reflective of the College Mission, self regulation of the recognized chapters, acting independently or through the Interfraternity and/or Panhellenic Council, will be encouraged and supported at all times.

### ***University Recognition***

Any fraternity and sorority seeking to obtain, maintain, or renew recognition from Florida Southern College must be affiliated with the NPC, NIC, or the NPHC. In order for Greek letter organizations to secure and maintain College recognition, they must also be active members of the Interfraternity or Panhellenic Council. They must also complete the Student Organization Registration form each semester and file it with the Office of Student Activities.

Specific policies and procedures exist within each of the governing organizations, IFC and Panhellenic Councils, to establish new chapters. Students interested in forming a chapter must first receive the support and recognition of the Interfraternity, Panhellenic, or Pan-Hellenic Councils, respectively. Future information on expansion policies is available through the Office of Student Activities.

### ***Expectations***

Greek letter organizations are different in some respects from other student organizations, particularly in membership selection, secret rituals of initiation, the broad scope of organizational activities, and high campus visibility. Therefore, the College has defined specific standards of performance and behavior that all Greek letter organizations must meet to continue their affiliation with the College. These expectations include, but are not limited to:

1. **Integrity. All fraternity and sorority chapter members, new members, and affiliates are expected to speak and act with honesty and scrupulous respect for the human dignity of others.** Failure to act when infractions are known, or attempting to conceal misbehavior, critically affects the level of trust that must exist for a positive and continuing relationship between the

organization and the College. Further, acting with integrity includes not only following written policy, but also the intent of the policy.

2. **It is expected that Greek letter organization leaders and members understand College policy, which includes federal, state, and local laws, as promulgated in the *Student Judicial Manual*, and assume personal and organizational responsibility and accountability for adherence to those policies.** Florida Southern College does not expect perfection from its organizations or students. We do, though, expect a good faith effort to promote responsible programs and individual behavior, and an honest and sincere attempt to deal with behavior contrary to published standards. We expect clear standards that promote student-member development.
3. **It is expected that Greek letter organization leaders and members understand all policies as set forth by the chapters' inter/national organizations and that they assume responsibility and accountability for adherence to these policies.** In the event of a conflict between inter/national and College policy, the stricter of the two policies and/or interpretations shall be enforced, unless the College judges that inter/national policy is in conflict with College policy or values. In that situation, College policy shall take precedence.
4. **Each chapter will have both a College organizational advisor and a Chapter Advisor who actively help the chapter identify, implement, and attain its goals. It is the chapter's responsibility to keep advisors fully informed and involved in all chapter matters.** Organizational advisors can be of invaluable assistance to the chapter officers and members, providing advice on operation and activities of the organization. They provide one of the best means of ensuring continuity in the organization and may act as liaisons between the chapter, the College, and the inter/national organization.
5. **All recognized chapters will actively participate in the Interfraternity and Panhellenic Council, and the two Councils will communicate and cooperate for the benefit of the entire Greek system.** These organizations can provide the best opportunity to ensure cooperation among chapters, promoting a strong Greek system in terms of creating policy, providing system-wide resources for educational opportunities, monitoring activities, and ensuring behaviors that reflect positively on the Greek system in terms of creating policy, providing system-wide resources for educational opportunities, monitoring activities, and ensuring behaviors that reflect positively on the Greek system and Florida Southern College.
6. **The Greek system and each chapter will develop a set of goals and objectives that guide the progress of the system and chapter and serve as a basis for the annual evaluation and report.** The goals should reflect and support Florida Southern College's goals, character, and mission, as well as the constitutionally stated purpose of the organization.
7. **The chapters will facilitate and enhance the members' academic performance.** Greek letter organizations must place the highest emphasis on academic performance and foster an atmosphere of scholarly pursuit. Each chapter should carefully monitor the academic behavior and, with permission, the academic performance of its members. Students experiencing difficulty will be offered assistance and encouraged to seek help from faculty, students, and other

campus resources. *In order to participate in the recruitment process, become an initiated member and/or hold a major office (executive board position), students must be in good standing with the College and maintain a minimum 2.0 GPA.*

8. **All recruitment activities will be conducted in a manner that honestly characterizes the chapters' strengths and weaknesses, opportunities and activities, and the responsibilities of membership.** Chapters are actively encouraged to use this opportunity to solicit the interest of a culturally and ethnically diverse membership pool that will result in an active membership of similar description. Chapters are expected to adhere to all ethical guidelines and rules of the recruitment process as set forth by Interfraternity and Panhellenic Councils.
9. **New member programs will be conducted in a manner of mutual respect between the initiated member and the new member.** In order to educate new members in history, rituals, traditions, rules, and obligations, and to integrate the new members into full membership, a new member program must be developed annually by each chapter. The new member program should be reviewed by chapter officers and advisors annually to determine its effectiveness. *Hazing is in no way part of a new member program and will not be tolerated.*
10. **Social activities will be conducted in a manner that promotes positive social development and healthy lifestyle behaviors.** Each chapter provides for the socialization of its members as a group and also for interaction of its group and also for interaction of its group with other Greek and non-Greek organizations. Chapters should be aware of and practice individual and group responsibility for preventing substance abuse and for promoting healthy lifestyle behaviors. When planning a social activity, chapters are to follow Florida Southern College regulations regarding alcohol along with federal, state, and local laws and inter/national organization guidelines.
11. **Chapter programs will provide the intellectual, spiritual, moral, physical, cultural, and social development of members.** Chapters need to support and provide a continual and progressive educational curriculum designed to inform, challenge, and prepare members for successful college careers and their lives beyond. The use of campus, local, alumni/ae, and inter/national resources is strongly encouraged. Members will be encouraged to participate in other learning opportunities involving a diverse population, whenever possible.
12. **Chapters and members must be cognizant of how their behavior and activities positively or negatively impact the on and off-campus community. As such, it is the individual and collective responsibility of groups to present a positive image at all times, and to be mindful of the rights and sensibilities of the people with whom they come in contact.** No person or organization is an island; we are all part of some community, specifically, and the larger Florida Southern College community, generally. Respecting the rights of others and making positive contributions are ways Greeks demonstrate responsible behavior in the community.
13. **Chapter should strongly encourage members to be active participants in at least one other campus organization.** Active participation in campus organizations is integral in the effort to make a positive impact on the campus community, and to each member's personal development.

14. **Chapter will meet financial obligations in a manner that establishes an accountable relationship between officers, members, and community and college businesses.** Detailed records of all financial transactions must be kept and reported regularly to the membership. Contracts should be carefully reviewed to protect the organization, and to ensure that the organization can meet the financial obligations. Contracts will not directly, or by implication, obligate Florida Southern College, in any manner.
15. **Each chapter will conduct an annual evaluation of its adherence to these College standards and the expectations of its inter/national organization. This evaluation must be typewritten and submitted to the Interfraternity and Panhellenic Council Advisor.** Evaluation is an essential practice that tells chapter where they stand in terms of established goals and College and inter/national expectations. Evaluation also aids incoming officers in effective chapter leadership. This understanding helps to keep organizations vibrant and contributing members of the Florida Southern College community.
16. **Risk Management: please see the Risk Management section of this handbook for risk management regulations.**

In order to remain in good standing, recognized Greek letter organizations must meet the above expectations. Failure to consistently meet these standards will result in the review of the organization by the Office of Greek Life and may result in the withdrawal of College recognition.

## **FLORIDA SOUTHERN COLLEGE BOARD OF TRUSTEES RESOLUTION**

We, the Board of Trustees of Florida Southern College, believe that Greek organizations can be a valuable component of the undergraduate experience. As such, Greek organizations are partners with the College in a mutually supportive educational endeavor. Greek organizations and Florida Southern College sustain their relationship with a mutual pledge to promote the development of the whole person through striving for excellence in scholarship, leadership, campus and community service, philanthropy, spiritual guidance, and social responsibility.

The College is committed to assisting Greek organizations achieve the highest expectations exemplified in their founding values—values which are consistent with the mission of Florida Southern College. Therefore, it is the intent of the Board of Trustees to uphold traditions that positively reflect upon our College, the alumni, and the undergraduate community, and discourage behaviors that are antithetical to the mission of Florida Southern College and the ideals of Greek organizations.

## **BASIC EXPECTATIONS OF FRATERNITY MEMBERSHIP**

In an effort to lessen the disparity between fraternity ideals and individual behavior and to personalize these ideals in the daily undergraduate experience, the following Basic Expectations of Fraternity Membership have been established.

- I will know and understand the ideals expressed in my fraternity ritual and will strive to incorporate them in my daily life.
- I will strive for academic achievement and practice academic integrity.
- I will respect the dignity of all persons; therefore, I will not physically, psychologically, or sexually abuse or haze any human being.
- I will protect the health and safety of all human beings.
- I will respect my property and the property of others; therefore, I will neither abuse nor tolerate the abuse of property.
- I will meet my financial obligations in a timely manner.
- I will neither use nor support the use of illegal drugs; I will neither misuse nor support the misuse of alcohol.
- I acknowledge that a clean and attractive environment is essential to both physical and mental health; therefore, I will do all in my power to see that the chapter property is properly cleaned and maintained.
- I will challenge all my fraternity members to abide by these fraternal expectations and will confront those who violate them.

## **PAPERWORK AND PROCEDURES**

An advisor should be aware of all paperwork submitted by the organization. The forms required by the Offices of Student Activities and Greek Life are a necessary part of keeping updated, accurate records. The following is a description of the forms that must be completed each year. Sample forms are included in the Appendix at the back of this handbook.

### ***Chapter Member Rosters***

Chapter member rosters are especially important for keeping updated records and accurate grade reports. At the beginning of the fall and spring semesters, a chapter membership roster is mailed to the Chapter President. It is the President's responsibility to correct and update this roster, as it will not be changed or corrected unless the Chapter President does so. A chapter member on "inactive status" should not be left off a grade report unless the inactive status lasts for at least one year (see the NPC Manual of Information). Changes cannot be made on the roster after mid-term grades are posted, and it will be considered final.

### ***Grade Reports***

Grade reports are sent out to Chapter Presidents, Advisors, and National Headquarters at the conclusion of each semester. The members included on the grade report are considered final, unless the Office of Student Activities or Institutional Research has made an error. A chapter not updating their member roster is not justified in requesting the rerunning of a grade report.

The information contained on grade reports should be considered private among the appropriate chapter officers, advisors, and individual members. The individual grades on the report should not be posted or broadcast to the entire chapter without permission from those individual student who may not want their grades released.

### ***TEMP CARDS***

Members that do not reside in designated chapter housing can obtain a temporary swipe card in the Office of Student Activities that will allow access to designated chapter residence halls. Please complete the Chapter Safety Form with names, signatures, and ID numbers of members. Form must be signed by president to verify membership before temporary swipe cards will be issued.

### **ELIGIBILITY AND CERTIFICATION OF MEMBERSHIP**

To be offered membership in a Greek organization, a student must meet the following requirements (FSC Student Handbook):

1. Cumulative GPA of at least 2.0
2. Previous semester GPA of at least 2.0 on at least 12 hours
3. Free from academic and social probation
4. Currently carrying at least 12 hours at FSC

5. Completion of one full semester at FSC or one full semester of credit hours after the completion of high school, excluding summer school.

### **Continuous Open Bidding**

Before offering membership to any student, the chapter must submit the proposed bid list form to the Greek Advisor, or designee. The chapter should indicate on this list if their GPA requirement for membership is higher than 2.0. The Greek Advisor, or designee, will verify the potential members grades and other membership requirements, and return the list to the chapter within 48 hours, with an indication of eligibility next to each potential member's name. A designated officer of the chapter must sign the list, indicating that they have received the list of eligible and ineligible potential new members. A copy of this list will be kept in the Office of Student Activities for future reference.

If chapters desire exact GPAs of potential members, they must obtain a signature from the potential member on the proposed bid list. Exact GPAs of potential members cannot be released without a signature.

A chapter must give the Greek Advisor, or designee, the list of names before offering membership. If membership is offered prior to verification by the Office of Student Activities and the potential member is found to be ineligible, it is the chapter's responsibility to contact that potential member and render the bid void. "Underground" pledging of new members is not acceptable and is considered a serious offense of both Interfraternity and Panhellenic Council Recruitment policies.

### **Formal Recruitment**

The Vice President for Recruitment of Panhellenic and Interfraternity Councils will be responsible for obtaining the names and signature of potential new members through a Recruitment registration process. The chapters will receive an alphabetized list with exact GPAs of potential members that may be offered bids during the Formal Recruitment period.

### **Initiation Notification Form**

Form needs to be completed and submitted to the Office of Student Activities one week prior to pre-initiation and initiation activities.

## **GREEK FACILITIES AND HOUSING**

Florida Southern College's social Greek organizations are housed in College owned residence halls. Within these facilities social Greek organizations are provided living space and whenever possible chapter and storage facilities. The following information describes the processes and procedures associated with Greek housing. Newly approved organizations will be placed on a waiting list until facilities become available.

### ***Room Assignments***

During the room re-application process in the spring, each fraternity will be given first access to suites in one of the Publix Commons buildings based on the number of active members listed on the chapter roster. Each sorority will be given first access to rooms in their designated Panhellenic hall. Chapters will be given a blank roster indicating the rooms they are able to fill with members or any other student who is eligible for on-campus housing. Chapters must turn their rosters in at the Office of Residence Life by the specified deadline to secure their rooms. Any room not filled by the chapter at the deadline date will be filled during the room re-application process. A chapter representative should remain in contact with the Office of Residence Life regarding the process to receive updates on the status of their rooms. Whenever possible the Office of Residence Life will consult the chapter regarding rooms in chapter space that become available after the initial roster is turned in.

### ***Chapter Rooms***

Whenever possible, each Greek organization is given access to a private chapter room. Only members of the organization and the organizations' advisor will have regular access to these rooms. Keys to these rooms will be kept with the Office of Student Activities, Facilities Maintenance and with Campus Safety to be used when repair work is being done or in emergency situations.

### ***Building Lobbies***

Each of the areas that house Greek organizations feature lobbies or lounges. These spaces are common areas open to all residents of the facility.

### ***Storage Facilities***

Chapters may not store individual members' personal items in any storage facility including, but not limited to, non-lobby furniture, carpets, and refrigerators. Residence Life staff will inspect storage areas during hall closing in the spring.

\*Bedrooms, suites, chapter rooms, and lobbies are all parts of Florida Southern College residence halls and are therefore governed by Residence Hall policies. These policies must be followed by anyone using these facilities. Chapters are responsible for knowing and abiding by these policies as well as any other policy outlined in the Student Handbook or the Judicial Handbook.

\*\*Candles are not allowed in the Residence Halls under any circumstances. Candles used for recruitment or ritual events in non-residential facilities may be stored at the Office of Student Activities.

\*\*\*Residents of these areas are responsible for the maintenance of any items they purchase for bedrooms, suites, chapter rooms, and lobbies.

### ***Building Improvements: Interior and Exterior***

Procedures must be followed before any changes are made to residence halls and chapter areas:

- **FACILITIES IMPROVEMENTS FORM.** Before **ANY** permanent physical changes are made in **ANY** part of the residence halls, inside or out, a Facilities Improvements Form (FIM) must be completed and turned in at the Office of Student Activities. The FIM Form asks for a detailed description of work to be done and justification for the request.
- After the FIM Form is turned in, the Director of Student Activities and the Greek Advisor will review the request with the Office of Residence Life. Approved requests will be forwarded to the Vice President of Student Life.
- The form is subject to approval by the Vice President of Student Life, who will forward acceptable requests to the Vice President of Finance.
- After FIM forms are received and approved by the Vice President of Business and Finance the request will be forwarded to Facilities Maintenance where a work order will be generated. Requests deemed unacceptable will be returned to the Office of Student Activities.

Once a FIM form is approved, work will be scheduled. Chapters must work with Facilities Maintenance to arrange for work to be done (including choosing paint colors, scheduling the project, etc.)

Whenever possible, work should be contracted through Facilities Maintenance at Florida Southern College. If organizations would like to use an outside vendor they must supply a detailed description of the work being completed as well as an official price quote from the vendor with their initial FIM request. Chapters should not plan on painting or making any repairs themselves.

Chapters who have **ANY** permanent physical changes made to their designated space (i.e., chapter rooms, or lobbies) without completing a FIM request and waiting for approval will be sanctioned by the Office of Student Activities. Sanctions include but are not limited to monetary fines, suspension of recruitment privileges, and loss of housing privileges.

\*Building exteriors must retain a uniform look. Requests to alter the outside appearance of a residence hall building will not be approved with the exception of sidewalk painting outside the Publix Commons entrances and hanging Greek letters at both the Publix Commons and Panhellenic. Chapters may submit FIM requests to paint the sidewalks outside of the Publix Commons entrances. The request must include a detailed drawing of the proposed design. Painting may not extend out onto city sidewalks or the

sidewalks connecting the Publix Commons buildings. Chapters may request that Facilities Maintenance hang approved Greek letters outside their facilities.

\*\* Vandalism of any kind will not be tolerated.

\*\*\*Non-cosmetic changes, problems, or concerns with the residence halls should be brought to the attention of the Residence Life staff and Facilities Maintenance through the completion of a Facilities Work Request Form.

### ***Funding for Building Improvements***

After a FIM request has been approved it is the responsibility of the organization to provide funding for the project.

### **Lobby Funds**

Lobby fund request forms must be completed and turned in with a FIM form to the Office of Student Activities by the specified date (see the Office of Student Activities for this date) to receive consideration. After the deadline has passed, all Lobby fund requests will be reviewed. Projects and funds will be approved based on the number of requests and the amount available in the lobby fund account. This amount will vary from year to year depending on other improvements being made across campus. Organizations will receive written notification from the Office of Student Activities regarding the status of the lobby fund request within two weeks of the specified deadline date.

Lobby funds may be requested for improvements that will be made in building lobbies **only**. Requests will not be approved for items or projects associated with chapter rooms, kitchens, atriums, suites, or individual rooms. Ideally lobby funds should be requested for improvements to the physical structure of a facility (i.e., painting, carpeting, ceiling fans, etc.). In instances where requests for non-permanent improvements (i.e., furniture, decorations, appliances, etc.) are granted, the Office of Student Activities will keep an inventory of all items purchased. Organizations will be sanctioned if the items are found missing—missing items will not be replaced.

If all or part of an organizations' lobby fund request is approved the organization must either purchase items with their own funds, which will only be reimbursed after original itemized receipts listing the approved items are submitted to the Office of Student Activities. If organizations are not able to purchase items with their own funds, they may request a purchase order through the Office of Student Activities. Chapters may purchase items on their own or may pay for physical changes approved in the FIM form before the lobby fund deadline, but must be aware that **lobby funds are not guaranteed. If an organization's lobby fund request is not approved they will not be reimbursed for items already purchased.**

### **Use of Greek Space in the Residence Halls**

The chapter rooms provided for each organization are the only areas designated for use exclusively and privately by Greek organizations. All other areas in the residence halls must remain open and available for use by all building residents. However, the

Office of Student Activities and the Office of Residence Life recognize that during certain times throughout the year (i.e., recruitment and initiation) organizations may desire privacy. While it is impossible to prevent any resident from entering or exiting the buildings or to require that a resident leave his or her room, the Office of Student Activities and the Office of Residence Life will work with chapters to reach a suitable compromise for all residents. For example, chapters must provide the Office of Student Activities and the Office of Residence Life with schedules of events taking place in the residence halls during these times. These schedules should be provided at least one week in advance.

## **RISK MANAGEMENT**

### ***Introduction to FIPG, Inc. and Its History***

The 1980s saw a rapid increase in the number of lawsuits across the nation. Insurance claims and lawsuits resulting from the activities of college-aged men and women grew tremendously. Unfortunately, statistics began to show that the Greek system faced even greater risks and dangers. By the late 1980s fraternities and sororities were ranked by the National Association of Insurance Commissioners as the sixth worst risk for insurance companies.

Insurance companies were forced to respond. The cost of policies offered to Greek organizations began to soar, while the coverage available plummeted. Many underwriters simply dropped the policies and walked away from the Greek business.

Finally in 1987 the Fraternity Insurance Purchasing Group (FIPG) adopted the Articles of Incorporation. This act forever changed Greek social activities and introduced them to terms such as risk management, host liquor, umbrella policies, and legal liability.

FIPG's mission states "FIPG, Inc. is a consortium of men's and women's fraternities and sororities which provides leadership in establishing and developing policies and practices for member and organizations, educates and supports undergraduates, alumni/alumnae and Greek systems in risk management, and works to improve and enhance the image and reputation of all Greek-letter organizations through risk management.

Prior to the formation of this group, most Greeks believed that protection against risk and damage was a simple process: just get liability insurance. Yet as insurance companies became reluctant to provide coverage to Greeks, a new way of looking at insurance was needed. This required two things:

1. The best insurance coverage available
2. A comprehensive risk management plan

Therefore, the original concept behind FIPG, Inc. was simple and two-fold. First adopt a risk management plan that would help reduce exposure to risk. Second, use the group buying power of many national organizations as leverage to obtain more extensive coverage at lower premiums.

Through the policies of FIPG, Inc., risk management became a way of thinking, a way or making sure that individual members, chapters, and national organizations were not unnecessarily exposed to risk.

Today it has become easier for Greeks to individually purchase insurance, but the risk management policy continues to be used. Risk management was therefore created to reduce Greek chapters and member's exposure to insurance claims but it remains a vital resource for planning events and protecting members. By adoption and enforcement of the FIPG risk management policy, member fraternities are living up to

their responsibility to protect their members from harm and ensure the good reputation of Greek Life.

According to the Student Judicial Manual of Florida Southern College, Greek organizations are expected to adhere to the FIPG policies and all chapter and national risk management policies (including non-FIPG guidelines). **The Risk Management Policy of the Fraternity Insurance Purchasing Group (FIPG) includes the following provisions and shall apply to all fraternity entities and all levels of fraternity membership. All chapters, even those who are not insured by FIPG, must follow these policies. In the event that an individual chapter is not insured by FIPG, they shall follow the more strict policy.**

### **FIPG: Focus on Implementation**

In order to implement an effective Risk Management Program, each chapter should utilize an officer or committee within the chapter to oversee risk management activities and to ensure that necessary precautions are taken to prevent accidents and injuries. Chapter leaders should realize that the ultimate goal of any Risk Management Program is to achieve the safest environment possible for our initiated members, pledged members and guests.

In developing an effective organization for implementing a Risk Management Program, each chapter is expected to comply with federal, state and local laws and university regulations. Member fraternities and sororities are expected to comply with FIPG policies in the situation where the university policies are less restrictive.

### **THE ROLE OF THE CHAPTER PRESIDENT**

The chapter president must:

1. exhibit leadership in risk management efforts;
2. appoint someone or serve as the risk manager;
3. understand and execute a Crisis Management Plan;
4. review annually national policies with initiated and pledged members;
5. make certain chapter policies comply with federal, state and local laws and with university regulations;
6. assist the social chairman with planning; and
7. keep the chapter executive board actively involved with risk management.

### **THE ROLE OF THE ALUMNAE/ALUMNI BOARD**

The house corporation board and/or advisory board must:

1. inspect the chapter house and property; and
2. assist the chapter leadership with enforcement of policies.

### **THE ROLE OF THE CHAPTER EXECUTIVE BOARD**

The executive board plays an essential part in the implementation of an effective Risk Management Policy. As stated earlier, an effective Risk Management Program will result only from announced and demonstrated commitment by the chapter leadership. It is imperative that the chapter officers understand and support a chapter's efforts in the area of risk management and risk reduction.

### **Social Chairman's Responsibilities**

- a. know the national fraternity's policies
- b. complete a planning checklist for each social function
- c. implement carding and security at events; and
- d. plan for member and guest safety

### **House Manager's Responsibilities**

- a. conduct periodic inspections of the building and grounds, issuing written recommendations
- b. conduct periodic evacuation drills

### **Risk Manager's Responsibilities**

- a. develop and implement the chapter's Risk Management Plan
- b. develop a Crisis Management Plan
- c. conduct educational seminars for the chapter
- d. advise the chapter president of items or conditions that place the chapter at risk
- e. conduct investigations of and submit reports on all accidents and injuries

## **THE ROLE OF EACH CHAPTER MEMBER AND THE ALUMNA/ALUMNUS RISK MANAGEMENT ADVISOR**

### **Initiated and pledged chapter members and employees must:**

- a. become familiar with Risk Management Policy;
- b. report unsafe conditions; and
- c. attend risk management programs.

### **The alumna/alumnus Risk Management Advisor must:**

- a. verify that the chapter has developed, implemented and communicated a Risk Management Policy;
- b. verify use of the planning form by the social chairman;
- c. assist in implementing safety recommendations; and
- d. serve in an advisory capacity in investigating and reporting accidents and injuries.

Although the development and implementation of an effective Risk Management Program falls under the job descriptions of a few officers, it clearly is the responsibility of each member in every chapter. We all have the responsibility to protect our members from harm, ensure the good public reputation of our fraternity and make certain that our

leaders and treasuries, both chapter and national, and the families of our individual members are protected against claims. For the continued enjoyment of fraternity life by future generations, it is imperative that today we faithfully observe and enforce FIPG's Risk Management Policy.

## **FIPG FOCUS on ALCOHOL and SOCIAL EVENTS**

### **FIPG Policy on Alcohol and Drugs**

- The possession, sale, use or consumption of ALCOHOLIC BEVERAGES, while on chapter premises or during a fraternity event, in any situation sponsored or endorsed by the chapter, or at any event an observer would associate with the fraternity, must be in compliance with all applicable laws of the state, province, county, city and institution of higher education, and must comply with either the BYOB or Third Party Vendor Guidelines.
- No alcoholic beverages may be purchased through chapter funds nor may the purchase of same for members or guests be undertaken or coordinated by any member in the name of, or on behalf of, the chapter. The purchase or use of a bulk quantity or common sources of such alcoholic beverage, e.g. kegs or cases, is prohibited.
- OPEN PARTIES, meaning those with unrestricted access by non-members of the fraternity, without specific invitation, where alcohol is present, shall be prohibited.
- No members, collectively or individually, shall purchase for, serve to, or sell alcoholic beverages to any minor (i.e., those under legal "drinking age").
- The possession, sale or use of any ILLEGAL DRUGS or CONTROLLED SUBSTANCES while on chapter premises or during a fraternity event or at any event that an observer would associate with the fraternity, is strictly prohibited.
- No chapter may co-sponsor an event with an alcohol distributor, charitable organization or tavern (tavern defined as an establishment generating more than half of annual gross sales from alcohol) where alcohol is given away, sold or otherwise provided to those present.
- No chapter may co-sponsor or co-finance a function where alcohol is purchased by any of the host chapters, groups or organizations.
- All rush activities associated with any chapter will be a DRY rush function.
- No member shall permit, tolerate, encourage or participate in "drinking games."
- No alcohol shall be present at any pledge/associate member/novice program, activity or ritual of the chapter.

## **HOSTING A PARTY WITHIN FIPG GUIDELINES AND SOME COMMON SENSE**

1. HOST A CLOSED PARTY
  - a. Members, associates, and dates.
  - b. Limit guests to one couple per member
2. FOCUS decorations and activities ON THE THEME OF THE PARTY, NOT ALCOHOL.
3. SERVE FOOD.
  - a. Appropriate to theme
  - b. Avoid salty foods or snacks; serve foods high in protein
4. APPOINT PARTY MONITORS
  - a. Oversee the party to make sure all attending are well behaved.
  - b. Agree not to consume alcohol that evening
  - c. Act as sober hosts who agree to make sure party starts and ends on time and that the bar opens and closes on time
5. APPOINT DESIGNATED DRIVERS
  - a. Will check all car and other motor vehicle keys at door as party begins
  - b. Act as sober hosts who agree to provide transportation home to any guest determined to be impaired, and to make arrangements to return keys the next day
6. DO NOT USE CHAPTER FUNDS TO PURCHASE ALCOHOL
  - a. Make event a "Bring Your Own" and limit amount allowed. For example, for a four-hour party, limit each person of legal drinking age to a six-pack of beer or six ounces of straight alcohol
  - b. Do not allow members to pass the hat to purchase alcohol
7. DO NOT SELL ALCOHOL
  - a. Charging for admission or a cup and then providing alcohol is no different than selling by the drink.
  - b. The chapter cannot provide alcohol under any circumstances, even if it is served free to members and guests.
  - c. Do not allow undergraduates or alumni to establish bar tabs for the event.
8. CONDUCT "BRING YOUR OWN" EVENTS, USING THE NATIONAL INTERFRATERNITY CONFERENCE guide, *Making Bring Your Own Beverage Events Happen*

9. CHECK IDs AT THE DOOR, AND IDENTIFY THOSE OVER THE LEGAL DRINKING AGE in some unique way, such as wrist bracelets.
10. SERVE NON-ALCOHOLIC BEVERAGES and display them attractively
  - a. Use same cups for alcoholic and non-alcoholic drinks so everyone feels comfortable
  - b. Be imaginative; serve a non-alcoholic drink that goes with the party theme
11. SET STARTING TIME AND ENDING TIME for the party and stick with them, limit the party to four hours
12. DO NOT PERMIT DRINKING GAMES
13. MONITOR FOR THE INTOXICATED
  - a. Stay with the person; have the person sleep on his or her side to prevent choking
  - b. If he/she has any breathing problems, check for clear air passage, administer mouth-to-mouth resuscitation and call for emergency medical help immediately
  - c. Avoid problems, limit guests to no more than a six pack of beer or the equivalent
14. BE A RESPONSIBLE HOST
  - a. If you invite a guest, you are responsible for controlling his or her behavior
  - b. Hosting a party is not a lark; all members and especially the officers are accountable if a problem occurs
15. DO NOT ALLOW BOTTLES - Bottles provide an opportunity for broken glass and injury to your guests. Restrict consumption of any beverages to cans and plastic cups.

### **FIPG FOCUS on DRUGS**

The Risk Management Policy of the FIPG, Inc. shall apply to all member men's and women's fraternity entities and all levels of fraternity membership. The policy specifically addresses the issue of drugs as follows:

#### **FIPG Policy on Drugs**

The possession, sale or use of any **ILLEGAL DRUGS** or **CONTROLLED SUBSTANCES** while on chapter premises or during a fraternity event or at any event that an observer would associate with the fraternity, is strictly forbidden.

### **FIPG FOCUS on SEXUAL ABUSE AND HARASSMENT**

The Risk Management Policy of the FIPG, Inc. shall apply to all men's and women's member fraternity entities and all levels of fraternity membership. The policy specifically addresses the issue of sexual abuse and harassment as follows:

### **FIPG Policy on Sexual Abuse and Harassment**

The fraternity will not tolerate or condone any form of sexually abusive behavior on the part of its members, whether physical, mental or emotional. This is to include any actions, which are demeaning to women or men, including but not limited to date rape, gang rape or verbal harassment.

### **SEXUAL ABUSE**

1. A chapter will not tolerate or condone any form of sexist or sexually abusive behavior on the part of its members, whether physical, mental, or emotional. This is to include any actions that are demeaning to men or women, including but not limited to date rape, gang rape, and verbal harassment
2. A chapter will not sponsor or participate in any activity, including competitive games and philanthropic endeavors, that is abusive or demeaning to human beings
3. A chapter will educate its members on the issue of sexual abuse

### **FIRE, HEALTH AND SAFETY**

1. All chapter houses should meet all local fire and health codes and standards.
2. All chapters should have posted by common phones emergency numbers for fire, police and ambulance and should have posted evacuation routes on the back of each sleeping room.
3. All chapters should comply with engineering recommendations as reported by the insurance company.
4. The possession and/or use of firearms or explosive devices of any kind within the confines and premises of the chapter house is expressly forbidden.

### **EDUCATION**

Each fraternity shall annually instruct its students and alumni/alumnae in the Risk Management Policy of FIPG, Inc. Additionally, all students and alumni/alumnae members shall annually receive a copy of said Risk Management Policy.

### **FIPG FOCUS on HAZING**

The Risk Management Policy of the FIPG, Inc. shall apply to all member men's and women's fraternity entities and all levels of fraternity membership. The policy specifically addresses the issue of hazing as follows:

**FIPG Policy on Hazing**

No chapter, colony, student or alumnus shall conduct nor condone hazing activities.

Hazing activities are defined as:

Any action taken or situation created, intentionally, whether on or off fraternity premises, to produce mental or physical discomfort, embarrassment, harassment, or ridicule. Such activities may include but are not limited to the following: use of alcohol; paddling in any form; creation of excessive fatigue; physical and psychological shocks; quests, treasure hunts, scavenger hunts, road trips or any other such activities carried on outside or inside of the confines of the chapter house; wearing of public apparel which is conspicuous and not normally in good taste; engaging in public stunts and buffoonery; morally degrading or humiliating games and activities; and any other such activities that are not consistent with academic achievement, fraternal law, ritual or policy, or the regulations and policies of the educational institution, or applicable state law.

## **HAZING**

### **What is Hazing?**

**If you have to ask if a particular activity is hazing, then it probably is!**

### **Florida State Statute (240.262) Defines hazing as...**

...any action or situation which recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any organization operating under the sanction of a university, which organization is hereinafter referred to as a "university organization." Such term includes, but is not limited to, any brutality of a physical nature, such as whipping, beating, branding, forced calisthenics, exposure to the elements, forced consumption of any food, liquor, drug, or other substance, or other forced physical activity which could adversely affect the physical health or safety of the individual, and also includes any activity which would subject the individual to extreme mental stress, such as sleep deprivation, forced exclusion from social contract, forced conduct which could result in extreme embarrassment, or other forced activity which could adversely affect the mental health or dignity of the individual. For the purposes of this section, any activity as described above upon which the initiation or admission into or affiliation with a university organization is directly or indirectly conditioned shall be presumed to be a "forced" activity, the willingness of an individual to participate in such activity notwithstanding.

## **Is it Hazing?**

### **Ask yourself these questions:**

- 1) Would I do this in front of the new member's parents?
- 2) Would I do this in front of my parents?
- 3) Would I do this in front of the Greek Advisor?
- 4) Would I do this in front of a National Officer?
- 5) Would I do this in front of the potential members and tell them that this is the way they're going to be treated?

**“Fraternity has always brought to my mind words like friendship, honor, and trust. Hazing contradicts all of this.”**

**-Eileen Stevens, Founder of CHUCK**

*(Committee to Halt Useless College Killings), whose son, Chuck, was killed in a College fraternity hazing incident.)*

## **CHAPTER EVENTS**

### ***Definition of a Greek Chapter Event***

Florida Southern College judicial procedures are structured to adjudicate “chapter events” of a fraternity or sorority. The following guidelines may be used to define a chapter event, although the ultimate determination of a chapter event is at the discretion of the Director of Judicial Affairs, the Office of Student Activities, and the Vice President of Student Life.

1. The incident or event includes at least 25 percent of the chapter’s membership.
2. The chapter advisor (or any of the executive officers of the chapter) was aware of the incident or event before it took place, and did not prohibit it from taking place, or did not take steps to insure that the activity in question was in compliance with the applicable College policies, national risk management policies, Greek codes of conduct, etc.
3. The event is publicized either in written form or by word-of-mouth as a chapter event.
4. The incident or event involves expenditure of chapter funds or a “pooling of money” among chapter members.
5. The incident or event takes place in a primarily fraternity space, such as in the chapter room or lobby of a Greek living area; or occurs on/in a location which has been contracted for by the chapter, or in a private residence for the purpose of holding a chapter-sponsored event.
6. The incident or event involves or is actively or passively endorsed by other members of the chapter.
7. The chapter advisor or any of the executive officers of the chapter, knowing the identity of chapter members involved in the incident or event, refuse to divulge these identities to the appropriate authorities (e.g., Safety Officers, Lakeland police, the Judicial Affairs Office, etc.)

All chapters are urged to contact the Office of Student Activities if they have any questions regarding events.

## **ROLE OF INTER/NATIONAL HEADQUARTERS**

### ***What They Can Do for Your Chapter***

There are many advantages for Greek affiliation to inter/national organizations. These large organizations are able to provide strength to colligate chapters in the form of recruitment support, a strong history, established traditions and educational programs, a supervisory structure, financial support, alumni association contacts and countless other resources.

Each inter/national headquarters is organized and operated differently. There are a few general similarities between chapters. It is a good idea to become familiar with the general characteristics of the headquarters as well as learn the uniqueness of your own specific headquarters.

This section will provide some general outlines of the structure of inter/national headquarters, how to prepare for chapter visits, and detail some of the many services and resources inter/national headquarters can provide.

### **Organizational Structure**

No two headquarters are exactly the same. They vary in size, some rent the building they work in while others own the building, and some are self-sufficient while others do most of their work out of house. There are some general similarities between all inter/national fraternity and sorority headquarters. Most headquarters hire a professional staff that specialize in specific areas, elect alumni who work as volunteer professionals to serve as administrative and policy making leaders, and have traveling consultants.

### ***Professional Staff***

“The great increase of campuses on which fraternities and sororities are functioning with the resultant increase in membership activities made central offices and supervisory staffs essential.” This was taken from *Baird’s Manual of American College Fraternities* explaining how professional staff members of fraternities and sororities came to be. These professionals usually work in a central office and specialize in areas such as expansion, risk management, and alumni relations. Those chapters who have foundational services responsible for philanthropic aspects are also controlled by headquarters. If you need to contact your inter/national office, you should attempt to find out whom to specifically contact with your question. This will help make efficient use of your time.

### ***Volunteer Professionals***

The volunteers of fraternities and sororities are essential for the success of the organizations. There are volunteers on the inter/national, regional, and chapter levels. They include the national executive boards responsible for all policy leadership in fraternities and sororities. In fact the president for each national organization is the only individual who may speak for the fraternity regarding policy. These volunteers are typically elected to serve as the leadership for the inter/national fraternity or sorority. In addition to these inter/national volunteers, hundreds of alumni act as volunteers to local chapters. This of course includes your own chapter advisors and alumni boards. These volunteers live close to individual chapters and are able to maintain a close

connection with the chapters on a daily basis. Both the professional staff and volunteer professionals work together to ensure the success of the undergraduate chapters.

### **Chapter Consultants**

These hired professionals are appointed by national officers are called a variety of different titles, including field secretaries, chapter consultants, field consultants, or traveling consultants. Whatever their title, these men and women travel across the country visiting chapters on college campuses. They represent the ideals of fraternity and sorority life and have experience as leaders in their own chapters. Extensive training programs are also designed for the consultants to become well versed in all areas that a chapter might need assistance.

### **Campus Visits**

When the chapter consultants visit, it is in the best interest of the chapter that the visit goes smoothly and the consultant is able to leave the chapter with helpful information. This will help the national organization understand how the chapter is functioning, what it is doing well and what areas it needs improvement and support. It is important that the chapter be prepared for the visit and be able to assist the consultant. They will need to be put in contact with the Greek Life Advisor and the Director of Student Activities to receive valuable information about your chapter and campus. Consultants must schedule meetings with the Director of Student Activities and the Greek Advisor some time during their visit. The consultant will be looking for information about the Greek Life community on campus and your chapter's role in the community. They will also be looking for recruitment trends, community growth, the importance of IFC, Panhellenic Council, and NPHC on campus, and administration attitudes toward Greek Life on campus. Any information, brochures, or flyers the chapter can have ready for the consultant when they arrive is helpful. The consultant should also attend a chapter meeting and meet with as many other people as possible. Ideas of people to introduce the consultant to are IFC president, Panhellenic president, NPHC president, and non-Greek students. Remember when these individuals visit your chapter they are dependant on your hospitality and cooperation. By working with the consultants your chapter will benefit from their skills and knowledge of chapters across the country. They will be able to provide insight into your chapter that will help in the success of the chapter.

### **Services and Resources**

The headquarters of fraternities and sororities have many business activities to handle while keeping fraternal goals, values and standards in mind. Membership records, mailing lists, various publications, supervising financial operations of chapters, planning conferences and conventions, issuing reports are just a few of the responsibilities that inter/national headquarters hold.

All of this work and more is done to be sure that the undergraduate chapters are provided with a plethora of resources. The most significant resource is the professional and volunteer staff available. By using these people as resources, chapters can have individual attention as well as interpretations to policies, laws, and procedures. Chapters can benefit from available programming in areas of alcohol awareness,

etiquette, new member recruitment and education, and scholastic achievement. Information can be from printed information, lectures, and even videotapes. In addition inter/national headquarters plan conferences and conventions for members to attend and gather information. Most importantly the inter/national headquarters is there to support its undergraduate chapters. They provide the resources, personnel, and experience to further the success of the chapters. The two entities should work together for the organization as a whole to prosper.

## **WHAT TO EXPECT FROM CHAPTER PRESIDENTS**

It is a great honor to be elected as president, but along with that honor students hold much responsibility. Not only are they the leaders of chapters, they are also the spokesperson, discussion leader, conflict mediator, motivator, facilitator, investigator, politician, and much more! Here are a few tips to help students handle this responsibility.

### ***Delegate***

There is no way that presidents will be able to handle every responsibility and situation personally. Delegating responsibilities to other members and handling the most important issues personally will help presidents find a balance. Communicating with people that tasks have been delegated to helps the president remain aware of things that are occurring in the chapter.

### ***Communicate***

Make sure presidents communicate with other executive board and committee members. If they know and understand situations and do not feel passed over, they will be more willing to go out on a limb for a president. Communicating will also help presidents express their own ideas and urge others to adopt them. No one likes to be told what to do, so by communicating well presidents will allow members to learn their ideas and give input, creating a group idea.

### ***Praise members***

Those members presidents have delegated responsibilities need recognition too! Members will be more willing to continue working for a president who is grateful and recognizes the work they have done.

### ***Be on time***

Remind presidents to arrive at meetings on time and prepared. This will demonstrate to members that presidents expect them to do the same for meetings. If presidents show them bad examples they will only respond with bad behavior.

### ***Do not make promises***

Presidents never know if situations will change that will cause them to break a promise. Once a promise is broken it will be hard for members to trust and support future actions.

### ***Be aware***

Make sure presidents are informed of important dates, policy issues, or other news in the Greek community. Attending meetings, checking mailboxes, and visiting the Office of Student Activities regularly will help presidents stay on top of developments.

## **FINANCES AND BUDGETING**

Finances and budgets can cause many problems and tension in the chapter. There are a few ways to elevate the stress that financial matters bring. The following section outlines how to get started, ideas for budgets and payment plans, and finally explains taxes that the chapter needs to be aware of.

### ***Getting Started***

- The chapter might want to invest in some accounting software packages to make the record keeping easier. Some inter/national headquarter even provide software. If your chapter is not provided with software it is worth the investment.
- The chapter's treasurer needs to be organized and efficient; they do not need to be an accountant or a business major. This is especially true if the chapter has invested in user friendly accounting software. A background in accounting might help, but it is much more important that the treasurer be organized, a firm bill collector, and even a counselor.
- The treasurer should not be the only one who knows and understands the budget. No matter how skilled a person may be, they should still answer to someone, in most cases this should be a chapter advisor. It is also a good idea to make sure the president understands the financial situation of the chapter. To some degree it is a good idea for the entire chapter to know the chapter's financial status. Lack of knowledge in this area sometimes leads to apathy in bill payment and control expenses. A good idea is to form a financial committee of chapter members who all give input for important financial matters and decisions. This committee can also serve as a training place for future treasurers of the chapter. Chapters who have well informed members on financial matters operate efficiently and tend to save money.

### ***Preparing the Budget***

- Past records are the most valuable resources when formulating a new budget.
- A budget should be prepared for each academic term, rather than working with large numbers for the entire year. Typically each term has very different expenses. For example the fall needs to be budgeted for football, homecoming, and recruitment. By looking at each term separately the budget does not become as intimidating and the numbers are more exact.
- The treasurer, president, and advisor should not be the only ones who give input into the budget. Each officer in the chapter should submit a budget proposal for anticipated expenses. The treasurer should also prepare an anticipated costs budget for each officer. The two budgets should then be compared by the treasurer and the finance committee for final approval.

- When calculating the budget it is best to speculate conservatively for income and liberally for expenses.
- The Internal Revenue Service considers fraternities and sororities to be operating “not-for-profit”. It is best to balance the budget for a zero difference between income and expenses.
- Never budget the chapter to have greater expenses than income. The chapter should never budget for a loss or to owe money.
- Expenses should be divided into discretionary and non-discretionary funds. Non-discretionary funds are those that must be paid such as national fees, governing council dues, and recruitment funds. Discretionary funds are those that are not necessary. They may not need to be cut completely, just cut back. These include social, public relations, and membership education.
- If income exceeds expenses, the budget must be reworked to eliminate indication that the chapter works for profit. Analyze what budgets should be added to and be sure that all budget requests by officers where granted.

### ***Formulating Income***

#### **Income from Membership**

Most of the chapter’s income will be generated by members. Be aware of the number of returning members and those who might not be returning do to graduation, grades, and lack of interest.

#### **Income from accounts receivable**

Be conservative when figuring the income that will be generated by inactive accounts receivable. These are accounts receivable, which extend beyond an academic term and have been due for a considerable period of time. These accounts are considered past-due. It is difficult to acquire these accounts without signed promissory or installment notes. The greater the number of inactive accounts receivable in chapter the greater the chance of financial hardships in the chapter.

#### **Income from Pledges/associates/new members**

This needs to be done carefully and conservatively. The chapter does not want to budget for the income of 20 new members and only have 10 join. Five year trends of both recruitment performance and number of members who remain in the chapter to be initiated need to be evaluated.

#### **Income should be split up to cover these costs:**

- Social Dues
- National Fees- Chapter should not be permitted to spend these funds. Once collected, the monies should be put in an escrow account until the entire amount is ready to be sent in.

- **General Activity Fees-** Used for IFC, Panhellenic, or NPHC dues. Also split up for the budgets of chapter officers, such as recruitment, public relations, and membership education.

### ***Formulating Expenses***

#### **National Fees**

This would include membership dues, convention fees, and leadership schools. Calculated by number of members times the appropriate amount.

#### **IFC, Panhellenic, or NPHC Fees**

Owed to governing council by each chapter. Also could include any fines.

#### **Officers**

For chapters who reward chapter officers with stipends. Salaries or credits should be figured in this category.

#### **Alumni Relations**

This could include alumni newsletters, greeting cards, phone calls, gifts, among others

#### **Scholarship Fund**

Includes expenses for scholastic programming, such as maintaining resources, organizing a tutorial program, purchasing rewards for achievement, and purchasing study materials (dictionaries, computer accessories, etc.)

#### **Recruitment Budget**

The recruitment budget should be separate from all other budgets, especially the social budget. Other budgets can compliment the recruitment budget but should remain separate. Once budgets are combined, particularly in the case of the social budget members will begin to assume that parties will result in the joining of new members. If the focus of recruitment strays from acquiring new members to dancing and partying the chapter will not be as successful at recruiting new members and the recruitment budget will be wasted. Avoid this situation by keeping all budgets separate.

#### **Membership Education**

This budget can be used for bringing speakers, workshops, and cultural activities to the chapter. It can also be used for manuals, workbooks, and other educational tools for the chapter members.

## **PUBLIC RELATIONS**

Having good public relations skills can help the success of your chapter. Positive public relations can help chapters recruit new members, work in the community, establish good relationships and connections, and can make dealing with possible crisis situations easier. Through good communication and relationships your chapter will be able to grow stronger rather than focusing on how to fix problems. This section will outline ideas to improve public relation skills in general, with other Greeks, with the university, and in housing facilities. Hopefully these resources will assist chapter advisors in encouraging positive public relations within the Greek community.

### **Everyday PR work**

#### ***T-Shirts***

T-shirts are used often to promote many aspects of Greek life including philanthropies, formals, recruitment, and other events. Because they are so common and easy to create, t-shirts are frequently abused by depicting alcohol, sexist or racist images. The goal of t-shirts should be that of positive publicity, not enforcing negative stereotypes and connotations. When designing t-shirts for Greek functions keep these tips in mind:

- Be sure the words and pictures are in line with the ideas and values of your chapter and the Greek Community.
- The content of the shirt should not offend people of different races, gender, or sexual preference.
- Alcohol or drugs should not be referenced.
- Many fraternity, sorority, and university logos and symbols are copyrighted, such as shields, crests, names, mascots, and lettering. Be sure to attain permission to use any copyrighted material to avoid legal action.
- Once permission is acquired use images that will clearly depict to others who is sponsoring the activity on the t-shirt. They are a very effective marketing and PR tool if used correctly.

#### **Newsletters**

Start a newsletter for your chapter that highlights the accomplishments and events of your chapter. Distribute the newsletter at least twice a semester to all members of the chapter, alumni, Greek Life advisors, your inter/national headquarters, other chapters, and non-Greek students. This is a way to get information out about your chapter to many people at once that displays what you are doing to benefit the community. It is also a fun way to recognize individual members in your chapter; their personal achievement, good grades, even birthdays.

#### **Cooperate with deadlines**

Communicate and work with university Greek Life offices and inter/national headquarters. Send reports in on time. By communicating and establishing good relationships there will be less confusion of responsibilities, policies, and issues. Good relationships will help your chapter succeed and not have to struggle with the small stuff.

#### **Establish good relationships with parents**

It is also very important to communicate with parents of members, especially new members. Parents can be important resources and strong supporters if you have a good relationship.

- Plan a Parents Day and invite parents of chapter members to participate in activities such as a tour of campus. Have them attend an athletic event, chapter meal, philanthropy, community service project, etc.
- Send chapter newsletters to parents.
- Send a letter to all new members. Many parents might be unsure of their child's decision to become Greek. Explain the commitment their child has made including benefits, costs, and contact information if they have questions.

### **Work with Alumni chapters**

Alumni chapters are incredible resources. They can share the experiences they had as an undergraduate to help the chapter. They can also help establish a network for job searching or when moving to a new area. Members instantly have a group of brothers or sisters to refer to if they move to other areas of the country through alumni groups. If relationships with alumni are established early, members will be familiar with working with alumni chapter and will be able to benefit and use them as resources easily.

- Send copies of chapter newsletters to alumni
- Plan an alumni event where undergraduate members and alumni interact.
- Invite alumni to help with recruitment and initiation ceremonies. Invite them to attend philanthropy or community service projects with the chapter.

### **Communicate and work with non-Greek students**

It is important to not ignore this population of the student body. Not only are these students potential new members to your chapter, they can also be resources and contribute to the positive PR image of your chapter.

- Advertise and market items to all students with calendar of events and chapter logo. This can be bookmarks, pens, maps, directions, etc. Be sure that it is obvious that it was provided by Greeks.
- Invite non-Greek students to philanthropy events.
- Advertise in campus newspapers chapter events, accomplishments, and new member classes. The ads will highlight positive events and the newspaper might be more willing to cover your next event if you use them as an advising resource.
- Have chapter members get involved in other areas of campus life, such as programming boards, homecoming, campus tour guides, community service, etc. Not only will this help to establish good contacts in the university community, but will improve your PR image.

### **Attend conferences and leadership activities**

There are many Greek and non-Greek workshops, retreats, and conferences that chapter members should be encouraged to attend. By attending these conferences members will gain significant experiences to benefit their personal growth as well as contribute to the overall growth of your chapter. They will also establish contacts and relationships with people across the university and the country. Here are a few examples of conferences to attend:

- UIFI

- LeaderShape
- NACA
- IMPACT

### **Hold awards banquets for members of your chapter**

Recognize accomplishments of the members of your chapter by holding an annual banquet. Invite parents, faculty, inter/national headquarters, alumni, and other Greeks.

### **Most importantly always active in a positive manner**

Once you become a member of a Greek organization you have the responsibility to yourself and your chapter to act in a mature manner. Even if you are not wearing letters, people will know you are Greek and will judge your actions accordingly.

- Do not haze ever!
- Be aware of your personal appearance and attitude, especially when wearing letters or badges.

### **Good PR with other Greeks**

Positive public relations work should also incorporate relations with other Greek chapters. Other chapters can be a great resource, participants in events and philanthropies, and most importantly a promoter of Greek Life. If chapters work together the unity of the community will show. The unity can help the recruitment process and the Greek community's image as a whole. Here are some tips for PR success with other Greeks:

- Do not ever denounce other chapters.
- Encourage members to get involved on Greek committees or boards. On these committees members of many different chapters interact with each other. Such committees include, Greek Week, IFC, Panhellenic Council, and National Pan-Hellenic Council.
- Invite other chapters to functions. If you plan a workshop or lecture invite another chapter to attend. You can also save money by planning social events together.
- Send cards for the beginning of classes, good luck on finals, good luck in recruitment, and founder's day to other chapters.
- Send copies of the chapter newsletter to other chapters.

### **Positive Public Relations with College Community**

Many members of the faculty and professors do not understand Greek Life. Some might view Greek Life negatively, only seeing the stereotypes and references to the "Animal House" image. By using PR skills you can educate people in the University community who are not familiar with Greek Life.

- Have a guest night for professors and University faculty and invite them to speak to the chapter.
- Invite them to dinner, a lecture, workshop, or awards banquet.

- Use faculty as advisors.

## RESOURCES

As An advisor to a Greek organization it is important to always remember that your group is part of a community. In fact it is a part of many communities! Your chapter is part of:

- The Greek community of Florida Southern College
- The student body of Florida Southern College
- Your chapter's inter/national organization
- Undergraduate Greek chapters on campuses across the country
- The entire Greek community across the nation!

All of these communities can serve as references and sources of information for your chapter. Never forget what is out there, all you have to do is find it!

### ***Resources at Florida Southern College***

- Greek Life Amanda Caffrey 680-4967
- Student Activities Amanda Gaspary 680-3947
- Student Life Cari Murphy 680-4206
- Student Health Center 680-4292
  
- Campus Safety 680-4305

***Other campuses can be a great resource to get ideas. Here are just a few campuses with Greek Life websites***

- The Ohio State University [www.ohiounion.com/greeklife](http://www.ohiounion.com/greeklife)
- University of South Florida [www.ctr.usf.edu/greeklife](http://www.ctr.usf.edu/greeklife)
- Texas A&M <http://studentlife.tamu.edu/greek>
- Vanderbilt University [www.vanderbilt.edu/greek\\_life](http://www.vanderbilt.edu/greek_life)
- Miami University (OH) [www.units.muohio.edu/saf/GRA](http://www.units.muohio.edu/saf/GRA)
- University of Florida [www.dso.ufl.edu/greek](http://www.dso.ufl.edu/greek)
- University of Tampa [www.ut.edu/studentlife/activities/](http://www.ut.edu/studentlife/activities/)

***Most importantly these national organizations are designed to help Greek chapters***

- North American Interfraternity Council (NIC) [www.nicindy.org](http://www.nicindy.org)
- National Panhellenic Council (NPC) [www.npcwomen.org](http://www.npcwomen.org)
- National Pan-Hellenic Council (NPHC) [www.nphchg.org](http://www.nphchg.org)

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