

THE AMERICAN UNIVERSITY OF PARIS

# CLUB ADVISOR MANUAL

*A Guide for Faculty and Staff*

STUDENT LEADERSHIP OFFICE

UPDATED: MARCH 2021

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*"We often urge our students to take part in extracurricular activities. These are formative and life-changing experiences that can shape one's ethical and intellectual commitments. They also are crucial to helping students gain confidence, find friendship, nurture community and learn self-initiative. As professors, we cherish advising student organizations because the space in which we interact is more free and more egalitarian. There is no discomfort of having to give a grade."*

– MICHELLE KUO, ASSOCIATE PROFESSOR, PROGRAM COORDINATOR FOR HISTORY, LAW & SOCIETY AND ALBERT WU, ASSOCIATE PROFESSOR, HISTORY AND POLITICS



# WELCOME

This manual is designed for AUP faculty and staff who serve as advisors to student-led organizations. To state the obvious, student-led organizations are created and managed by students. These groups not only thrive on, but are dependent on students' enthusiasm and commitment. Most AUP student-led organizations are entirely optional and do not provide credit or financial reward. Students get involved for the experience, to build community and – just as importantly – to have fun.

So, why in the world would they need a faculty or staff advisor?

If we consider co-curricular activities a key component of AUP's holistic education as well as a unique opportunity to gain skills sought after by employers and graduate schools, then the club advisor role can be understood as a "guide on the side." Faculty and staff club advisors guide students to better connect with University resources, troubleshoot when problems arise and, when relevant, step in to connect the dots between classroom learning and AUP's core capabilities. Just as importantly, club advisors provide institutional memory and a sense of accountability, helping students to develop sustainable plans that can be handed over to new students at the end of each semester or year.

*"Working closely with students as Faculty Advisor to ASM has been one of the highlights of my time at AUP. Student-led spaces shift the dynamics of the professor/student relationship and we learn to see each other in a different light. When I follow and guide students, rather than lead them as I do in the classroom, I see more clearly their amazing capacity for innovation, creation and collaboration."*

– HANNAH WESTLEY, PROGRAM DIRECTOR MA GLOBAL COMMUNICATIONS

While faculty and staff advisors can give a great deal to student-led organizations, they can also gain a great deal in turn. The rewards include:

- Helping students to develop new and essential skills
- Encouraging students to collaborate and work toward common goals
- Developing relationships with students beyond the classroom or office setting
- Sharing your special interests and knowledge with students and colleagues
- Building community through co-curricular projects

This manual provides a basic overview of what it means to be a faculty or staff club advisor while exploring ways to customize the advisor position. Club advising should fit with your own interests, skills and busy schedule. We have included practical details on how to structure your time working with students, finding the right balance between stepping in to lend a helping hand and stepping back so students can learn from their own mistakes. The last section of the manual highlights resources available to club advisors and student-run clubs.

We hope the manual demonstrates the value of club advising while providing practical details, making the role appear more tangible and accessible. Even just a few hours of your time each semester as a club advisor can make a real difference to our most dedicated students.

The Student Leadership Office provides support to all student-led clubs as well as to faculty and staff advisors. You will never be on your own if you choose to take on this responsibility. Please reach out to us with questions, suggestions or just to chat about available opportunities. Write to [student\\_leadership@aup.edu](mailto:student_leadership@aup.edu).

# WHO CAN BE AN ADVISOR?

**Faculty are eligible to serve as advisors** to student-run organizations. Hours spent advising a student organization may count as service (typically 0.08 toward a course release per organization, per year), though this should be verified with your Department Chair or the Provost's Office before making any commitment. Advising a student group may not count as much as other types of service, such as serving on a committee, but comes with its own set of rewards. Faculty should refer to the Provost's Office or Human Resources for more information about service hours.

**Members of staff may also serve as club advisors**, pending their supervisor's approval. Collaborations between student groups and University offices can be very positive and mutually beneficial. For example, a student career group was formed and now helps the Academic Career and Experiential Advising Center reach more students, while staff advisors to the group provide professional knowledge and guidance for career development.

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## DIRECTED STUDIES

*When a student-led project is ambitious, as in the case of a student publication, a directed study might be appropriate. This typically applies to the student leader and not to all participants of the project. The academic pressure holds students accountable for reaching the finish line, and provides them with recognition. Speak to the Student Leadership Office or the Provost's Office for more information.*

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*"Students who get involved in student organizations are usually driven by interest and passion; they are wonderful to work with! I often learn so much from them and am inspired by the meaningful contributions they make to our community. Projects involving student, faculty and staff perspectives can lead to better results, which can in turn positively affect the whole AUP community."*

- SAFIA BENYAHIA, STUDENT LEADERSHIP COORDINATOR

# GETTING STARTED

The first step to becoming a staff or faculty advisor to a student club is to identify the club and the students with whom you wish to collaborate. Student-led groups cover a wide range of activities at AUP. Sometimes an entire student organization works with a department, closely advised by a faculty member and in partnership with the student-elected representative serving on student senate. Alternatively, students may decide to start a brand new club, join a sports team or contribute to a student publication. Given the myriad ways students are active in the co-curricular space, you are likely to find a group that aligns with your own interests. The right fit can be a win-win for you and the students involved.

We currently count about thirty active clubs and organizations at AUP. Perhaps a student has already approached you about advising one of these groups. Don't worry if not. Discover a bird's eye view of all student organizations on Engage, our student activities portal ([engage.aup.edu](https://engage.aup.edu)). Click on any group under the "Organizations" section for information about members, projects and events. Here are some categories to help you search through groups on Engage:

- |                          |                                |
|--------------------------|--------------------------------|
| ■ Community and Identity | ■ Performance and Arts         |
| ■ Competitive Sports     | ■ Professional Development     |
| ■ Culture and Language   | ■ Public Speaking and Debate   |
| ■ Health and Wellness    | ■ Recreational Sports          |
| ■ Media and Publications | ■ Service and Civic Engagement |

Once you know which group you would like to advise, contact the Student Leadership Office to discuss becoming the group's official advisor. Official advisors are added to the organization's homepage on Engage and have a few responsibilities as outlined in the next section. For "Active Lifestyle and Sports"-advisor roles, please contact the Athletics Office.

Larger, more established student organizations, such as AUP Student Media, Paris/Atlantic, BV Syria, AUP for Consent, or the Debate & Politics Club, all have a designated faculty or staff advisor. We're hoping by Fall 2021 to have identified faculty and staff advisors for all AUP clubs listed on Engage.





*"As an advisor, you get to connect with students in a different context, which allows you to step out of your usual teaching role. The expectation is different. You are a resource on a practical level as well as on a more psychological one. As much as possible, be organized, and anticipate problems before they arise. Ask about how their projects are going. Make yourself available without being overbearing about it."*

– MARK ENNIS, COMPARATIVE LITERATURE AND ENGLISH PROFESSOR



# YOUR RESPONSIBILITIES

Creativity and freedom can make advising fun, but the open-ended aspect of the position can sometimes feel overwhelming and confusing for all parties involved. We suggest that you establish right from the start a clear understanding about your role, its purpose, and what you have to offer in terms of meeting the group's needs. Let the students know which information you would like to receive on a regular basis, and which means of communication (email, telephone, Teams, etc.) are the best to reach you.

While this list is not exhaustive, as a faculty or staff advisor to a student organization, you will be expected to:

- Check in with Student Leadership Office and be added as official advisor to Engage group;
- Inform your Chair and the Provost's Office (faculty) or your supervisor (staff) and agree to all terms related to service and hours in advance;
- Meet with student leaders of the club at the start of the semester to agree on a plan of action and on the frequency of meetings with the group;
- Remain available throughout the semester to troubleshoot and provide guidance as requests come in, and refer students to the Student Leadership Office or other resources when appropriate;
- Stay abreast of the club's projects and events and inform the club of relevant AUP policies and guidelines;
- Complete an exit interview (tools provided by the Student Leadership Office) with at least the president of the student group if not all members at the end of each semester.

Everyone's role – including yours – may evolve over time, especially with a new organization. Define your role at the start of the semester, stick to that framework until the end of the term, and make changes the following semester if needed. Before getting started, check with the Student Leadership Office or previous club advisors to see if a job description already exists for the advisor role in question. If not, be sure to write one up to share with your students and the Student Leadership Office.



*“In our six years or so of advising clubs, we’ve helped students run editorial meetings, produce a magazine, debate effectively, organize Black History Month, lead campus-wide forums on diversity and justice, prepare testimonies, and volunteer at an immigration prison. There is no limit to what students can do. We think of the extracurricular space as an ideal classroom. It is explicitly voluntary, and students can create their objectives. The self-worth that they achieve occurs on terms of their own.”*

- MICHELLE KUO, ASSOCIATE PROFESSOR, PROGRAM COORDINATOR FOR HISTORY, LAW & SOCIETY AND ALBERT WU, ASSOCIATE PROFESSOR, HISTORY AND POLITICS

# THE CORE CAPABILITIES

Though it's obvious that co-curricular activities provide a space for students to learn, you might be wondering what exactly they learn. Look no further than AUP's four core capabilities for an overview of the skills students can acquire or hone through clubs and student-run activities:

- **Professionalism** (Independence, Creative Thinking)
- **Cultural Fluency** (Communications with a Global Perspective and Adaptability)
- **Leadership** (Responsibility, Empowerment and Leadership)
- **Personal Growth** (Engagement, Lifelong Learning)

As a faculty or staff advisor, how can you help student leaders to explore these four areas and learn the right lessons? Leadership is studied in the classroom through history, ethics, philosophy and a range of disciplines as well as through practical group exercises. Outside of the classroom, club advisors have a first-hand opportunity to coach students, guide them with team dynamics and provide feedback on the projects they choose to champion. The Student Leadership Office has developed a rubric as well as entry and exit surveys to help you provide valuable feedback to students and is happy to share these tools with you.

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## [WWW.AUP.EDU/GPS](http://WWW.AUP.EDU/GPS)

*The Global Professional Skills (GPS) program launched in the spring of 2017 as a signature program for AUP. It provides you with the opportunity to sharpen critically important skills and develop your own personal narrative throughout college that will benefit your life post-AUP.*

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*"My involvement in clubs has allowed me to really get to know the school and how it functions but, even more so, has helped me improve my confidence and leadership skills. When we first met with the ReSisters faculty advisor, Lissa Lincoln, she was able to help us narrow the focus of the club and provide feedback and advice. The most impactful thing she said was that she is here as a support and that she would voice her opinion and perspective but she did not want that to limit the group. She allowed us to share our ideas and saw herself as a guide and support wherever we needed it."*

– CHLOE DENELSBECK, STUDENT LEADER

Here is a closer look at the four capabilities from a co-curricular perspective:

## 1 **PROFESSIONALISM**

Activities feeding into this capability are defined as *experiential learning that introduces students to the world of work and that fosters the ability to articulate professional goals, personal experiences and ambitions*. Some activities that fulfill this requirement include undertaking mentored research with a faculty member, taking part in the Global Mentoring Program, or registering an Internship with AUP. ***In what ways does the work with your group help students to develop skills sought after by employers and graduate schools? How can you help your group to articulate this?***

## 2 **CULTURAL FLUENCY**

Activities feeding into this capability are defined as *experiential learning that cultivates the skills required to engage effectively with any audience around the world*. Some activities that fulfill this requirement include going on a Cultural Program Study Trip, studying abroad, or volunteering in a non-native language. ***Will your group have a chance to use multiple languages, connect with different cultures, or cross cultural or linguistic borders in other ways? How can you help your students to communicate more effectively, including when it comes to group and team work?***

## 3 **LEADERSHIP**

Activities feeding into this capability are defined as *experiential learning that teaches students that the keys to effective leadership are emotional intelligence, teamwork and proactively taking responsibility for decision-making*. Some activities that fulfill this requirement include becoming an active member of a club, serving as a Student Government Member, ARC Tutor, or Student Advisor. Almost all co-curricular activities provide a space for students to test their leadership skills. ***How can you recognize good leadership, step in to guide when necessary but also step out at the right moments to let student leaders make their own mistakes?***

## 4 **PERSONAL GROWTH**

Activities feeding into this capability are defined as *experiential learning that cultivates important life skills and promotes holistic wellbeing, such as effective time management, creativity and self-care*. Some activities that fulfill this requirement include participating in physical or wellness activities and completing a LinkedIn Learning course on something related to creativity or personal development. Finding the right balance between academics, wellbeing and co-curriculars can be challenging. The Personal Growth pillar engages students to be and remain mentally and physically active. ***Join them on their journey of to find themselves and you can sometimes help them to find the right balance, so they don't lose sight of their project and passions.***

# ORGANIZATIONAL STRUCTURES

Student organizations do not have to follow a set structure. That being said, the following positions are common among clubs and are often effective. If you don't know where to begin, you may want to suggest this structure to divide the work among the group:

## **PRESIDENT/CO-PRESIDENT OR EDITOR IN CHIEF**

Clear leadership of maximum two students ensures smooth decision-making. As an advisor, you may encourage that the group make a clear decision on leadership and work closest with the presidents.

## **VICE-PRESIDENT**

Ideally, this student is not a senior and is interested in taking over the club the following year. This position is open-ended but can provide an ideal structure for smooth transitions.

## **TREASURER**

The process for requesting funds through SGA is complicated for many good reasons. It includes checks and balances, and students develop skills in budgeting when going through the process. Since it's time-consuming, active clubs may want to designate one person for this role. For smaller clubs that don't request a lot of funds, the president can normally handle the budget process.

## **POLICIES PERTAINING TO STUDENTS**

*Student leaders of an organization agree to specific terms and conditions set by the Student Leadership Office when registering a student organization. See checklist on the next page.*

*Student leaders must abide by select rules defined by their Student Government, namely to access funds. We encourage students to familiarize themselves with these processes, but all advisors can find more information in the [Student Government Constitution](#).*

*All students must abide by the code of conduct outlined in the [Student Handbook](#). To report a breach in student conduct that is non-academic, please contact the Dean of Student Development at [kfore@aup.edu](mailto:kfore@aup.edu).*

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### **SECRETARY**

We encourage students to take notes and to share their activities with other students! The secretary is essentially a note-taking job, which doesn't sound appealing to many students, but organization is key, and it can be a great way to give a concrete role and responsibility to a student who's new to the club (a freshman, for example).

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### **COMMUNICATIONS DIRECTOR**

Advertising events on [AUP Engage](#), creating posters and managing social media pages takes time. Larger active clubs often elect a specific person for these tasks.

There is no one right way to organize a club. The choices you make as a group will depend on the club's activities and on individual students' interests. Students are free to create any position or job title that they wish, though your feedback is always valuable.

All student-led clubs validated on Engage appear on the student's co-curricular record (CCR). Members of the club will be called "active members," "contributors" for publications, and "volunteers" for service organizations on the CCR. What constitute an active member/contributor/volunteer will slightly vary club to club, but participation in multiple events, meetings, and/or projects is required.

The Student Leadership Office leaves it up to the student leader to decide who may join their club and what constitutes an active member. Students are not obligated to give another student a job pertaining to their club, but they are usually very welcoming. Since we strive to maintain a welcoming community on campus, we encourage you to please flag any rejected requests to join the club to the Student Leadership Office.



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## STUDENT ORGANIZATION LEADER ESSENTIALS CHECKLIST

At the start of each semester, the Student Leadership Office sends club leaders a checklist. Staff on the Student Development team will proactively follow-up with clubs using this checklist and deactivate clubs that are non-compliant. As an advisor, you should be aware of this list and give support to the students in your group when it makes sense:

- ☐ I attended club leader training.
  - ☐ I registered or re-registered my student organization on AUP Engage, and it was approved.
  - ☐ My roster on Engage is up-to-date and includes all board members and positions.
  - ☐ I or my predecessor submitted the previous semester's roster via email, AUP Engage, or the re-registration form.
  - ☐ I have access to my club's email. I frequently check my email and respond to students, faculty, and staff in a timely manner.
  - ☐ I have no pending memberships in AUP Engage. I responded to all students who expressed interest in my club.
  - ☐ I commit to post at least 3 events or news item on Engage this semester.
  - ☐ I know how to request a budget and have no pending receipt requests from the SGA treasurer.
  - ☐ If I would like the SGA communications director(s) to advertise my event or share news in the weekly email, I will email all necessary information or have it published on Engage by Sunday evening to [usc\\_communications@aup.edu](mailto:usc_communications@aup.edu) or [gsc\\_communications@aup.edu](mailto:gsc_communications@aup.edu)
  - ☐ I have posted pictures, documents, and information on my organization that makes it easy for outsiders to understand what my club is about.
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## CUSTOMIZING YOUR ROLE: ONE SIZE DOES NOT FIT ALL

Beyond the basic job description provided earlier in this manual and some general guidelines outlined in the pullout box on this page, there is no one right way to advise a student club. Some advisors may want to play an active role, depending on their time and expertise, and will attend more meetings and work on every project with club leaders. Others will maintain a more distant relationship, only chiming in with assistance or feedback at key moments.

- **Whenever possible, let students play the leading role and have the final say on projects and content.** As frustrating as it may be, letting students make mistakes can provide fertile ground for them to learn while strengthening your role as an advisor who respects boundaries. We encourage our most active advisors to carefully choose which battles to pick, deciding which parts of the project to keep a close eye on and which parts can be left entirely to the students.
- **Whatever your style, remember to think of yourself as the guide on the side.** Don't hesitate to provide constructive criticism, warn students against potential bad outcomes, and guide them to make good decisions along the way. There are even moments when you may need to directly intervene in direct opposition to what the student leaders or the group propose. The Student Leadership Office remains available to troubleshoot with you in these rare and sometimes complicated cases.

*"As a staff advisor I am glad to contribute by helping students realize the importance of a balanced life and assist them in spending time for themselves and their passions or discovering new hobbies or interests. It's rewarding to accompany students on their journey to self-discovery and self-development."*

- ASHKAN SHALBAF, AUP ATHLETICS COORDINATOR

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# THE DO'S AND DON'TS OF ADVISING

## WHAT TO DO

- Allow students to fail*
- Allow students to succeed*
- Know your limits*
- Be visible*
- Be consistent with your actions*
- Trust yourself within the group*
- Provide advice and guidance*
- Learn when to speak and when not to*
- Direct the group to resources to find answers*
- Teach leadership and other critical skills*
- Be accessible and available*
- Motivate students to accomplish their goals*
- Provide constructive feedback*
- Familiarize yourself with the group's Constitution*
- Be available for emergencies*
- Help members balance academics and involvements*
- Represent the group in staff/faculty meetings*
- Get to know members as individuals*

## WHAT NOT TO DO

- Control the group*
- Manipulate the group*
- Take ownership over the group*
- Ignore requests to meet*
- Be afraid to try new ideas*
- Know it all*
- Take everything too seriously*
- Be the leader*
- Miss group meetings and events (if expected to attend)*
- Try to prevent every possible negative outcome*
- Close communication*
- Give up if students have setbacks or failures*
- Provide purely negative or destructive criticism*
- Ask questions answered in the Constitution*
- Micromanage and check in on things too often*
- Suggest students neglect academics*
- Badmouth the group and its efforts to peers*

# SIX WAYS TO SUPPORT STUDENT-LED GROUPS

The following are six typical roles that an advisor can play when supporting student clubs:

- Mentor
- Educator
- Facilitator
- Motivator
- Mediator
- Policy Interpreter

## **MENTOR:**

Mentoring can be defined as a one-on-one relationship based on a modeling behavior. A mentor is both a formal and informal relationship in which the advisor assists in the professional and personal development and leadership skills of a student.

Remember that as a mentor you are not the leader of the group. Be careful of being challenged into doing the work for a student project.

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## **FACILITATOR:**

Students become involved in organizations to develop leadership skills, and advisors should take stock in assisting or directing that development.

- **Start with organization.** Students typically get involved because they're motivated, inspired, and energetic. If they fail to reach their goals, it may be because they lack essential skills, resources, or organization/engagement from other students. Sometimes, they just need help getting organized, breaking their project down into small steps and support staying on track. This is why the regular presence of an advisor can make a big difference.
- **Have meetings!** While too many professional meetings can be ineffective, students respond well to meetings. They are generally new to working via email, so they may be less responsive and benefit from support in person. Setting a regular time to meet each week or even 30 minutes every two weeks might be a good idea. That structure itself can help hold students accountable to make progress on their goals.

**MEDIATOR:**

Inevitably, students will join a club with different agendas, goals and ideas about how things should function and the direction they should be taking. When working with students who have come into conflict, if needed, meet with them and have them discuss their issues with each other.

**Address conflict early.** While student organizations are exciting, they are a natural recipe for conflict. They're often composed of a group of friends, they're working on something they are very passionate about, and they don't know what they're doing yet. Organization and clear boundary setting from the beginning is the best way to prevent conflict. For example, one individual may be leading everything, and the advisor could step in to help them delegate and encourage less-involved students to take on more responsibility. Conflict may arise in the most-organized groups, and we consider it part of the learning experience. The Student Leadership Office is available to help mediate.

**Step in when needed.** While advisors should be mindful not to cross the line in terms of student leadership, there are rare moments when it's good to step in and be more authoritative. Here are some examples:

- A student's behavior is destructive to another. This might include but is not limited to bullying, taking credit for another student's work, or discrimination. Incidents such as these can be reported to the Dean of Student Development and/or the Student Leadership Office.
- Events with high visibility to stakeholders such as outside partners, alumni/donors, or large audiences are not the place for students to make mistakes. It may be appropriate for the advisor to take over in order to "save" such an event. The Student Leadership Office is also available to help should such a situation arise.

**Step in when needed, but do not overstep.** In addition to students being in a leadership role in this context, students have rights. We must all be very careful not to censure inappropriately, judge them because of different beliefs, or guide them according to speculations or personal agendas. Reach out to the Student Leadership Office or the Dean of Student Development if you have concerns or feel some intervention from the University is necessary.

### MOTIVATOR:

Maintaining a positive relationship is essential. Students typically welcome most pieces of advice once a positive and trustworthy relationship has been established. If there's any distrust or conflict, students may ignore the advisor's guidance, and the advisor could quickly become frustrated and feel that they're wasting their time. This is why maintaining a positive relationship is essential. Unlike a classroom setting where professors have concrete authority, students have the final say when it comes to their extra-curricular projects. In fact, an authoritative approach that works in a classroom setting may backfire in this context. Since the advisor's job involves correcting students, we suggest that you carefully pick your battles. Sometimes, it's better to let students make a mistake and to preserve the relationship. Plus, a relationship with an advisor is typically more informal – it's supposed to be fun!

- **Students are students first.** Advisors can get excited about these projects too, whether it's activism, a publication, or an artistic collaboration. We therefore have to remember that students are students and to not ask for too much. The moment a project becomes more stressful than fun, students will simply give up. We also must be careful not to cross the line drawn between supporting students in their initiatives and asking them to support us. It's okay to remind students of their responsibilities, to set the bar high and to push them a little because a little push can be good for their academic, professional and/or personal development, but the focus should always be on them and their learning.
- **Give praise.** Students benefit from specific, positive feedback. It will motivate them and help them grow in the direction of their strengths, so remember to tell them when they do a good job! Your opinion means a lot.

*"Knowing also that faculty and staff – people who I consider to be role models– support our work is really appreciated and makes me feel that what I'm doing is actually making a positive difference in the community. I always wanted to lead GenSex so being in the position is already a dream come true, but having the support from the community just makes it all the better!"*

- MAURA PARTRICK, STUDENT LEADER

### **EDUCATOR:**

As an Advisor, your role of educator will often come through the role modeling of behavior, guiding the student in reflection on their actions, and being there to answer questions. One of the most difficult actions to take as an Advisor is to do nothing, but sometimes this can be the most important action of all. Allow students to make their decisions even if they do not agree with your ideas. Sometimes, students will succeed; other times, they may fail. The key is to give students a safe place to reflect on their experiences.

Research suggests that it is not the number of hours teaching or advising students that is most crucial to student development, but rather the quality of the contact. Students learn a tremendous amount from advisors through informal interaction, and through organizational activities outside of regular meetings.

- **It's okay to micro-manage a little bit.** While students should lead and make final decisions, they may welcome and even benefit from a little handholding. For example, you wouldn't show a colleague or member of your team how to take notes, but it's perfectly appropriate for an advisor to step in and help a student take notes effectively, write a professional email, find a classroom for an event... Students are often doing this for the first time and need to be shown how in the first place. That said, if help isn't welcome, remember to pick your battles.

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### **POLICY INTERPRETER**

Student Clubs operate under policies, procedures and rules. At times, students may not be aware of these policies and they will do things in an inappropriate manner. The more you know about these policies the better advising you can give to the students on their plans.

Refer students to the resources below. During interaction with the group's members, the advisor may encounter students with personal problems. If you do, please refer the student to the AUP guidance counselors.

# A TIMELINE FOR CLUB ADVISING

While student clubs have lots of room to create and invent, it helps to know that we have a fairly cyclical calendar when it comes to club activities and resources. As a Club Advisor, we encourage you to be familiar with the timeline defined in this section and to share key dates with students in your group. Your support as defined below in italics will contribute to the durability and success of the club. Physical activity organizations are organized differently, feel free to reach out to the Sports office to have more information.

Important: staff and faculty who serve as advisors over multiple semesters actively support the transition process and assist the process of bringing new student leaders on board one year to the next. Ideally you will help students to start thinking about this process before the end of each semester.

*"Clubs give us, students, the opportunity to create a dialogue on issues we don't necessarily talk about in classrooms. What's important in a club is to create a space for students where they can have open discussions with classmates, that are academic and informative."*

- KRYSTEL NOZIER, STUDENT LEADER





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# STUDENT CLUB TIMELINE BASED ON TYPICAL SEMESTER

## BEFORE START OF SEMESTER

Orientation	All new students have a chance to learn about clubs at the Welcome Fair during Orientation. In addition, students look at AUP Engage that week and may try to join clubs. <i>Ask the students in your club if their AUP Engage page is updated and if they have connected with the Student Leadership Office and Student Advisors to advertise the club to new students.</i>
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## FIRST WEEKS OF THE SEMESTER

Engage Club Registration	On the first day of class, the Student Leadership Office emails all known-club leaders about re-registering their club on Engage. <i>Have a look at <a href="http://engage.aup.edu">engage.aup.edu</a> and remind the students in your club if they have not re-registered.</i>
E-mail reset	Clubs with official e-mails should ensure that they have used an online tool so the right student leaders can use those accounts. <i>Check with the students in your group to see if they are using the right e-mail accounts and reach out to the Student Leadership Coordinator if you have questions about this.</i>
Club Leader training	The Student Leadership Office provides a short video training to all club leaders, updating these on a regular basis. <i>Make sure the leaders of your student group attend and consider watching the training video yourself as some information could be helpful to you in your role as advisor.</i>
Clubs Night	Every second Tuesday of the semester at 18h30, Clubs Night is an open fair for all members of the community to come find out more about student clubs and to sign up to participate. <i>Check with your group to make sure they are ready to show off and recruit! Contact the Sports Office for any physical activity, recreational sports, etc.</i>

*continued on next page*

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**Training and Goal Setting**

Students in the club should review their goals before the semester kicks off and this is often the right time to have a planning and training session. *Consider what role you can play in helping to define goals, pass along information that may be useful to training and guide new as well as returning students.*

**First Meeting**

The first club meeting is an important one. Is it well advertised? Is the agenda clear? What are the goals? *Consider contributing to this first meeting and attending.*

**MID SEMESTER****Mid-semester check-in w/ faculty advisor**

By mid-semester, students in your club should have had several meetings and have accomplished some goals. This can also be a stressful time in the semester. *Make time to meet with your group to check on their progress to date and share advice for the second half of the semester.*

**Mid-semester review from Student Leadership Office**

The Student Leadership Office will audit your club by mid-semester to make sure club leaders are making progress with their check-list (see Student Organizations section above). We may provide feedback and guidance or may de-activate the club at this point depending on student involvement.

**Introduce GPS & Academic Career and Experiential Advising Center**

The GPS Certificate Program can help students connect the dots between the work they are doing with your club and their education and career goals. *Review the core capabilities and consider how you can highlight the way students are learning these skills through your group. Encourage them to participate in GPS and reach out to the GPS team ([gps@aup.edu](mailto:gps@aup.edu)) to talk about your projects and ways GPS can support you.*

**ONGOING****Club Meetings and Events**

The number of club meetings and events will most likely depend entirely on the students involved. *To avoid confusion and frustration, agree on a tentative timeline for everyone at the start of the semester and clearly state to what extent you plan to be present.*

*continued on next page*

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Advisor Check-ins	Advisor check-ins can be one-on-one or with the whole group. <i>We suggest that you have at least three: one at the start of the semester, one mid-semester and one at the end of the semester.</i>
Student Senate	Student Senate meets every Wednesday period three. Senate typically has a €100K budget to allocate to clubs. <i>Discuss budgets with your group and remember that Student Senate may be a valuable resource to promote your group’s activities. Have the students in your group reach out to the SGA treasurer for more information (sga_treasurer@aup.edu).</i>

LAST MONTH OF THE SEMESTER

Transition Meeting	Consider how you can play a role in promoting good transition planning and ensuring that transition meetings between the right student leaders have been organized before the end of the semester.
Exit Interviews	The Student Leadership Office has created an exit interview tool on Engage as well as a leadership rubric to help you provide feedback to the student leaders in your group. Set up short interviews with the most engaged students to help them reflect on their experiences. The interviews are often more like conversations and are enjoyable as well as a chance to learn and think about future semesters. <i>Contact the Student Leadership Office about a month before the end of the semester to help set up these interviews.</i>
Roster Checks & GPS credit	At the end of the semester, the Student Leadership Office emails all club leaders and asks for a final roster check via email. This entails a full list of active members and their positions within the club. This information is essential to “clean up” rosters in Engage and ensure accurate records on the co-curricular record and for the GPS program. Furthermore, we will use this anonymized data for reporting purposes on Student Leadership activities. <i>Have a look at the final rosters and let us know if you have any concerns or corrections.</i>

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# RESOURCES

Remember that staff and faculty advisors to student-run clubs are never on their own. Review the resources below and don't hesitate to reach out for help. **Contact the Student Leadership Office and/or the Dean of Student Development (Kevin Fore, [kfore@aup.edu](mailto:kfore@aup.edu))**

## STUDENT DEVELOPMENT TEAM

### Student Leadership Office

- Answer questions about this manual
- Serve as a liaison between student-led projects and University offices, faculty members and outside organizations
- Provide support for the tool Engage

### Safia Benyahia

Student Leadership Coordinator  
[student\\_leadership@aup.edu](mailto:student_leadership@aup.edu)

[Student Leadership Sanitary Protocol \(Fall 2020\)](#)

[Student Leadership Assessment Rubric](#)

[www.aup.edu/student-leadership-office](http://www.aup.edu/student-leadership-office)

### Health Office

- Assist students struggling with health issues
- Book appointments with medical specialists
- Advise GenSex group

### Anne-Laure Jardry

Health Plan Coordinator

### Noémy Dutertre

Health Plan Coordinator

[health@aup.edu](mailto:health@aup.edu)

[aup.edu/student-life/support/health-wellness/contact](http://aup.edu/student-life/support/health-wellness/contact)

[aup.edu/student-life/support/health-wellness/guidance-counseling](http://aup.edu/student-life/support/health-wellness/guidance-counseling)

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### Counseling Office

- Provide mediation when members of the club/student organization are in conflict
- Help students balance their wellbeing with their academics
- Arrange therapy for students in need and/or refer to other resources if necessary
- Help students with organization and time management
- Advise AUP for Consent (sexual assault peer support) and Take Care Club (mental health awareness group)

**Pamela Montfort,**  
Student Guidance Counselor

**Charlotte Vernier,**  
Student Guidance Counselor

[guidancecounseling@aup.edu](mailto:guidancecounseling@aup.edu)

[aup.edu/student-life/support/health-wellness/guidance-counseling](http://aup.edu/student-life/support/health-wellness/guidance-counseling)

Sexual misconduct policy:  
[aup.edu/student-life/support/rules-and-procedures-related-sexual-and-moral-misconduct](http://aup.edu/student-life/support/rules-and-procedures-related-sexual-and-moral-misconduct)

[Take Care Club](#)

[AUP for Consent](#)

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### Athletics Office

- Provide students support and resources for physical fitness and wellness; coordinate physical activity organizations
- Collaborate with faculty and students interested in competitive and recreational sports and other physical activities

**Ashkan Shalbaf,**  
Athletics Program Coordinator  
[sports@aup.edu](mailto:sports@aup.edu)

[aup.edu/student-life/activities/clubs-and-organizations/sports](http://aup.edu/student-life/activities/clubs-and-organizations/sports)

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### Cultural Program Office

- Answer questions related to travel and excursions (policies, budget, planning and booking)

**Alexis Dang**  
Cultural Program Manager  
[culturalprogram@aup.edu](mailto:culturalprogram@aup.edu)

[aup.edu/academics/cultural-program](http://aup.edu/academics/cultural-program)

[Student-led Travel Policy](#)

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### Student Development Helpdesk

- Provide a range of support services for students' daily lives.
- Connect you to the various Student Development offices

**Yann Louis, Lamis Al Jasem**  
Helpdesk Staff  
[studentdevelopment@aup.edu](mailto:studentdevelopment@aup.edu)

[aup.edu/student-life/support/student-development-office](http://aup.edu/student-life/support/student-development-office)

### Dean of Student Development Office

- Support for new student-run projects
- Assistance building co-curricular initiatives
- Responsible for student conduct and emergency situations
- Available for concerns related to any office under the Student Development umbrella

### Kevin Fore

Dean of Student Development  
[kfore@aup.edu](mailto:kfore@aup.edu)

Student Code of Conduct  
[aup.edu/university-policies-guidelines/student-responsibilities](http://aup.edu/university-policies-guidelines/student-responsibilities)

### Vice President for Security, Operations and Student Services Office

- Assistance with outside guests, the use of campus facilities and campus security
- Responsible for student conduct and emergency situations
- Available for concerns related to any office under the Student Development umbrella

### Marc Montheard

VP for Security, Operations and Student Services  
[mmontheard@aup.edu](mailto:mmontheard@aup.edu)

## DIVERSITY COUNCIL

### Diversity Council

- Can contribute to or participate in your events when relevant
- Provide guidance to talk about our diverse community and foster dialogue
- Serve as resources for students concerned about discrimination

Faculty representatives:

**Michelle Kuo**  
**Evelyn Odonkor**

Staff representatives:

**Jaime Chatfield**  
**Alexis Dang**

Student representatives:

**Krystal Nozier**  
**Maura Partrick**  
[diversitycouncil@aup.edu](mailto:diversitycouncil@aup.edu)

[www.aup.edu/student-life/support/aup-blm](http://www.aup.edu/student-life/support/aup-blm)

Non-discrimination policy:  
[aup.edu/university-policies-guidelines/non-discrimination](http://aup.edu/university-policies-guidelines/non-discrimination)

Student Grievance procedure:  
[aup.edu/student-life/support/student-grievance-procedure](http://aup.edu/student-life/support/student-grievance-procedure)

## STUDENT-LED ORGANIZATIONS

### Student Government Association (SGA)

- Share your club news in a weekly email sent by the SGA to the entire student body
- Executives and committees can answer questions related to budget requests, events, projects and communication

List of executives updated on the website each semester.  
[sga@aup.edu](mailto:sga@aup.edu)

[aup.edu/student-life/activities/student-government](http://aup.edu/student-life/activities/student-government)

[SGA Constitution \(link\)](#)

[Student Organization Leader Checklist/Terms and Conditions - link](#)

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### AUP Student Media (ASM)

- Collaborate with your club to feature student activities and share updates with the rest of the AUP campus community

ASM Managing Editor  
[asm\\_director@aup.edu](mailto:asm_director@aup.edu)

Hannah Westley  
Faculty Advisor  
[hwestley@aup.edu](mailto:hwestley@aup.edu)

Lamis al Jasem  
Staff Advisor  
[laljasem@aup.edu](mailto:laljasem@aup.edu)

[peacockplume.fr](http://peacockplume.fr)

[aup.edu/student-life/get-involved/student-media/board](http://aup.edu/student-life/get-involved/student-media/board)



## ACADEMIC AFFAIRS

### GPS Office (Global & Professional Skills)

- Explain the GPS program to you and your club
- Review your club activities that could benefit from GPS credit
- Provide useful training to your club members

**Darcee Caron**

Director of the Center for  
Academic, Career, and  
Experiential Advising  
[gps@aup.edu](mailto:gps@aup.edu)

[aup.edu/student-life/activities/GPS](http://aup.edu/student-life/activities/GPS)

### Registrar

- Assist with directed studies or editorships
- Answer questions related to academic policy

**Pauline Bonnot**

University Registrar  
[registraroffice@aup.edu](mailto:registraroffice@aup.edu)

[aup.edu/academics/academic-career-resources/registrars-office](http://aup.edu/academics/academic-career-resources/registrars-office)

## CAMPUS SERVICES AND SECURITY

### Campus Services

- Provide event logistical support for events, including some supplies

**Pascale Guibout**

General Services Assistant

**Liam Benett**

Campus Services Coordinator  
[campusservices@aup.edu](mailto:campusservices@aup.edu)

[room reservation link](#)

### Security

- Ensure campus security and access to AUP buildings. (Event organizers should inform security of any outside guests)

**Phil Von Eiff**

Security Manager  
[pvoneiff@aup.edu](mailto:pvoneiff@aup.edu)

## STUDENT LIFE ONLINE PLATFORM

### AUP Engage

- Centralize information about student organizations, events, and campus news.

All university faculty and staff  
have an AUP Engage account

[Engage.aup.edu](http://Engage.aup.edu)

*Learn more about this tool with the Student Leadership Coordinator as Engage is used by student leaders to track student involvement for the co-curricular record, manage and request budgets, and advertise events*

## DISCOVER UNIQUE OPPORTUNITIES AT

The American  
University of Paris



# AUP ENGAGE



[engage.aup.edu](https://engage.aup.edu)



## A POWERFUL TOOL TO PROMOTE AND MANAGE YOUR CLUB ACTIVITIES

- A comprehensive list of active organizations on campus
- The latest student news and events
- Up-to-date club rosters with student photos
- Budget, survey and other integrated tools
- Access to the Global Professional Skills path
- And more...

[engage.aup.edu](https://engage.aup.edu)

# **THE AMERICAN UNIVERSITY 55 *of* PARIS YEARS**

## **Student Leadership Office**

The American University of Paris

6, rue du Colonel Combes

75007 Paris France

+ 33 (0)1 40 62 08 21

[Student\\_leadership@aup.edu](mailto:Student_leadership@aup.edu)