

STUDENT ORGANIZATION ADVISOR'S RESOURCE MANUAL



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Overview

Advisors of student organizations provide a vital link between the students and the University and/or national sponsoring organizations. Drexel University and the Office of Campus Activities require that all general student organization have at least one full-time faculty or staff advisor. The advisor plays many roles in working with the organization. He/she can serve as a mentor, a motivator for the accomplishments of the group and its members, as well as a programming advisor.

This manual has been developed to assist you and to encourage Drexel University faculty and/or staff to become a student organization advisor. This manual is intended to explain the basic expectations that the Office of Campus Activities has of the relationship between advisors and student organizations. It should be stressed that this advisor relationship is entirely open and does not require an advisor be of a certain race, ethnicity, gender nor have ever been a member of a similar organization in order to serve in an advisory role.

GENERAL TIPS FOR ADVISORS

- Express a sincere interest in the group, its mission and in each individual.
- Have the goals or objectives of the group in mind.
- Provide clear expectations by verbalizing exactly what is expected and wanted. Clear up any misconceptions from the beginning.
- Assist members of the group in their growth as individuals while helping the group achieve its goals.

- Have open and honest dialogue and communication.
- Challenge the group to grow and develop.
- Maintain contact with the Office of Campus Activities and direct students to use our office's resources.

SOMETHING TO KEEP IN MIND AS AN ADVISOR

You should feel encouraged to socialize with group members, but you must remember that in order to remain an effective advisor, you must retain your credibility. Having dinner with students or seeing a movie with them may be normal activities that help build relationships, but going to bars and/or participating in inappropriate activities outside of the organization are not acceptable. We offer these words as a guideline. You were selected to be their advisor for many reasons and you are entrusted with serving the group to the best of your abilities. Advisors use their best judgment not to put themselves nor their credibility in a potentially compromising situation.

THE REWARDS OF BEING AN ADVISOR

The rewards of being an Advisor are sometimes intangible. Current Advisors cite the deep satisfaction of working with college students outside of the classroom, having meaningful relationships with students, and knowing that they have made a difference in some students' lives as reasons why they are involved with student organizations. The Office of Campus Activities is committed to working with Advisors. Thus, all available assistance, including training and resources, is provided to help make the Advisor position fun and worthwhile.

Advisor Expectations

EXPECTATIONS OF ADVISORS

- Work with the student leadership to establish an attendance schedule at organization meetings for the advisor, which is mutually agreed upon by the advisor and the student organization.
- Work with the student leadership to establish as needed meetings with individual members of the organization who need additional guidance in their officer or committee positions.
- Be cognizant of all rules and policies particular to student organizations pertaining to: membership requirements, standards, events, fiscal responsibilities, event planning or other information in order to assist with their advising and upholding these rules/policies.
- Provide advice and guidance to officers with their daily operational and special event/activity needs, but should not direct the actions of the organization.
- Attend an orientation program for advisors of student organizations and meet as needed with members of the Office of Campus Activities Staff.
- Serve the organization for a minimum of one year and if both parties choose, the relationship can be reaffirmed annually.
- Advisors are expected to be knowledgeable about, and comply with federal, state and local laws and ordinances and Drexel.
- Shall serve without pay and shall not be provided release time, unless permitted by the individual supervisor.
- All advisors who become aware of an allegation of a violation of University Policy, Student Code of Conduct, civil law, or criminal law must report to the allegation to the Office of Campus Activities and/or Public Safety (215-895-2822).
- All business transactions exceeding \$250.00 must include the signature of the organization advisor on financial documents.

EXPECTATIONS OF THE ORGANIZATIONS FOR THEIR ADVISERS

- Establish and share a job description for the advisor that clearly defines his/her responsibilities and anticipated lines of communication anticipated.
- Establish an attendance schedule at organization meetings, which is mutually agreed upon by the advisor and the student organization.
- Show respect and value for the advisor whom you have chosen to serve as your guide and mentor.
- Consider all advice and guidance provided with an open mind and a sincere interest for improvement of daily operational and special event/activity needs.
- Inform advisor of any planned events and any questions or concerns presented by the organization.
- The student organization advisor listed on the Annual Allocation Request Form, The Annual Allocation Appeals Form, and Reserve Funding Request Form must be consistent with the student organization recognition paperwork on file with the Office of Campus Activities.

Advising Styles & Skills

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

ADVISING STYLES

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

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

Coaching: The advisor continues to direct and closely supervise task accomplishment, but also explains decisions, solicits suggestions, and supports progress. Use this style with groups that have a few leaders that are at a higher readiness level who will need your support with the rest of the group to get things accomplished.

Supporting: The advisor facilitates and supports the efforts toward task accomplishments and shares responsibilities for decision making with the students. Use this style with students/groups that are just starting to understand the concepts that will lead to success - the group is just starting to “get it”.

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

ADVISING SKILLS

Flexibility: Advisor should move from one style to another in order to meet the needs of the different types of students and multiple circumstances they will encounter.

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

Contracting: Advisors learn how to negotiate some agreements with students. Contracting and negotiating are valuable lessons for assisting students with understanding how to effectively interact with others for their future.

STAGES OF GROUP DEVELOPMENT

The following five stages of group development have been recognized as extremely common to most groups of people and organizations that are forming and continuing to develop. At the end of this Advisor’s Resource Manual is a 2-page comprehensive CEO Program Tip Sheet description of these stages. Advisors should review these materials and incorporate this knowledge when interacting with and guiding a student organization.

This resource can also be located at: http://www.drexel.edu/oca/l/tipsheets/Group_Development.pdf

1. Forming
2. Storming
3. Norming
4. Performing
5. Adjourning

Advising: Do and Don't

DO

- Allow others to fail
- Allow others to succeed
- Know your limits
- Know the group's limits
- Read the constitution of the group
- Get to know the members
- Be visible
- Assist in transitioning student organization officers
- Realize that you have the power of persuasion, so use this judiciously
- Help student leaders see alternatives and provide an outside perspective
- Be consistent with your actions
- Keep your sense of humor
- Trust yourself and the group
- Learn when to speak/when not to speak
- Teach the art of leadership
- Service as a resource person
- Provide honest feedback to group members and positive reinforcement for accomplishments
- Challenges members to set high goals, then support them in their efforts
- Be available in emergency situations
- Assist officers with procedural matters
- Represent the group in staff and faculty meetings
- Do suggest program ideas
- Do serve as a role model
- Do advise officers in decision-making matters
- Do provide historical continuity for the organization

DON'T

- Control the group
- Manipulate the group
- Miss too many groups meetings and functions
- Take ownership for the group
- Close communication
- Become a strict naysayer nor a laissez-faire friend
- Be afraid to try new ideas
- Know it all
- Take everything so seriously
- Be the leader
- Say "I told you so..."
- Impose your won bias
- Tell the group what to do

Advisor Tips from 'A to Z'

TIPS FROM 'A to Z'

- Assist in developing long term goals.
- Encourage **B**road-based participation
- Promote **C**ooperation rather than competition
- Encourage **D**iscussion of relevant issues
- **E**very now and then, you may need to serve as the group's spokesperson
- **F**oster a relationship of trust with students
- Be a **G**ood listener
- **H**elp officers improve leadership skills
- Discourage **I**nappropriate ideas
- Don't **J**udge students
- **K**ick-start enthusiasm
- Meet regularly with the organization's **L**eaders
- Teach, don't enforce, in **M**ost situations
- Let members know expectations and role **N**ow.
- Make suggestions to **O**fficers, not to the group
- **P**raise publicly, criticize privately
- Be accessible and available for any **Q**uestions
- **R**eceive all agendas and minutes
- Capitalize on individuals **S**trengths
- Avoid **T**aking sides and remain objective
- Assist in improving **U**ndertakings
- Be a **V**aluable resource
- Let the group know you **W**ant to help
- Develop and use constitutional **eX**pertise
- Provide reason for **Y**our suggestions
- Go to your organi**Z**ation for help. It builds confidence and team spirit

Advisor's Role Checklist

Listed below are some potential advisor roles which can be negotiated between student leaders and their advisor. This form is designed for advisors and student leaders to check off their "agreement level" on each of these potential advisor roles. *(Modified from resources from Eastern Oregon University)*

"In performing the role of advisor, I believe that an advisor should..."

| Roles of the Advisor | Strongly Agree | Agree | No Opinion | Disagree | Strongly Disagree |
|---|-----------------------|--------------|-------------------|-----------------|--------------------------|
| Be a problem solving agent | | | | | |
| Be a counselor | | | | | |
| Be an information resource person | | | | | |
| Be an idea resource person | | | | | |
| Be a sounding board | | | | | |
| Be an administration's representative | | | | | |
| Be a student's representative | | | | | |
| Be a change agent in the organization | | | | | |
| Be an interpreter of university policies and procedures | | | | | |
| Be an analyzer of group process | | | | | |
| Be a guarantor of success for programs | | | | | |
| Be a personal role model for behavior | | | | | |
| Be an attendee at events | | | | | |
| Be a doer of student programs | | | | | |
| Be a coordinator/advocate for a balanced student program | | | | | |
| Provide continuity between years | | | | | |
| Be a developer/planner of new programs | | | | | |
| Be an educator of program philosophy and program skills | | | | | |
| Be a developer of student volunteers | | | | | |
| Be an educator/trainer of leadership and organizational skills (i.e., insure training happens, workshops, etc.) | | | | | |
| Be a maintainer of organizational records | | | | | |
| Work out personal conflicts of the group | | | | | |
| Be a financial supervisor | | | | | |
| Be an organizer of organizational meetings and activities | | | | | |
| Be responsible for election of the organization's officers | | | | | |
| Establish the goals and directions of the organization | | | | | |
| Be knowledgeable/expert in programming skills (i.e., contracts, legal issues, etc.) | | | | | |
| Be a double-checker of program production details | | | | | |
| Orient new officers to their roles/responsibilities | | | | | |
| Recruit new members to organization | | | | | |
| Be responsible for maintaining positive energy level in group | | | | | |
| Attend meetings | | | | | |
| Have the power to veto committee decisions | | | | | |
| Evaluate student volunteers | | | | | |
| Evaluate programs | | | | | |
| Take initiative in developing teamwork among the officers | | | | | |
| Veto decisions when violating objectives, bylaws, or policy | | | | | |

After completion, student leaders and advisors should discuss their "agreement level" and then develop a consensus "agreement level" for each item. This becomes the blueprint for the advisor's roles and responsibilities to the organization and the organization's responsibilities to the advisor.

What Students “get out of” Participating in Clubs and Organizations

Student leaders have communicated to our office the importance of having Advisors understand some of the basic reasons why students participate in clubs and organizations. These student leaders hope that this information influences the types and levels of expectations Advisor may have for students.

- Develops friendships
- Improves relationships and fosters closer ties between faculty and students
- Complements and reinforces classroom learning
- Teachers self-discipline, initiative, leadership and responsibility
- Allows students to apply learned concepts in real-life situations
- Acts as an arena for testing beliefs, values, attitudes and morals
- Contributes to the identity and development of student personalities
- Exposes students to differing, diverse, and conflicting viewpoints
- Helps students identify with the campus culture, making them more likely to stay and graduate
- Channels anxiety and stress into positive, enjoyable and productive pursuits
- Exposes the student body to influential and/or controversial speakers or topics
- Teachers and promotes hobbies, sports and other leisure activities at nominal costs
- Provides support for students with common needs or interests
- Motivates students to strive for and maintain academic excellence
- Plans major events which benefit and unite the entire campus community
- Broadens the perspectives of students in areas of diversity
- Improves opportunities for students to develop networks with their peers and others
- Improving Leadership and communication skills
- Teaches students to work effectively with and within a group
- Promoting closer contact with faculty, staff and other influential role models
- Exploring social issues

Additionally, campus activities are fun for all involved. Since most students spend a significant amount of time obtaining a college education, the enjoyable aspects of participating in activities are far from irrelevant. Furthermore, students who find college fulfilling and rewarding are more likely to persist and reach their educational goal.

Participation in campus activities, then, is simply one important aspect of the education which can be derived from the college experience. Not unlike the curriculum, activities are designed to educate and to facilitate student development. Although the approach and emphasis may be different from traditional forms of the educational process, activities make a significant contribution to learning during the college experience.

Since today’s students are tomorrow’s citizens, the impact campus activities and the entire educational process has on the students as an individual later, benefits society as a whole. Campus activities are truly central to the mission of higher education.

Stress Cycles or Triggers for Students

The following potential cycles or triggers of student stress are identified and can be used to design a more helpful and suitable advising and programming environment for campuses on a quarter system.

Late September/Early October

- Homesickness, especially for freshmen.
- Values crisis: students are confronted with questions of conscience over value conflict areas, such as drug and alcohol experimentation, morality, race, religion, and social expectations.
- Feelings of inadequacy and inferiority develop because of the discrepancy between high school status and grades and initial college performance.
- In Loco Parentis Blues: students feel depressed because of real or perceived restrictive policies and regulations of the university.
- Foreign students sense confusion, vulnerability, and a lack of an advocate in power positions.
- Students starting co-op may feel unstable and inadequate while learning the new job. Student may try to over compensate in organization leadership positions to prove they are knowledgeable and in control.
- Students who participated in co-op over the summer may feel that they “missed out” and therefore need to plunge into fun and exciting extra curricular and sometimes risky behavior.

Late October/Early November

- Freshmen begin to realize life at college is not as perfect as they were led to believe by parents, teachers, and counselors. Old problems seem to continue and new ones are added. An external reality in which they had put their hopes may fail them.
- Grief develops because of inadequate skills for finding peer group of friends or not being selected by one.
- Midterm workload pressures are followed by feelings of failure and loss of self-esteem.
- Some students often sense a loss of self-esteem because so much value is placed on dating.
- Job search stress begins for December graduates and Spring/Summer Co-Ops.

November/December

- Academic pressure is beginning to mount because of procrastination, difficulty of work, and lack of ability. The pace is beginning to catch up to them and there is a feeling that the load of work that is required can't possibly be done by the end of the term.
- Incidence of depression/anxiety increases from feelings that one should have adjusted to college by now.
- Homecoming blues develop because of dates and/or lack of ability to participate in activities.
- Some students have ceased to expand their network of friends beyond the first few people with whom they come into close contact.
- Extracurricular time strain: seasonal parties, concerts, social service projects, and religious activities drain student energies.
- Anxiety, fear, and guilt increase as final examinations and term paper deadlines approach.
- Pre-holiday depression, especially for those who have concerns for family, those who have no home to visit, and those who prefer not to go home because of family conflicts.

January

- Post-holiday depression due to again being away from the security of home OR from feeling that the term break was insufficient as high school peers have additional time off.
- Significant time spent socializing because of perception that academics don't really begin until the second or third week of classes.
- Economic anxiety: funds from family and co-op earnings begin to run out, loans become due, holiday expenses are seen as a reality.

February

- Many students experience optimism because second semester is perceived as going downhill.
- Vocational/career/major choices cause anxiety and depression.
- Couples begin to establish stronger ties or experience weakening of their relationships.
- Depression increases for those students who have failed to establish social relationships or achieve a moderate amount of recognition.
- Freshmen students have feelings of excitement and nervousness as their co-op cycle is determined.
- Students commonly participate in few structured social events and focus more on their academics.

March

- Drug and alcohol use increases significantly before, during, and after spring break.
- Academic pressures continue as finals are taken and the results are received.
- Extracurricular/job crisis for sophomores/pre-juniors/juniors (Will I get a co-op this late in the term?) and seniors (Will I get a job? Have I really learned anything?)
- Freshmen who felt the sting of the pace and workload seriously begin to question their decisions – major of study, extracurricular activities, university setting, etc.
- Students who participated in co-op over the fall/winter may feel that they “missed out” and therefore need to plunge into fun and exciting extra curricular and sometimes risky behavior.

April

- Frustration and confusion develop for students who earned too much during co-op to qualify for the financial aid that they were counting on.
- Job search stress continues for graduates and Fall/Winter Co-Ops.
- Major often has to be declared and pressure mounts.
- Midterm exams get closer, but motivation to study decreases if weather changes and become warmer.
- Job recruitment panic for seniors.

May

- Freshmen students become frustrated as their high school peers finish classes and begin to enjoy summer.
- The need for a social outlet and release heightens because of the weather and the continued need for focus on class work and co-op.
- Students feel over programmed because they have compensated for the lack of activity over winter term.
- Seniors (if they haven't already) withdrawal and stop participating in extracurricular activities as they prepare for finals and graduation.

June

- Seniors graduate and Freshmen return home for a much needed break
- Students left to run the business operation of their student organizations feel pressure to function at only a slightly slower pace than other terms.

July/August

- As the weather gets increasingly nicer, less involved members of organizations become almost inactive while filling their time with social and summer time activities.
- Extremely dedicated organization officers become frustrated with members who do not participate.
- Students may plan for their future and make “resolutions” to fix any disappointments from the year prior.
- Job stress for students not placed in fall/winter co-ops increases.
- Students have settled into a nice slower pace and have enjoyed their summer but may begin to feel that they have missed out and it has gone too fast.
- As finals approach, many have a nonchalant attitude that proves to give them poor results.
- Students look forward to a break from class and work but are disappointed to find that their high school peers have already left home to attend fall classes at their semester institutions.

Conflict

If you are working or interacting with other people, you will, sooner or later, have to deal with conflict. Conflict is not inherently bad and since no two people view the world exactly the same way, disagreement is quite normal. In fact, anyone who agrees with you all of the time might be telling you what you want to hear and not what he or she actually believes.

Unmanaged conflict will lead to continued complications and could even go as far as result in violence. The key to managing conflict is to learn the skills necessary to become a person capable of resolving conflict efficiently and effectively. The goal should be to reach a solution that everyone can live that is a win-win situation.

Here are some things to keep in mind about conflict and conflict management:

- Conflict is inevitable, however, conflict can be minimized, diverted and/or resolved.
- Conflict develops because we are dealing with people's lives, jobs, pride, ego and sense of mission or purpose;
- There are strategies for resolutions that are available and they DO work;

Here are some early causes that can start a potential conflict:

- Poor communication and lack of openness.
- Individuals and/or factions within the group seeking power;
- Dissatisfaction with current leadership style;

While conflict is not inherently negative, it can be destructive when it:

- Takes attention away from other important activities;
- Undermines morale or self-concept;
- Increases or sharpens difference, reducing cooperation;
- Leads to irresponsible and harmful behavior.

Conflict can be constructive when it:

- Results in solutions to or clarification of important problems and issues;
- Involves people in resolving issues important to them;
- Causes honest and open communication;
- Helps release emotion, anxiety, and stress;
- Builds cooperation among people through learning more about each other, helping individuals develop understanding and skills.

Techniques for avoiding and/or resolving conflict:

- Meet conflict head on - address it right away as waiting can lead to bigger problems at a later time.
- Plan for and communicate frequently and as honestly as possible - do not lie to your members and be sure to share with them what is happening with the organization.
- Be honest about concerns - talk about the problem honestly and do not dance around the issue.
- Build cooperation among people through learning more about each other;
- Get individual ego out of leadership style - separate the problem from the person and work to resolve the situation.
- Agree to disagree - understand healthy disagreement would build better decisions.
- Let your team participate in the goal planning process - people will support what they help create through a shared vision
- Discuss differences in values openly - make sure everyone knows where each member of the groups stands and that they are accepted for who they are and for the opinions they have.
- Provide as much data and information as is needed - share successes and failures with the group and any feedback to make your group become better.

Crisis Management

The following guidelines are for advisors and students in the event of any tragedy or crisis that occurs that effects the organization. Examples of such situations include, but are not limited to:

- The death or serious injury of a member
 - Any injury or incident at or during an organization event
 - Any injury or incident that occurs while the group is traveling
1. When a situation like this occurs, it can bring harm to the organization and its members if not handled correctly. Hopefully, these suggestions will help the organization deal with the crisis in the most effective and efficient way and put them on track towards normal operations. The advisor's role is to assist the students through this event and to lend a source of support for the organization.
 2. Emergency Phone Calls
 - 911 EMERGENCY NUMBER: Your first phone call for any serious emergency is to the 911 Emergency Number
 - ON-CAMPUS EMERGENCIES: To report a fire, medical emergency or request an officer dial 215-895-2222. These calls will be answered by the University Department of Public Safety. University officers as well as the Philadelphia Fire Department or Philadelphia Police Department, will be dispatched as appropriate. For non-emergency calls to the Department of Public Safety dial 215-895-2822.
 - OFF-CAMPUS EMERGENCIES: Dial 911 to report a fire, medical emergency or request an officer. These calls will be answered by the police dispatcher and emergency personnel will be dispatched as appropriate.
 3. Once Public Safety has been notified of the crisis, they will contact the Dean of Students. He will then notify the Office of Campus Activities about the incident.
 4. A member of the Office of Campus Activities and/or the Dean of Students will meet with the group to inform all members of the incident and offer counseling services through the Office of Counseling, Health and Wellness.
 5. Organization members should be instructed to make NO statements to anyone other than University officials, their national sponsoring organizations, or law enforcement officials. There is a staff person from the Office of University Relations whose responsibility it is to communicate with the media.
 6. In the event that it is necessary, the Dean of Students will make a decision as to the best way to contact family members of anyone involved with in a crisis.

Advisor/Student Evaluation and Feedback Tool

This form is for student leaders to use with their advisors to evaluate their advising relationship.

Student leaders should take 15-20 minutes to share their thoughts on the questions and statements listed below.

Please use a scale of 5-1 to rate your answers, 5 being the best score, and 1 being the lowest score.

1) I am satisfied with the amount of time our advisor spends with our group **5 4 3 2 1**

Comments:

2) I am satisfied with the quality of time our advisor spends with our group **5 4 3 2 1**

Comments:

3) I am satisfied with the amount of information our advisor shares with our group **5 4 3 2 1**

Comments:

4) I am satisfied with the quality of information our advisor shares with our group **5 4 3 2 1**

Comments:

5) Our advisor is familiar with the goals of our group **5 4 3 2 1**

Comments:

6) Our advisor advises our group in a way consistent with our goals **5 4 3 2 1**

Comments:

7) Our advisor adjusts his/her advising style to meet our needs **5 4 3 2 1**

Comments:

8) Our advisor keeps our group informed on larger campus/national issues **5 4 3 2 1**

Comments:

Advisor/Student Evaluation and Feedback Tool (continued)

9) Our advisor is a good listener 5 4 3 2 1
Comments:

10) Our advisor understands the dynamics of our group 5 4 3 2 1
Comments:

11) Our advisor role models balance and healthy living 5 4 3 2 1
Comments:

12) Our advisor challenges me to think 5 4 3 2 1
Comments:

13) Our advisor allows me room to make and execute decisions 5 4 3 2 1
Comments:

Additional Comments:

Directory

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|---|--|--|
| Office of Campus Activities (OCA) | Student Org. Resource Center (SORC) Lower Level of Creese Student Cntr. | 215-895-1328 askoca@drexel.edu www.drexel.edu/OCA |
| <ul style="list-style-type: none"> • Director of Campus Activities • Associate Director of Campus Activities • Assistant Director of Campus Activities • Administrative Assistant, SORC | | Ari Hauben TBD TBD Jill Buckley |
| <ul style="list-style-type: none"> • Assistant Dean for Campus Engagement • Budget Coordinator of Campus Engagement/SAFAC Advisor • Administrative Coordinator, Campus Engagement | | John Cooke Joe Gonzalez Kia Perkins |
| Drexel Public Safety | 124 N. 34th Street | (General) 215-895-2822 (Emergencies) 215-895-2822 |
| Dean of Student's Office | 215 Creese Student Center | 215-895-2501 |
| Commuter, Graduate, Transfer Student Programs and Services (CGTSPS) | SORC, Creese Student Center | 215-895-2516 |
| Office of Multicultural Affairs | 215 Creese Student Center | 215-895-2506 |
| University Student Life - Center City | 245 N. 15th Street, Ste. 1106 | 215-762-1400 |
| Fraternity and Sorority Life | 215 Creese Student Center | 215-895-2506 |
| Interfaith Council | 215 Creese Student Center | 215-895-2506 |
| International Students & Scholars Services | 201 Creese Student Center | 215-895-2502 |
| Residential Living Office/ University Housing | Towers Hall | 215-895-6155 |
| Counseling Center/Health Services Office | 210 Creese Student Center | 215-895-1415 |
| Student Health Services | 3201 Arch Street | 215-662-8233 |
| Drexel Center for Academic Excellence (DCAE) | 308 Main Building | 215-895-2523 |
| Drexel Learning Center (DLC) | 050 Creese Student Center | 215-895-2568 |
| Disability Services | 3201 Arch Street | 215-895-6825 |
| Office of Student Conduct and Community Standards | 215 Creese Student Center | 215-895-6074 |
| Student Union Services | Information Desk, Creese Student Center | 215-895-2515 |
| Event Services Office (Reservations) | 001 Creese Student Center | 215-895-2520 |
| Ross Commons | 34th St and Powelton Ave | 215-895-6832 |
| Drexel University Student Tech. (DUST) | 001 Creese Student Center | 215-895-1330 |
| Sodexo Campus Catering Services | Handschumacher Dining Hall | 215-895-6934 |
| Drexel Copy Shop | First Floor MacAlister | 215-895-2898 |
| Printing and Mailing | Main Building | 215-895-2093 |
| University Bookstore | First Floor MacAlister | 215-895-2860 |
| Drexel Athletics | Daskalakis Athletic Center (DAC) | 215-895-1999 |
| Student Activity Fee Allocation Committee (SAFAC) Advisor | SORC, Greenawalt Student Development Center, Creese Student Center | 215-895-1811 |