# Table of Contents

Introduction .................................................................................................................................................. 3

CLSI Mission Statement, Vision, Aims, Guiding Principles ........................................................................ 4

CLSI Staff .................................................................................................................................................. 5

Roles of an Advisor .................................................................................................................................... 6
  What is an advisor? ................................................................................................................................. 6
  Why serve as an advisor? ......................................................................................................................... 6
  Time Commitment ................................................................................................................................. 6
  Advising Functions ................................................................................................................................. 6
  Inappropriate versus Appropriate Advising Roles and Functions ....................................................... 9
  Process v. Results ................................................................................................................................. 10

CLSI Advisor Responsibilities .................................................................................................................. 11

Program Funding Opportunities ........................................................................................................... 11

Guide to Event Planning .......................................................................................................................... 13

Resources .................................................................................................................................................. 15
  Venue Capacities ................................................................................................................................. 15
  CLSI Resources .................................................................................................................................. 16
  Event Planning Contacts .................................................................................................................... 16

Advisor’s Self-Evaluation Checklist ........................................................................................................ 17

Works Cited ............................................................................................................................................. 18

Web Resources ......................................................................................................................................... 18

Appendices
  A Colgate University Policy on Hazing .................................................................................................. 19
  B Colgate University Policy on Alcohol and Drugs ............................................................................ 20
  C Bylaws of the Budget Allocations Committee (Student Government Association) ....................... 22
  D Bylaws for Student Organizations (Student Government Association) .......................................... 27
Introduction

“I was still learning when I taught my last class.” – Claude M. Fess

We at the Center for Leadership & Student Involvement have endeavored to create a resource guide that will be helpful to you in your role as advisor, coach, mentor, and advocate for students. This handbook is the result of a thoughtful and deliberate approach to identifying what information and resources can assist you to be most successful as an advisor. As you embark upon your journey with students each year, some things remain consistent and other new elements are introduced. One of the consistencies that exists is you. Your wisdom, experience, and insights are invaluable to the student experience. However, the manner in which you provide these to students can differ each year, thus creating exciting opportunities and interesting challenges for you.

It is these specific opportunities and challenges that we hope you relish. Through these, we earn our credentials as educators and ultimately witness student learning. According to the Student Learning Imperative, “The key to enhancing learning and personal development is not simply for faculty to teach more and better, but also to create conditions that motivate and inspire students to devote time and energy to educationally-purposeful activities, both in and outside the classroom.” Further, as articulated in Colgate’s Vision for Residential Education, “Students should enjoy their university as an integrated community in which their in-class and out-of-class experiences synthesize into a meaningful and comprehensive education.” Both of these statements confirm and affirm the work we do.

Finally, let us all recognize that we also learn through the advising process. The discoveries we make about ourselves, our responsibilities, and our communities provide depth to the broader enterprise that is Colgate. If we embrace our roles as entry points on an ever-changing path, we can better understand, practice, and teach the value of flexibility and appreciation of the ambiguity that inevitably comes our way.

Corey Landstrom
Director, Center for Leadership and Student Involvement
September 2004
Center for Leadership and Student Involvement

Mission
Our mission is to support, challenge, and inspire Colgate students to become responsible, thoughtful, and engaged citizens.

Vision
Our vision is a vibrant, involved student body where personal growth and ethical leadership is valued in each unique individual and in the communities to which they belong.

Aims
To encourage students to find meaningful co-curricular opportunities and activities which help them to become fully acquainted and involved with the community.

To help students learn the art of reflection in order to achieve self-understanding and respect and appreciation for others.

To teach students to become open-minded thinkers and to further their understanding of complex institutions and organizations from a variety of perspectives.

To promote educational experiences which encourage personal commitment to ideas and issues larger than oneself.

To create an array of connected, seamless learning opportunities intended to strengthen and enhance critical thinking and respect for the liberal arts.

To provide an inclusive, supportive environment where students take healthy risks and confidently express their ideas.

Guiding Principles
We respect and honor the talents, skills, and experiences that each student presents.

We endeavor to create an environment that is personally and professionally supportive for our staff and students.

We intentionally seek to engage in productive and purposeful dialogue and relationship building with students, staff, and faculty colleagues.

We consistently review and assess our practices and take proactive responses to ensure continued progress toward fulfilling our mission and vision.

We encourage responsible, ethical decision-making and, in concert, promote accountability for ones actions.

We value the importance of the creative spirit through thought, laughter, and play.

We place at the center of our work the growth and development of students.
CLSI Staff

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Roles of an Advisor

What is an advisor?
A student organization advisor is a faculty or staff member who is either requested or assigned to provide support and guidance to officers and members of a student organization. The advisor not only serves as a representative of the group in an official capacity, but also as an advocate for the group. The advisor role models leadership behavior, influences the group, stimulates members, and brings new ideas. There are two kinds of advisors for student organizations at Colgate University:

- One is the faculty/staff advisor who helps with the group’s programming content, organization, and foundation. This advisor can be any full-time Colgate University faculty or staff.
- The other is a CLSI advisor who helps with planning group programs.

Why serve as an advisor?
Advising a student organization can be a very rewarding experience for faculty and staff. Working with students outside structured classroom experiences or staff roles allows faculty and staff an opportunity to share information and resources and to teach hands-on skills such as leadership styles, organizational ethics, and program planning.

Time Commitment
The amount of time required to serve as a student organization advisor varies based on the needs of the group. Minimally, an advisor should expect to spend two to three hours per month on student organization issues during the academic year. A very active advisor for a large student organization could expect to spend as many as two to four hours per week engaged in related activities. These activities can include:

- Attending meetings (executive and all-member)
- Attending various events sponsored by the student organization which you advise
- Meeting with the president(s) or leader(s) of the student organization to discuss event programming, organizational development, and reflection

Advising Functions
Faculty and staff advisors assist organizations with four broad areas:

- **Maintenance:** Serve to maintain the existence of the student organization and to help provide continuity with the history, activity, and tradition of past years.
- **Growth:** Provide advice about activities that improve the operation and effectiveness of the group and help it progress towards its goals
- **Education:** Stimulate group members’ learning and skills development, contributing to their intellectual development and the enrichment of campus life
- **Networking:** Help group members develop new contacts for programming and mentoring

In order to support these broad areas, advisors engage in the following functions:
1. Believe in the organization and the enthusiasm necessary to help the organization reach its potential.
   - Students will look to the advisor for encouragement, and your belief and support are important.
   - Advising can be a fulfilling role, but it can also be challenging – keeping up your enthusiasm and sense of humor, especially in difficult times, is vital.

2. Be familiar with the organization’s constitution, understand its mission and purpose, be aware of its history, and know its personnel.
   - The more you can be familiar with the organization’s functions, the more effective you will be in your role of advisor.
   - Given membership turnover, it’s not surprising that many organizational leaders are unfamiliar with their constitution. It’s helpful to them if you refer to it when necessary.
   - Knowing the history and recent activities is helpful to maintain institutional memory and consistency. It can also help to keep a group on track, especially if the leadership is relatively new.
   - Getting to know the leadership is time well-spent. You can be of much greater assistance to the group if you develop respectful relationship with the leaders (and members).

3. Help the organization to develop a foundation and maintain continuity.
   - Students come and go, but hopefully your tenure is a bit more consistent. You have the opportunity to help students be consistent and respectful of their organization’s past.
   - In some instances, a group is fledgling. Your involvement in this stage of an organization’s development is critical. For long-term success, a strong foundation is necessary.
   - Institutional memory is an often overlooked responsibility of student leaders. Help them to find a way keep organizational records and to pass them on.

4. Assist the group in developing realistic goals for the academic year.
   - If you’re familiar with the organization’s purpose, history, and leadership, hopefully you can be an effective resource in this regard.
   - Having a conceptual understanding of solid goal development strategies may also be helpful.
   - While you influence the process, it’s still their process and their goals – but you can work to keep them on track and realistic.
   - When necessary, play devil’s advocate.

5. Assist officers in understanding their duties, and help them to grow as leaders.
   - This is a great opportunity for students to stretch themselves and grow.
   - Understanding the strengths and talents (and deficits) of the leaders is important for you to be of most assistance to the individuals.
   - Having a balanced, caring approach can open doors for you when a serious conversation needs to take place.
   - Ideally, this experience should open new doors for the leaders and create opportunities for the organization.

6. Help the current leadership develop an eye for the future and devote time to developing their membership.
   - Working with the leaders to tap the leaders of the future is paramount.
   - If today’s leaders are not reaching out to and involving the membership, the organization may stagnate.
   - The current leadership should think about providing developmental opportunities to their members.
7. Clarify your role with the organization. Define expectations.
   • In your role as an advisor, you should be clear with the leaders about their and your expectations. It is the responsibility of the organization to communicate its needs to the advisor.
   • Be sure to understand the distinction between advisor and supervisor.
   • Be willing to be flexible with your role depending upon the stage of the group’s development or the current leadership.
   • One year may look very different from the next.
   • Be patient. It’s easy to begin stepping outside your appropriate role.

8. When possible, attend organizational meetings and organization-sponsored events.
   • Your visibility and presence show that you are committed and care.
   • Attending meetings and events gives you the opportunity to meet and know students on neutral ground. It can provide a great avenue for conversation and discussion about the organization or larger matters.
   • By being present, you also can get a first-hand look at how the leaders function, as well as how the group is coming along.
   • Your presence can also help you be proactive in many issues relating to the organization’s functioning.
   • Remember that it’s all right not to attend all meetings and events. You have other responsibilities that do not always permit you to give undivided attention to the organization.

9. Be a resource with regard to institutional policies and practices as they pertain to the organization and its events.
   • Navigating the organizational landscape can be confusing and frustrating for students.
   • By taking time to explain and clarify such policies and practices to students, you can help them better understand the opportunities and limitations that exist. Your knowledge of University policies can help the group avoid problems and/or address emergencies.
   • If students can gain the ability to grasp the complexities of an organization, they will be better prepared when they join a new organization.
   • Students can also help to point out inconsistencies in policies and practices, so conversations with them about these issues can be helpful to the college.

10. Understand the principles of group development and stay ahead of problems.
    • With a basic understanding of group development, you can be of great assistance to the organization and its leadership.
    • Group development principles can help to inform the decision making processes that take place within the organization. They can also determine how you advise the organization. Different development stages require different advising approaches.
    • Stages: Forming, Storming, Norming, Transforming

    • Help students identify problems and identify and implement possible solutions.
    • It is important that you serve as a role model for creative decision-making and flexibility, because problems can create stressful circumstances for students.

12. Offer ideas for projects and events.
    • While your role is not to be a member, your ideas and suggestions can be extremely helpful.
    • Don’t be afraid to toss out ideas; sometimes they don’t stick, but sometimes they can turn into something worthwhile.
    • By consistently offering ideas, you can help create an atmosphere that is conducive to new ideas and possibilities – and risk-taking.
13. Help to provide ample and regular opportunities for reflection.
   • Growth in individuals and in organizations includes taking stock of where things are.
   • Assessing events and practices may be an undesirable process, but it typically is one of the most important.
   • If you can help students to reflect and think about things – meetings, interactions, events – they will become more skilled leaders and learn to draw upon the membership for assistance.
   • Reflection should take place after meetings, events, and each semester.

14. Encourage students to find a balance between their academic and co-curricular commitments.
   • Students who assume too much responsibility risk burning out – thereby letting down both themselves and the organization.
   • Help officers delegate responsibilities to members, which helps to distribute accountability and serves to engage members in meaningful ways.

As you reflect upon your roles and functions as an advisor, remember that it’s the students’ organization! You are an advisor, not a member. You should be teaching and guiding, not performing the group’s tasks. Be willing to admit your mistakes to the leaders and the groups – authenticity is key. Though it may be tempting to intervene every time students are veering from their goals and tasks, allowing them to make and learn from mistakes can help to prevent similar situations in the future. Trust your instincts, knowledge, and experiences – the students in your group have asked you to advise them because they trust you.

**Inappropriate versus Appropriate Advising Roles and Functions**

**Appropriate Responsibilities**
- Serving as a resource to the organization
- Sharing specific knowledge in the development and implementation of programs
- Interpreting and clarifying university policy and procedure to student organizations
- Suggesting program ideas
- Providing historical continuity for the organization
- Serving as a role model
- Advising officers in decision-making matters
- Providing feedback about officers’ performance

**Inappropriate Responsibilities**
- Running the student organization meetings
- Assuming ultimate responsibility for the group’s decisions, problems, or failures
- Assuming veto power over group decisions
- Governing content and ideas expressed in programs
- Serving as primary recruiter for new members for the organization
- Stepping in to “solve” problems; remember, mistakes can be good learning opportunities
Avoid falling into one of these roles:

- **The Attacker**: more directed than developmental; close-minded, not open to new ideas, won’t listen; confrontational; jumps to conclusions without facts; uses derogatory remarks; quick to blame others

- **The Invisible One**: spread way too thin; absent from meetings and programs; unaware of what is going on; not tuned in to the organization; not visible to the students

- **The Controller**: involved in everything; doesn’t delegate, empower, or involve others; does not permit mistakes; controls with threats and intimidation

- **The KNOW-IT-ALL**: narrow-minded; doesn’t seek out information; makes quick and random decisions without research; has unrealistic expectations; uninformed

**Process v. Results**

Successful advisors will match their style to the developmental level of the student organization. At different points in the group’s development, there may be need for varying levels of emphasis on process (developing ideas, coming together as a group) versus results (well-polished programs, attendance figures).

<table>
<thead>
<tr>
<th>Low</th>
<th>Process</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Consultant</strong></td>
<td>• Group is self-sufficient</td>
<td>• Group is fairly new</td>
</tr>
<tr>
<td>• Norming stage of group development</td>
<td>• Forming and storming stages of group development</td>
<td></td>
</tr>
<tr>
<td><strong>Director</strong></td>
<td>• Group is self-sufficient</td>
<td>• Group is well-established, with a history of successful programming</td>
</tr>
<tr>
<td>• Norming and transforming stages of group development</td>
<td>• Transforming stage of group development</td>
<td></td>
</tr>
<tr>
<td><strong>Advisor</strong></td>
<td>• Group is fairly new</td>
<td>• Forming and storming stages of group development</td>
</tr>
<tr>
<td><strong>Teacher</strong></td>
<td>• Group is well-established, with a history of successful programming</td>
<td>• Transforming stage of group development</td>
</tr>
</tbody>
</table>
CLSI Advisor Responsibilities

A CLSI advisor primarily assists in planning student organization programs and activities. CLSI advisors are in touch with their groups at the beginning of each semester, but it is important to have a representative of the group contact CLSI as planning for a program gets underway.

Initial meetings will include discussion of possible collaborative efforts by the student organization with other groups and offices on campus. Students will work with their CLSI advisor to complete an Event Planning outline. The Budget Allocation Committee (BAC) funding process will also be discussed. Please look to the back of this manual for a copy BAC request form and BAC bylaws.

CLSI advisors will help the students with all program planning logistics, including van rentals from Buildings and Grounds, set-up and audio-visual requests, publicity ideas, guest hospitality needs, payments for performers, and room reservations. Reservations for the following sites on campus can be made with Denise Upton, CLSI Office Manager:

- O'Connor Campus Center conference room, TV room, and fireplace room
- James C. Colgate Student Union Building facilities, including Hall of Presidents, Alton Lounge, Clark Room, Pub, and Student Union Conference Room (after 4pm)
- The Edge
- The Commons

In order to accommodate library offices and study spaces during the renovation of Case Library, Alton Lounge, the Clark Room, the Hall of Presidents, and the Pub will be offline for use as programming space beginning summer 2005 for a period of at least one and a half years.

For information about venue capacities, as well as contacts for rooms in addition to those above, please refer to the “Resources” section at the end of this manual.

Program Funding Opportunities

It is important that advisors and students know about options for program funding. Options include:

- Student Organization “Slush Fund”
- Budget Allocations Committee (BAC) request
- Broad Street Initiative
- Breaking Bread Program

“Slush Fund”
Each student group has a $100 fund for each semester, typically used to cover refreshments for meetings and events, decorations, and supplies. This budget does not usually fund programs, though it can cover related costs.

BAC Process
All student groups planning events on campus should propose their budgets to the BAC. The following steps need to be taken before making a proposal to the BAC.
I. Discuss program idea with faculty/staff advisor
   a. Content, goals for the event, and goals for the student organization should all be discussed before meeting with CLSI advisor.
   b. How does the event help promote the mission and goals of the group and the University?

II. Bring program idea to CLSI advisor to discuss logistics
   a. Discussion opportunities for collaboration with other student groups. (For example, College Republicans and Advocates could bring a gay conservative to talk about politics in the homosexual community.) The BAC is more likely to approve an event if it is co-sponsored by relevant organizations.
   b. Students will work with their CLSI advisor to complete an Event Planning outline. This will help students to coordinate possible date, time and location for the event.
   c. Help clarify proposal descriptions for the BAC.

III. Thoughtful planning
   a. It is essential that group leaders are thoughtful about planning their desired event. How does the event promote the mission of this organization? Why is this event important? How many people are we reaching with this event? Does this event help meet the goals of a liberal arts education?
   b. If a group intends to have food, a performer, a speaker, sound equipment, publicity, University vans, Buildings and Grounds, Campus Safety, etc., all of these costs will need to be included in the BAC proposal. The group needs to have the EXACT cost of each of the above items. This will entail some research, including contacting caterers, Print Shop, B&G fees, etc. At times it may be helpful to explain these costs in the written BAC proposal.
   c. A group may not make a financial commitment to a performer unless BAC has funded its request.
   d. Groups may want to consider charging for events, when appropriate, in order to recover some of the associated costs.
   e. The one or two group members who present the program should be able to articulate how the proposal furthers the group’s mission and should have a strong grasp of the event’s importance and details. They are, after all, selling the program to the BAC.

During the academic year, the BAC holds weekly meetings on Sundays at 6 p.m.; completed proposals are due in the CLSI office by Thursdays at 5 p.m. Events that are being proposed should take place no fewer than two weeks from the scheduled BAC meeting time. If the group does not receive all of the requested funds, group leaders will need to rework their proposal with their CLSI advisor.

**Broad Street Initiative**
The Broad Street Initiative is organized through the Offices of the Dean of the College and Residential Education. All student groups who wish to hold an event in any of the Broad Street residences must contact a member of Residential Education and the Community Coordinator for the particular Broad Street residence. Funds are available to residents through the Office of Residential Education.

**Breaking Bread Program**
The mission of the Breaking Bread Program, coordinated through the ALANA Cultural Center, is to begin breaking barriers by providing funds for student groups to work together by cooking together. Students from two or more organizations create a menu, shop, cook, set up, and clean up. Groups are asked to identify two or three objectives which will lead to the development of a more formal collaborative effort in the future. Funding depends upon the menu and size of the groups. Dinners are held at the ALANA Cultural Center. For information, contact Makiko Filler (x7330).
Guide to Event Planning

So, your group is planning an event, but they don’t know where to start. Don’t panic. Help them break down the planning process into smaller pieces and work on each step. Groups have many resources at their disposal, including their CLSI advisor. Below is a description of the planning process.

What are some steps that need to be taken to plan a program?

Identify Needs
Who is the audience and what does the audience want to see or experience with this kind of program? What are the audience’s needs? What method of assessment will you use to determine this (word of mouth, surveys, or a suggestion box)? How big do you want this program to be? Does the type of event you’re planning limit the audience size? If so, how will you determine who can attend?

Develop Program Goals
After you have identified your program’s audience and needs, decide which ones you want to have your event address. Define specifically what you want the participants to learn or experience from the program. This will be the goal of your program or event.

Organize Your Plans
What do you specifically need to do to accomplish your objectives? When do you want to hold this event? Be sure to consider whether or not you have enough time to make all the necessary arrangements and whether or not your members will be able to complete all of their tasks. Many program planners find it helpful to make a time line using backwards planning; start at the day of the event and fill in publicity deadlines, facility arrangements, etc., until you reach today’s date. This can help you see if you are being realistic or if you are setting yourself up to be unable to meet your obligations. Getting everything down on paper is an arduous process, but it can save lots of complications later. A staff member can also assist you with the process.

Establish a Budget
How much money do you have with which to work? Will revenue need to be generated? What kind of resources do you have at your disposal to raise money or cover costs? If you plan on charging admission, it is important to consider what costs you anticipate this fee will cover, as well as how much you can reasonably expect participants to pay. Also think about the following potential costs: band or speaker fees, lodging, travel, publicity costs, catering, hospitality, Building and Grounds (B&G), Campus Safety, sound equipment, equipment rental, etc.

Implement Plans
From the beginning be very clear regarding who will perform what tasks and what roles and expectations everyone has of each other. Be realistic when delegating tasks and responsibilities. Give people enough time to complete their work and assign to them tasks that are within their capabilities – set people up to succeed.

Schedule Facilities
Where you hold your program is very important. The facility can determine audience size, date, and time, and can set the mood for the event. Proper planning helps avoid scheduling conflicts.

Negotiate Contracts
Speakers and entertainers often will want a signed contract before they will perform. This protects both Colgate University and the artist or performer and is a method of preventing misunderstandings. Avoid making verbal contracts over the phone and be sure to read paper contracts and riders thoroughly.
you have questions, make a notation and ask for clarification. And remember - only the Director of CLSI can sign a contract. CLSI advisors can help out if you have questions or concerns.

**Arrange for Publicity**
There are many different ways to publicize an event. You’re only limited by your imagination (and your budget).

**Evaluate the Event**
Don’t forget that your work isn’t over once the event is over. The evaluation process allows you to review an event in terms of its success and in the way it may be improved. Evaluations can also serve as a historical file for the organization and can be a useful reference for future program planners. Be sure to think about these three areas: the audience’s feedback, the presenter’s experience and recommendations, and the planner’s thoughts and recommendations. Each group should be asked whether they feel the program accomplished what it was intended to. What went well? What could have been better?

**Coordinate Clean-Up**
Be sure to make plans for clean-up if necessary. This needs to be done in a timely and thorough way so that the B&G staff doesn’t get stuck with the dirty jobs. They’ll appreciate your thoughtfulness.

**Send Thank You Notes**
Thanking the individuals or departments that helped you out is also important. If people feel like their assistance was valuable and appreciated, they’ll be more likely to help you out in the future.

**Organize your Records**
Make sure to leave detailed information for the individuals who may work on this event next. Include things like budgets, timelines, meeting notes, contracts, and evaluations. Be sure to leave it someplace where someone else can find it. Having a record of what happened before saves lots of work for the next person.

**Some General Tips On Program Planning**
- In the ideal program, everything runs so smoothly that the participants may see little evidence of pre-planning or behind-the-scenes work.
- Don’t compromise on details or settle for second best.
- Don’t assume anything or allow situations to continue that make you uncertain or nervous. Meet all problems head-on, sensitively, and firmly.
- People support what they help create, so involve as many people as meaningfully as possible in the planning process.
- Usually something goes wrong! If you’re properly prepared, however, and avoid panic, almost any problem can be addressed.
# RESOURCES

## Venue Capacities

<table>
<thead>
<tr>
<th>Space</th>
<th>Contact</th>
<th>Notes</th>
<th>Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alton Lounge</td>
<td>Denise Upton, x6844</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Alumni Hall</td>
<td>Stacey Snyder/Linda Rauscher, x7807</td>
<td>A/V-equipped</td>
<td>10-16</td>
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<tr>
<td>Barge</td>
<td>Judy Schenk, 824.4331</td>
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<td>Bookstore facilities</td>
<td>Shelly Crouch, x6943</td>
<td>A/V-equipped</td>
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<td>Brehmer Theater</td>
<td>Maxine Campbell, x7639</td>
<td>A/V-equipped</td>
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<td>Center for Women’s Studies</td>
<td>Tamara Serrano, x7156</td>
<td>A/V-equipped</td>
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<td>Chapel Upstairs</td>
<td>Roberta Healey, x7642</td>
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<td>Chapel Garden Level</td>
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<td>Clark Room *</td>
<td>Denise Upton, x6844</td>
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<tr>
<td></td>
<td></td>
<td>100 lecture seating</td>
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<td></td>
<td></td>
<td>60 banquet seating</td>
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<tr>
<td>Commons (College Street)</td>
<td>Denise Upton, x6844</td>
<td>Kitchen</td>
<td></td>
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<td>180 lecture seating</td>
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<td>300 standing</td>
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<td>Coop Conference Room</td>
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<td>Cultural Center (ALANA)</td>
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<tr>
<td>Curtis Hall Room 584</td>
<td>Wendy Fisher, x7367</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Edge Café</td>
<td>Denise Upton, x6844</td>
<td>A/V-equipped</td>
<td>150</td>
</tr>
<tr>
<td></td>
<td></td>
<td>400 standing</td>
<td></td>
</tr>
<tr>
<td>Gate House Classroom</td>
<td>Nancy Miner, x7239</td>
<td>A/V-equipped</td>
<td>20</td>
</tr>
<tr>
<td>Hall of Presidents *</td>
<td>Denise Upton, x6844</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>500 lecture seating</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>250 banquet seating</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>600 standing</td>
<td></td>
</tr>
<tr>
<td>Hascall Hall Room 202</td>
<td>Jeannie Newlun, x7681</td>
<td>A/V-equipped</td>
<td>38</td>
</tr>
<tr>
<td>Huntington</td>
<td>Cindy Chamberlain, x7611</td>
<td>A/V-equipped</td>
<td>75</td>
</tr>
<tr>
<td>Lathrop</td>
<td>Cindy Sherwood, x7226</td>
<td>A/V-equipped</td>
<td>18-139</td>
</tr>
<tr>
<td>Lawrence</td>
<td>Cindy Sherwood, x7226</td>
<td>A/V-equipped</td>
<td>18-85</td>
</tr>
<tr>
<td>Little Hall</td>
<td>Lois Wilcox, x7633</td>
<td>A/V-equipped</td>
<td>Golden: 150</td>
</tr>
<tr>
<td>Love Auditorium</td>
<td>Nancy Miner, x7239</td>
<td>A/V-equipped</td>
<td>270</td>
</tr>
<tr>
<td>McGregor Hall 201D</td>
<td>Carol Alton, x7375</td>
<td>A/V-equipped</td>
<td>10</td>
</tr>
<tr>
<td>McGregor Hall B4</td>
<td>Marty Glenar, x7312</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Merrill House</td>
<td>Stacey Smith, x7488</td>
<td></td>
<td>12-70</td>
</tr>
<tr>
<td>Palace Theater</td>
<td>Scott Truett, 824.1420</td>
<td>A/V-equipped</td>
<td>330</td>
</tr>
<tr>
<td></td>
<td></td>
<td>200 banquet seating</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>482 concert</td>
<td></td>
</tr>
<tr>
<td>Persson Auditorium</td>
<td>Linda Rauscher, x7534</td>
<td>A/V-equipped</td>
<td>105</td>
</tr>
<tr>
<td>Pub *</td>
<td>Denise Upton, x6844</td>
<td></td>
<td>150-180</td>
</tr>
<tr>
<td>Residence Hall Facilities</td>
<td>Debbie Pils, x7367</td>
<td>Varies</td>
<td></td>
</tr>
<tr>
<td>Ryan</td>
<td>Maxine Campbell, x7639</td>
<td></td>
<td></td>
</tr>
<tr>
<td>West Hall 112</td>
<td>Stacey Snyder, x7807</td>
<td>A/V-equipped</td>
<td>20</td>
</tr>
<tr>
<td>Whitnall Field</td>
<td>Roxanne Benson, x7613</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women’s Studies Center</td>
<td>Tamara Serrano, x7156</td>
<td>A/V-equipped</td>
<td>51</td>
</tr>
</tbody>
</table>

* In order to accommodate library offices and study spaces during the renovation of Case Library, Alton Lounge, Clark Room, Hall of Presidents, and Pub will be offline for use as programming space beginning summer 2005 for a period of at least one and a half years.
**CLSI Resources**

- A **copy machine** available for all student group related activities is located in our office in the O'Connor Campus Center. There is no charge for using this copier (keep this in mind when developing a publicity budget for BAC proposals).

- Student organizations may use a **voucher** for purchases made in the Village that support organization operations and programs. The use of vouchers is a privilege granted to SGA-recognized student organizations. Each organization can authorize up to two members to use a voucher for purchases. Vouchers are available at the CLSI office. Students should plan in advance if they need a voucher for a purchase. Receipts for purchases, as well as a copy of the voucher, must be returned to CLSI.

- **Cash advances**, for use at establishments which do not accept vouchers, also must be signed by a CLSI advisor. Unused cash and all receipts must be returned to CLSI.

- In order for students to be reimbursed for costs paid out-of-pocket, a CLSI advisor must sign a **disbursement voucher**, which students can take to the Accounting Office cashier’s window. Students must have a receipt in order to be reimbursed.

- **Purchase orders** may be used for higher-cost items or for non-local vendors. Denise Upton can provide a purchase order number for students to give to vendors. Items are charged to the group’s account upon receipt of goods or services.

- **Contracts** with performers or other talent may be signed only by Corey Landstrom, CLSI director. Contracts should be reviewed first with a CLSI advisor before being sent to Corey.

- **Contact information** for all SGA-recognized student organizations is maintained in a CLSI database.

**Event Planning Contacts**

<table>
<thead>
<tr>
<th>Event Planning Need</th>
<th>Contact</th>
<th>Phone/Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall planning and budgeting</td>
<td>CLSI Advisor</td>
<td>x6843</td>
</tr>
<tr>
<td>Audio/visual and sound needs</td>
<td>Student Activities Sound:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cynthia Castellon</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Media Services: Nancy Miner</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ccastellon</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Set-up *</td>
<td>Buildings and Grounds: Bob Pils</td>
<td>x7469, rpils</td>
</tr>
<tr>
<td>Printing and copying large quantities;</td>
<td>Print Shop</td>
<td>x7487</td>
</tr>
<tr>
<td>completing Print Shop request form *</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Van reservations and driver training sessions *</td>
<td>Buildings and Grounds: Amy</td>
<td>x7130,</td>
</tr>
<tr>
<td></td>
<td>Davidson</td>
<td>adavidson</td>
</tr>
<tr>
<td>Security *</td>
<td>Campus Safety</td>
<td>x7333</td>
</tr>
<tr>
<td>Travel arrangements *</td>
<td>BTI Travel Consultants</td>
<td>800.472.7447</td>
</tr>
<tr>
<td>Press releases and website “News and Events”</td>
<td>Communications</td>
<td>x7417</td>
</tr>
</tbody>
</table>

* Students may want or need to contact these offices in order to develop an event or BAC proposal. Once program implementation begins, Denise Upton (x6840, dupton@mail.colgate.edu) is the appropriate contact to complete these requests.
### Advisor’s Self-Evaluation Checklist

Please answer the following questions as they relate to your role as an organization advisor:

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


Web Resources

American College Personnel Association, Commission IV, Student Involvement www.myacpa.org/comm/student/index.htm

National Clearinghouse for Leadership Programs www.nclp.umd.edu
Colgate University  
POLICY ON HAZING

Hazing is any action or situation which recklessly or intentionally endangers mental or physical
health, or creates substantial embarrassment, harassment or ridicule, or involves the forced
consumption of food, alcohol or drugs in the course of initiation or continuing affiliation with
an organization. Groups which violate the University hazing policy will forfeit recognition. Hazing
includes, but is not limited to, the following list of activities:

1. Participation in or creation of situations which cause physical harm or emotional strain, such as
causing a member or non-member to be the object of malicious amusement or ridicule.
2. Forced, required, or implicitly coerced participation in physical activities such as calisthenics,
exercises, or games.
3. Participation in activities which involve illegal acts such as kidnapping or stealing, or acts that
violate University policy.
4. Creation of excessive fatigue or distress through deprivation of privacy, sufficient sleep or
decent and edible meals.
5. Use of physical brutality or force (including paddling, striking with fists, open hands or objects).
6. Forced, required, condoned or implicitly coerced behavior resulting in lewdness or potential
ridicule or bodily harm (such as forced nudity or partial nudity, including coercing an individual
to dress in a degrading manner as part of initiation or affiliation).
7. Forced, required or implicitly coerced consumption of any food, liquor, drug or any other
substance.
8. Permitted consumption of excessive amounts of alcohol.

In addition to Colgate University’s anti hazing policy, students comply with New York State Anti-
Hazing Law, first passed in 1980 and revised in 1984 and 1988. Hazing in the first degree is a Class A
misdemeanor carrying a fine and a prison sentence. Hazing in the Second Degree is a violation.

The above resolution was moved, duly seconded and formally voted at the meeting of the Colgate
University Board of Trustees on May 18, 1991, a quorum as required by the Bylaws being present for
the conduct of business.
Colgate University

POLICY ON ALCOHOL AND DRUGS

All Colgate University students are subject to New York State law, local statutes and ordinances, and Colgate’s alcohol and drug policy. Students who violate state or local laws or University policies will be subject to criminal and/or University disciplinary action. Ignorance of the law and Colgate’s policy is not an excuse for any violations.

As an institution dedicated to learning and the life of the mind, Colgate condemns the abuse of alcohol and other drugs.1 Because abuse of alcohol and other drugs is detrimental to the physical and psychological well-being of students, the University seeks to educate students about the dangers of drug and alcohol abuse and the importance of healthy and responsible choices. Repeated involvement with, or excessive use of, alcohol and/or other drugs will be viewed as a health concern as well as a disciplinary matter. The University may mandate treatment for abuse of alcohol and other drugs.

Under New York State law it is illegal:

1. to provide alcohol to persons under the age of 21 years;
2. for an underage person to possess any alcoholic beverage with the intent to consume;
3. for an underage person to misrepresent his or her age, or to use false identification for the purpose of buying or otherwise obtaining alcohol;
4. to sell alcohol without an Alcoholic Beverage Control license (this includes charging admission at the door of an event at which alcohol is distributed free of charge);
5. to use, possess, sell, or distribute illegal drugs.

(Note: Under New York State civil law, the provider of alcohol may be held liable for any damages or injuries caused by an intoxicated person.)

Observed or reported violations of the University’s policy or concerns about abusive behavior are to be directed to designated members of the Dean of the College’s staff for appropriate action. Neither the University nor the police are in a position to ensure students against harm from drug or alcohol abuse by themselves or others. This policy is designed to promote understanding throughout the Colgate community that those who use alcohol or other drugs are fully and individually responsible for their own actions, including the personal and legal consequences associated with illegal use, possession, or distribution of these substances.

The Residential Education staff and the Campus Safety staff are on campus primarily to assist students and to promote the well-being of the residential community. As members of the Dean of the College’s staff, Head Residents and Resident Advisers are resources from whom students may seek clarification of the University’s Policy on Alcohol and Drugs in a given situation. Programs in the residence halls provide opportunities for students to educate themselves about the impact of alcohol and other drug consumption on individuals and the community.

The Residential Education and Campus Safety staffs report student violations of the Policy on Alcohol and Drugs to members of the Dean of the College’s staff. The Residential Education and Campus Safety staffs may intervene when the pattern or frequency of a student’s alcohol or other drug use poses a threat to the student’s health and/or safety or to those around her/him.

1 The term “drugs,” as used throughout this policy, includes but is not limited to such substances as marijuana, hallucinogenic substances, depressants (including but not limited to barbiturates), stimulants (including but not limited to cocaine and amphetamines), narcotic drugs, and anabolic steroids.
Appendix B

Regulations
The following regulations apply to all members of the Colgate student community (throughout this document the term “members of the Colgate student community” shall refer to all individual students as well as all recognized and sanctioned University organizations). The University also expects all visitors and guests to the Colgate campus to comply with the regulations listed below. (All Colgate employees must comply with the Colgate University Drug Free Schools and Workplace Policy, copies of which are available in the Office of Human Resources.)

1. The University reserves the right to prohibit the consumption of alcohol in certain facilities, and to limit the way alcohol is served and the amount that may be made available at a given event.
2. Individuals or organizations that sponsor events at which alcohol is served in public spaces on campus must obtain prior authorization from the Dean of the College or his/her designate.
3. Individuals or organizations (and their leaders) that sponsor events at which alcohol is served shall be responsible for ensuring that University policies and New York State laws are strictly observed.
4. Possession of open containers of alcohol is prohibited on and immediately adjacent to public roads, parking lots, and in the common areas in and around residence halls on the campus. Consistent with NCAA policy, the use of alcohol is prohibited at all athletic events.
5. Kegs are not permitted on University property or in the possession of recognized University organizations except when used by licensed caterers operating with proper University authorization.
6. No one shall be coerced to drink alcohol or use other drugs. Events which encourage excessive drinking, including any drinking game or contest, are prohibited.
7. Being under the influence of alcohol or other drugs will not be a defense in any campus disciplinary or administrative proceeding.
8. Visitors and guests who violate the University’s Policy on Alcohol and Drugs or New York State or federal law may be expelled from University property and/or subject to criminal action. Students may be held responsible for the behavior of their guests, and for any incidents or disruptions which result from possession, use, or distribution of alcohol or other drugs by their guests.
9. The consumption of alcohol should not be the primary purpose of any event, and advertisements for events displayed on campus shall not create such an impression. Non-alcoholic beverages and food (snacks, sandwiches, etc.) should be readily and continuously available at all functions where alcoholic beverages are being served.
10. Neither funds raised by the collection of the Center for Leadership and Student Involvement Fee nor programming funds provided to University Residences by the University may be used to purchase alcohol.

Group Accountability
Student groups that violate the Policy on Alcohol and Drugs face the possibility of the loss of privileges and/or funding, and the suspension or permanent withdrawal of the right to operate as a recognized student group.
Whereas, the effectiveness and organization of the Budget Allocations Committee (BAC) plays an immense role in student programming and the functioning of SGA approved student groups, changes in reform could greatly and positively influence campus-wide activities and groups. The following changes are to be implemented so as to affect the next academic semester; now therefore be it

Resolved, that the SGA Constitution shall be amended:

a. In Article VII, Section 5;
   i. The first paragraph shall be amended to read: “The Budget Allocations Committee (BAC) shall be chaired by the Student Government Association Treasurer and shall consist of six full members to be selected as outlined in the bylaws and confirmed by Senate. The duties of the BAC shall be to distribute the Student Activities Fee funds to recognized Student Government Association Organizations from the Fund Allocation Pool of the Student Government Association. The functions and workings of BAC shall be maintained in a system of Bylaws.”;
   ii. In Section 5, by striking out the remainder of the section.

Furthermore, the current “Treasurer’s Handbook” is incorrect in numerous ways and should be completely revised or discarded in its current form (see Article II, Section 5:B:b); specifically, the “history of yearly budget requests” (see Article III, Section 1:B) as found in the “Treasurer’s Handbook” is incorrect in its figures and should be reassessed before it is used again. The percentages should also be recalculated to reflect the total dollar amount distributed as the percentage system will no longer be used. Lastly, the Treasurer should immediately contact the groups which have received set budgets in the past and inform them that a ‘year-long budget request’ will be required by a date of his choosing.

BYLAWS OF THE BUDGET ALLOCATIONS COMMITTEE
Sponsored and Introduced by: Ryan Fogle

ARTICLE I
Object

The object of the Budget Allocations Committee (BAC) shall be to distribute the Student Activities Fee funds to recognized Student Government Association (SGA) Organizations from the Fund Allocation Pool of the SGA.

ARTICLE II
Members

Section 1. Membership. The Budget Allocations Committee (BAC) shall be chaired by the Student Government Association Treasurer and shall consist of six full members.

Section 2. Definition of Members. A full member of the BAC shall be a member with full voting rights in good standing. For the purposes of these bylaws, the Treasurer is not to be considered a member unless otherwise specified.

Section 3. Duties and Responsibilities.
   A. The duties of BAC members shall be to attend meetings, discuss, and pass decision on the distribution of funds from the Fund Allocation Pool as outlined in Article III, Procedure.
Appendix C

B. All members of the BAC must attend a training session (see Article II, Section 5:B:a) at the start of each semester to be run by the Treasurer.

C. BAC members are to attend each meeting of the BAC as set forth by the Treasurer. Failure to appear at three (3) BAC meetings in an academic semester shall result in the immediate dismissal from the BAC. Dismissal on the grounds of attendance shall be automatic and does not require Senate approval.
   a. If a dismissed member of BAC has an extended leave of absence (e.g. medical leave) he/she may be reinstated at the beginning of the subsequent semester (if applicable, see Article II, Section 4:H) at the discretion of the Treasurer.
   b. If a dismissed member of BAC does not have an extended leave of absence, he/she will be ineligible for future participation in or application to the BAC.

Section 4. Selection.
   A. New BAC members shall be chosen at the end of each academic semester.
   B. A campus-wide announcement shall be given including instructions on applying to the BAC.
   C. Application shall be open to all students with the exception of the SGA Executive Board members.
   D. Applications must be submitted to the SGA by the published deadline as determined by the Elections Commissioners.
      a. Applicants must submit a résumé and a one page statement of interest. All applicants must also submit a list of all past and present activities and groups with which they have been affiliated on campus (and feel comfortable disclosing). This list will be used throughout the application process to aid in assuring that a diversity of interests are manifested in BAC members.
   E. The Treasurer and the Election Commissioners shall choose the ten (10) most eligible candidates at their discretion that best represent the Colgate Community.
   F. Upon selection, a BAC selection committee shall be formed consisting of the Treasurer, the SGA President, the SGA Vice-President, and the two (2) Elections Commissioners as members; each individual shall have one vote to be weighted equally. The Director of the Center for Leadership and Student Involvement (CLSI) shall be included as a non-voting participant.
      a. The selection committee shall schedule interviews with the candidates at their convenience. All selection committee members must be present for all meetings.
         i. The selection committee shall evaluate each candidate based on their abilities and qualifications.
         ii. The selection committee should also convey during the interviews the importance of BAC positions and that it would be a priority in scheduling conflicts.
   G. The selection committee shall recommend one individual for each vacant full position to the SGA Senate. The Senate shall confirm all recommendations for appointments to the BAC.
      a. A simple majority shall be required for approval.
      b. If the Senate does not approve of a recommendation, the selection committee shall be charged with making a new recommendation.
   H. BAC members shall be chosen to serve terms of two consecutive semesters. Half of the BAC members shall serve in a Spring-Fall term of office and the other half shall serve in a Fall-Spring term of office.
   I. The Senate has the power to remove any full member of the BAC. The Treasurer and the Director of CLSI shall review the case and make a presentation to the Senate at the behest of the Treasurer or the Senate. A three-fourths (3/4) majority in Senate shall be required to remove a member of the committee. This process is separate from the automatic dismissal which shall occur as described in Article II, Section 3:C and does not require Senate approval.
      a. Upon the resignation of a member of BAC or the removal of a member of the BAC by the Senate or for neglect of duties by the Treasurer, the selection committee shall be convened as soon as possible to recommend a new member to the Senate as described prior.

Section 5. Treasurer.
   A. The duties of the Treasurer shall be to aid in the selection of BAC members as outlined in Article II, Section 4 and to enforce the duties and responsibilities of members as outlined in Article II, Section 3.
B. The Treasurer shall begin his/her tenure by arranging to meet with the Director of CLSI or an appointee to discuss the overall functions and processes of the BAC.
   a. The Treasurer shall work with the Director of CLSI or an appointee to design and initiate a training program for the members of the BAC at the beginning of each semester.
   b. A “Treasurer’s Handbook” and a “BAC Member Handbook” shall be maintained for the purposes of aiding those persons.
      i. Such handbooks shall be considered ‘unofficial guides’. They should be written to reflect the bylaws explicitly or to offer suggestions; anything stated in such handbooks need not be followed unless it is also contained in the SGA Constitution or Bylaws. The only official guidelines and procedures for the BAC shall be the SGA Constitution and the Bylaws of the BAC.

C. The Treasurer shall be a non-voting chair of the BAC.
   a. If a member of the BAC is absent the Treasurer shall cast the sixth vote.
   b. If all six BAC members are present and a 3-3 tie is reached, the Treasurer shall cast the deciding vote.

D. The Treasurer shall ensure that the procedures of the BAC are followed as described in Article III.

E. The Treasurer shall never allocate funds in any way outside of the processes described in the SGA Constitution and Bylaws of the BAC.

F. If extenuating circumstances arise, the Treasurer may request an unscheduled meeting of the BAC to consider a request. The rules of Procedure as outlined in Article III shall still apply. Additionally, the Treasurer may utilize ‘e-mail’ in order to poll the BAC members for a request. This clause should be utilized with restraint.

ARTICLE III
Procedure

Section 1. Yearly Budget Requests.
   A. Select groups can justify requiring budgets for their yearly expenditures (e.g. Maroon-News, CUTV, WRCU, etc).
   B. The Treasurer shall carefully keep and maintain a history of which groups have received yearly budgets and the amount (in dollars) they have received.
   C. Towards the end of each academic year, the Treasurer shall call a special meeting whose purpose shall be to evaluate yearly budget requests.
      a. All groups requesting a yearly budget shall be required to submit an outline of their justifications for doing so along with their anticipated needs and expenses.
      b. The BAC shall evaluate the request.
         i. If the BAC feels the request overestimates expenditures or that a yearly budget is unnecessary for a group, the BAC shall meet with the group in order to discuss their concerns.
         ii. The BAC shall use the procedures described in the remainder of Article III to approve or deny any portion of a request.

Section 2. Requests for Funding.
   A. Requests for funding must be submitted prior to the weekly deadline established by the Treasurer at the beginning of each semester.
   B. Upon receipt, the Treasurer shall verify that the groups submitting requests are SGA approved groups and that they are currently eligible to receive funds per SGA guidelines and requirements.
   C. Upon verification, the Treasurer shall distribute copies of the requests to the BAC no later than twenty-four (24) hours before the BAC meeting time.
Appendix C

Section 3. Guidelines for Funding. In order to be funded, a request must fall within the following guidelines:

A. The submission must be from an SGA recognized group. That group must have a constitution on file and be eligible for funding as stipulated by the SGA.

B. The BAC can never provide funds for:
   a. alcohol;
   b. events “after the fact”;
   c. events to take place within two (2) weeks of the BAC meeting date;
   d. events specifically for a non-SGA approved group regardless of its affiliation or relationship to an SGA approved group (an SGA approved group cannot provide an ‘umbrella’ for which individual non-SGA approved organizations may seek funding);
   e. activities or banquets for closed groups or any type of closed event (closed is defined as neither open to nor benefiting, all Colgate students).

C. The BAC supports:
   a. events open to the Colgate student body;
   b. projects and services designed to benefit the Colgate community. Trips and conferences for group members can be supported if they can be shown to later aid and/or affect the overall Colgate community;
   c. necessary and essential supplies to aid groups in achieving either (a) or (b).

D. Other factors the BAC should take into account:
   a. That the request furthers the SGA organization’s mission as outlined in their constitution. The BAC is not convened to express likes or dislikes towards requests/events but rather to determine eligibility and practicality;
   b. The organization’s past programming. Specifically, their ability to follow through on their recent events/projects as described in their proposals;
   c. The amount of funds an organization has received recently and/or how many events an organization has sponsored or plans to sponsor in a given semester;
   d. The BAC should recognize contractual obligations. If an event requested is of a contractual nature the BAC should recognize the need to approve funds for contractual obligations (e.g. required meals, lodging, travel expenses) along with the proposal if deemed appropriate;
   e. The advantages present in collaboration;
   f. To have a successful event, a reasonable allocation of funds should be given, if requested, in order to provide for advertising. To eliminate all advertising funds is to limit the success of the event.

E. The Treasurer shall be responsible for informing the Presidents (or Treasurers as appropriate) of SGA approved organizations of the guidelines for funding (Article III, Section 3) at the start of each semester. The Treasurer shall also post the guidelines in proximity to the location of the BAC Funding Request Forms.

Section 4. Meetings.

A. Meetings shall be held weekly and must commence within two (2) weeks of the start of each academic semester.

B. The last two (2) meetings of each semester shall accept proposals for funds pertaining to the subsequent academic semester.

C. Quorum for BAC meetings shall be five (5) members and the Treasurer.
   a. If quorum cannot be met the meeting shall be postponed.
   b. If a member is absent, the Treasurer shall cast the sixth vote.

D. BAC members will review proposals before meeting with the applicants.

E. Once the applicants have arrived, introductions will be made and the representatives will be asked to make the case for their request.
   a. BAC members are to engage in a respectful and courteous dialogue with the representative(s) to ensure funding is appropriate as stipulated in Article III, Section 3 prior and to obtain a clearer understanding of the proposal and its function.
F. Upon verification that the proposal meets the Requirements for Funding outlined in Article III, Section 3, the BAC is charged with deciding if the event merits the amount of funds requested. The BAC may apportion any amount less than the requested amount as it deems fit.
   a. If all six BAC members are present and a 3-3 tie arises, the Treasurer shall cast the deciding vote.
   b. If five of the six BAC members are present, the Treasurer shall cast the sixth vote. In the rare case that a 3-3 tie arises under these circumstances, the proposal will be tabled until such time as the absent BAC member can be briefed on the issue. At the soonest possible date the absent member of BAC shall then cast the deciding vote.
   c. Any event approved for more than $20,000 by the BAC shall be automatically forwarded to Senate for a confirmation vote. A simple majority in Senate shall be required for confirmation.

G. Minutes must be kept during all meetings that convey the overall discussion on specific requests. The names of BAC members need not be attached to specific discussion points. The minutes shall be maintained by the Treasurer who shall also act as Secretary. The minutes shall be released publicly to allow for overall transparency of the BAC process.

Section 5. SGA Senate Officer Reports (Treasurer).
   A. The Treasurer shall be charged with listing all groups which appeared before BAC since his/her last officer report. When listing the groups, the Treasurer shall announce the amount of funding requested and the amount of funding received as applicable.
   B. If the BAC approved any group for an amount over $20,000, the Treasurer shall outline the project and the justifications for BAC’s decision to approve the event. The Senate shall be asked to confirm that decision by a simple majority vote. Failure to receive Senate confirmation shall take precedence over any prior BAC decisions.

Section 6. Approval/Denial.
   A. Upon approval of funding by the BAC (and SGA as applicable), the Treasurer shall inform the SGA group of the decision within two (2) days and arrange for a transfer of funds.
      a. Any group subsequently found to exceed their budget shall be responsible for covering the additional costs.
   B. Upon denial of funding by the BAC (or SGA as applicable), the Treasurer shall inform the SGA group of the decision within two (2) days and relate the minutes of the meeting in order to convey how the decision was arrived at.

ARTICLE IV
Amendment of Bylaws

Amendment to the bylaws shall be carried out in the Senate as described in The Constitution of the Student Government Association of Colgate University.
Establishing Bylaws for Student Organizations
April 13, 2004
Sponsored by: The Student Associations/Organization Legislative Affairs Committee
Introduced by: Liaison Alana Perrone

Whereas, the current system of recognizing new student organizations and managing the currently recognized organizations is inefficient;

The maintenance of records by the SGA and CLSI is beneficial for the development of student organizations and to ensure their long-term existence;

The privileges of student organizations are unclear;

Let it be resolved that:
The SGA amend the SGA Constitution to include the following Bylaws for Student Organizations:

BYLAWS FOR STUDENT ORGANIZATIONS

ARTICLE I
Basis for the Approval of Student Organizations

Section 1: Constitution.
A. Each student organization must write a constitution in the manner set by SGA.
B. The mission of the organization must be clear in the constitution.

Section 2: Purpose.
A. The organization must be beneficial and necessary to the enrichment of the Colgate community.
B. The organization must fill a unique niche within the Colgate community.
C. The organization must be open to anyone who wishes to participate.
D. The organization's activities and funding needs must be eligible for funding from the BAC.

Section 3: Communication.
A. There must be a liaison from the organization present at the Legislative Affairs Committee to answer questions.
B. The mission of the organization must be clear in conversation with the organization’s liaison.
C. The organization must be willing and able to participate in events that are mandatory for SGA recognized groups.

Section 4: Student Senate Approval
A. Each organization must be approved by a majority vote in the Student Senate.
B. The Student Senate should consider the approval of new organizations in at least one Senate meeting per month, with specific dates established in the Senate and published in a calendar at the beginning of each academic semester.

ARTICLE II
Responsibilities of Student Organizations

Section 1: Required Paperwork.
A. Organizations are required to submit Student Organization Recognition Information sheets into the CLSI by Sept. 15 of every fall semester.
   a. Student Organization Recognition Information sheets include the name and purpose statement, their contacts, the number of members, their meeting days and times, their meeting location, and the approximate date of the next election of officers.
Appendix D

B. Organization member lists need to be turned into the CLSI by Oct. 15 of every fall semester.
   a. Exceptions to this requirement will be made when the anonymity of an organization’s members
      is necessary.
C. Failure to fulfill these responsibilities will result in the suspension of access to BAC funding.

Section 2: Other Responsibilities.
A. Presidents and treasurers are expected to attend the first President meeting of each semester.
   a. Representatives from the organization may attend in place of the president for the remaining
      President meetings during the semester.
B. Recognized organizations are encouraged to turn in a supplement program evaluation sheet, which
   includes a description of what the event/project was, how much they received from the BAC, and how
   many people participated in the event. This will be due by the last day of classes of every semester. They
   may be turned in throughout the year as the events occur.

ARTICLE III
Privileges of Student Organizations

Section 1: SGA-Recognized Organizations
A. SGA-recognized organizations are those that have fulfilled the steps to gaining SGA approval and have
   been approved by a majority vote in the Student Senate.
B. SGA-recognized organizations have the following privileges:
   a. Use of Colgate’s name.
   b. Use of Colgate’s facilities, including the sponsoring or presenting of a public performance on
      Colgate property.
   c. Use of Colgate vans.
   d. Fundraising.
   e. Use of the Colgate Print Shop.
   f. Use of the CLSI copy machine.
   g. An email account.
   h. Funding from the BAC.
   i. First choice for Coop tables or tables at the Student Involvement Fair.

Section 2: Provisional Organizations
A. Provisional organizations are those that have fulfilled the steps to gaining SGA approval, but have not yet
   been approved by a majority vote in the Student Senate.
B. Provisional organizations have the following privileges:
   a. Use of Colgate’s facilities.
   b. An email account.
   c. Use of Colgate vans.