Bellarmine University



Registered Student Organization (RSO)

Advisor Handbook 2013-2014

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Advisor Information

Welcome to Student Activities at Bellarmine University

The Student Activities Center enhances the student learning experience at Bellarmine University by providing service and leadership opportunities that build character and foster civic responsibility. We provide educational, social and diverse programs that promote personal growth while serving as a liaison between the general student body, student organizations and administration.

Letter from Sarah Fromm & Danielle Reid

Hello Advisors! Welcome back to the 2013-2014 school year. We would like to thank you for your continued service to our student organizations this year. We are thrilled to announce many new opportunities and changes to the way our RSOs will function, communicate, and develop this year. With our continuation of the RSO workshops, exciting addition of U Knight (our online RSO management system), and development opportunities for staff and faculty advisors, we are confident that this year, more than ever, will be exciting for our students who are engaged in organizations on campus.

This handbook will serve as an additional resource as you continue to work with our organizations. Within the pages, you will find helpful tips and strategies for advising, tools for developing leadership capacities among your RSO group members, and a brief overview of our policies and conduct procedures. This book is not meant to serve as a replacement for the RSO handbook and for more detailed information on group requirements, deadlines, and financial procedures, please still reference the RSO handbook posted under "files" on U Knight. This handbook is all about your role as an advisor and providing the best advice, tools, and points of interest to help you in your role.

Thank you again for your continued service!

All the best,

Sarah Fromm Danielle Reid

Director of Student Activities Assistant Director of Student Activities

Expectation of Advisors

- Be present and available for the organization
- Set meetings with the leadership separate from the whole group
- Encourage leadership development, teambuilding, and group cohesion
- Serve as a liaison between the students and the university
- Provide context for the organization with regard to other university structures and past events
- Provide resources to the organization when planning events or initiatives
- Direct leadership on how to effectively set goals and keep members accountable
- Maintain a relationship with the organization that allows for student ownership and leadership
- Support group events through attendance, especially at off-campus or overnight events
- Encourage opportunities for personal and group development

- Share your knowledge and expertise as a resource
- Serve as a mediator if necessary regarding conflict or group dysfunction
- Remind students of approaching deadlines and RSO requirements
- Sign off on event and financial requests for the organization

Roles of Advisors

Advising "is perhaps the only structured campus endeavor that can guarantee students sustained interaction with a caring and concerned adult who can help them shape such an experience" (Hunter & White, 2004, P. 20). As Dunkel & Schuh (1998) point out, an advisor must play numerous roles while working with individual students and student organizations. If you understand a variety of roles, take time to practice techniques associated with the various roles, and demonstrate the roles described below, you and your organization will function effectively and demonstrate a mutually beneficial partnership:

Mentor

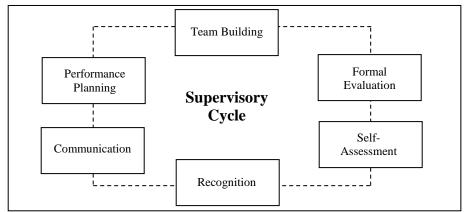
Mentoring can be defined as one-to-one learning relationship between an older person and a younger person based on modeling behavior and on an extended, shared dialogue. The mentor can be characterized as a person having:

- Knowledge of the profession
- Enthusiasm for the profession and its importance
- A genuine interest in the professional and personal development of new professionals
- Warm and understanding in relating to students and staff in all types of settings
- A high yet achievable standing of performance for self and others
- An active involvement in and support of professional associations

- An honest emotional rapport
- The available time and energy to give freely to others
- The time to stimulate others to extend themselves intellectually, emotionally, and professionally
- The initiative to expose others to a select but broad-based network of professionals who can help with development of the new professional
- The care to guard young professionals from taking on too much too soon in their career

Supervisor

There are many similarities between supervising and advising. The supervisory cycle consists of six stages: team building, performance planning, communication, recognition, self-assessment, and formal evaluation.



1. Team building

In team building, your role is to work with the president and executive board soon after their appointment or election. Team building establishes relationships that will enhance the ability of the organization's leadership, members, and advisor to work together. A team-building retreat or workshop is essential. Teamwork does not occur by accident. It is intentional, genuine, and active.

2. Performance Planning

The second stage in the cycle is performance planning. Performance planning includes writing position descriptions, determining and listing expectations, and setting goals. Each leadership position in the organization should have a position description. Expectations for the advisor are generated by the institution as well as by the members. Expectations should be developed early, discussed openly, agreed to, and reviewed periodically. Goal setting can be completed for the organization by the president and executive board, with your assistance. Goal setting for the year is important for knowing that work will be required at various times of the year, what positions will need to be filled and the subsequent training involved, or what finances will be committed.

3. Communication

This stage includes transferable knowledge for an advisor in regular communication and feedback. Communication is both verbal and nonverbal. As advisor, you should be knowledgeable about several written forms of communication, including memos, letters, agendas, minutes, and resolutions. You should also be aware of electronic communication and home pages on the internet.

4. Recognition

As an advisor, you will participate in many conferences with individual students. These students may express a wide range of emotions; you need knowledge of student emotions, characteristics, and backgrounds to respond effectively in unexpected situations. Some situations may require documenting the incident for your protection and for the protection of the institution. Other situations necessitate documentation and referral to the Student Activities Center.

5. Self-Assessment

If you meet frequently with students, you should ask them to complete a verbal or written self-assessment of how they are progressing in their position and their academics. This opportunity allows students to reflect on programs, their skills, their involvement in the organization, and their responsibilities.

6. Formal Evaluation

A formal evaluation is an opportunity for you to provide feedback to the organization or to individual members. Your participation in the evaluation process should be understood early so as not to come as a surprise to students.

Teacher

It is not the number of hours spent advising students, but the quality of the contact that is most crucial. The purpose of teaching is to broaden a person's understanding, to help the person examine a problem from several points of view, and to place the problem in the proper historical and cultural context.

As a teacher for the organization, it is your role to inform members of their roles and responsibilities, instruct the leadership on how to appropriately facilitate meetings, develop leadership in the group, and help the individuals in the group develop skills to problem solve.

Leader

The stage of development the group is functioning from (infancy of an organization vs. established formal organization) will alter the leadership role you as an advisor take. No matter what, Roberts (2007) states that leadership is simply "conviction in action" (p. 3). It is the goal of our office that every advisor exercises their own conviction and help students to develop their own sense of conviction. This is an important part of the leadership development process RSO leaders ideally experience.

Follower

The characteristics of followers are important for you to understand in your work with student organization leaders. If the followers in an organization choose not to follow, the leadership of the organization must take the problem seriously. You can assist the student leadership in developing activities to identify follower expectations of them. You can assist organization members in the development of a basic understanding of leaders and followers.

Citations for the above information:

Dunkel, N.W., & Schuh, J.H. (1998). Advising student groups and organizations. San Francisco: Jossey-Bass.

Hunter, M. S., & White, E. R. (2004). Could fixing academic advising fix higher education? *About Campus*, 9 (1), 20-15.

Love, P., & Maxim, S. (2011). Advising and consultation. In J.H. Schuh, S.R. Jones, & S. R. Harper (Eds.), *Student services: A handbook for the profession* (5th ed.). San Francisco: Jossey-Bass.

Roberts, D. (2007). Deeper learning in leadership. San Francisco: Jossey-Bass.

Functions of Advisors

It may be helpful to think of the advisor's role in terms of three major areas: (1) maintenance or custodial functions; (2) group growth functions; and (3) program content functions. Within each of these broad areas, the group advisor may perform certain duties that call for considerable activity on his/her part in some specific situations and instances or none at all.

Maintenance Functions

Here are those advisory activities that serve to maintain the existence of the student organization and to keep it out of difficulty:

- Providing continuity with the history and tradition of past years
- Heading off situations that might give rise to poor public relations for the organization or the institution
- Providing advice when called upon
- Preventing the group from breaking the university's rules

- Serving as an exemplar of intellectual virtue
- Arbitrating intra-group disputes
- Challenge students on rule, policy, or ethical concerns

Group Growth Functions

Those advisory activities that improve the operation and effectiveness of the group and help it progress toward its goals may be referred to as group growth functions. They are facilitating functions that are useful without particular reference to the program content. Related advisory activities might include:

- Teaching the techniques and responsibilities of being a good leader and follower
- Coaching the officers in the principles of good organizational and administrative practice
- Developing self-discipline and responsibility among group members

- Teaching the elements of effective group operation
- Developing procedures and plans for action
- Keeping the group focused on its goals
- Stimulating or even initiating activities and programs

Program Content Functions

Obviously, a student organization should exist for other purposes than to perpetuate itself and improve its internal operation. It is in the area of program content that the faculty advisors assumes a genuinely educational function and one that can **parallel**, **complement**, **or supplement the formal curricular offering of the college**. Here the advisor answers the question, "For what?" It is here that the advisor can stimulate the intelligence and ability of the student participants and help them to plan activities that will contribute to their own intellectual development while enriching campus life. Advisory activities related to program content might include the following:

- Introducing new program ideas with an intellectual flavor
- Providing opportunities for the practice of classroom-acquired skills
- Helping the group to apply principles and concepts learned in the classroom
- Pointing out new perspectives and directions to the group
- Supplying expert knowledge and insights of experience

Love, P., & Maxim, S. (2011). Advising and consultation. In J.H. Schuh, S.R. Jones, & S. R. Harper (Eds.), *Student services: A handbook for the profession* (5th ed.). San Francisco: Jossey-Bass.

Responsibilities of Advisors

- 1. <u>Be there</u>. Every meeting does not need your attendance, but making sure you are aware, present, and available for the group is extremely important. Since students cycle out of a group every year, having an aware advisor helps to keep continuity with the group. It may also be valuable to set up a weekly meeting with the president to plan agenda for executive and general meetings.
- 2. <u>Encourage Planning</u>. Successful activities take planning. Encourage foresight. Help the group think through its event plans. Pay attention to other University activities and dates and help the group be realistic. The staff of Student Activities Center can help in planning if needed.
- 3. <u>Know University policies</u>. The Student Government Association Constitution outlines the policies for Registered Student Organizations for these areas:
 - general responsibilities
 - procedures for forming and maintaining a student organization
 - requirements for holding office
 - social events
 - business meetings
 - conferences
 - travel
 - publicity
 - campus mail
 - financial arrangements
 - violations of rules

You will be able to gain a better understanding of these policies in the Registered Student Organization Handbook, and the Advisor Luncheons offered at the beginning of each semester.

- 4. <u>Use the Travel Guidelines</u>. Understand the travel policies and guidelines outlined in RSO handbook page 21.
- 5. <u>Use facilities available</u>. The University tries to make facilities available to student organizations. Advance planning is the key to reserving space. There is lots of competition for rooms on some nights and weekends. Student organizations must register their event on U Knight (uknight.bellarmine.edu) by visiting the Daily Knight page, clicking events, and clicking "create event" this is the only way to reserve rooms on behalf of an organization.
- 6. <u>Know about money</u>. Registered Student Organizations may receive money from the Student Budget Fund. In order to receive money, they must participate in allocations; this is a process of funding from SGA that occurs twice a year. Dates and instructions are advertised through the Daily Knight and additional communication is sent to the Bellarmine Email addresses of

advisors and RSO presidents. For more information on financial policies visit page 14 in the RSO Handbook.

- 7. <u>Keep the Student Activities Center informed</u> with:
 - Up-to-date Election Report and Officers' lists with names and email addresses
 - Any changes in officers
 - Changes to the constitution
 - Problems the group is having
 - National or international conference opportunities
 - Awards, honors or major accomplishments of individuals or the group
 - Travel more than 25 miles away from Bellarmine's campus
- 8. <u>Mentor others</u>. You may not be an advisor forever. Mentor an adjunct advisor. An advisory committee, each member with a specific task or officer to advise, also works. Trade off the role of senior advisor with other committee members.
- 9. <u>Give praise</u>. Students can get useful positive feedback from you. Don't hesitate to tell them they've done well. Your opinion means a lot.
- 10. <u>Blow the whistle on hazing</u>. Hazing is prohibited. Even if your group has conducted membership activities as traditions it does not mean they are of value. They could even demean members or prospective members. When you wonder about the value of an activity, chances are great something may be wrong. Consult with the Student Activities Center to craft a method of modifying these activities. (Hazing Judicial policy and structure can be found in page 19)

Advisor Styles

The style an advisor uses to work effectively with a student organization may best be matched to the development stage of the group. McKaig and Policello (1984) presented models in which students' progress through four stages of development. Different styles may be needed as the students and group mature over time:

Group Development	Advisory Styles	
Styles		
I. Infancy: Students	I. Program Director : High concern for	
demonstrate low levels of	product, low concern for process. The	
commitment to the	advisor takes the role of group member -	
organization, programming	takes part in group activities like a	
skills, and responsibility for	member; or a programmer - identifying,	
their actions.	planning, and implementing programs	
	and activities for the student group.	

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II. Adolescence: Students demonstrate increasing programming skills, interest, commitment, and responsibility.	II. Teacher/Director: High concern for product, high concern for process. The advisor takes the role of advocate - persuading students on the appropriateness of activities; authority - monitoring students' compliance with legal requirements, as well as institutional procedures and regulations; or expert - offering suggestions to
	students based on experience or
TTT X7 A 1 1-1 1	specialized knowledge base.
Students demonstrate competency in programming skills and an increase in commitment, plus a willingness to take responsibility for their own actions.	for product because students have taken over this concern, high concern for process. The advisor takes the role of educator - designing and encouraging student participation in developmentally powerful experiences; resource - providing alternatives and suggestions; evaluator - assisting the group in collecting data to be used in decision making and program planning; or process consultant - assisting students with increasing the effectiveness of group functioning.
IV. Maturity: Students demonstrate a high degree of competence in programming and group skills. A strong commitment to the group and a willingness to take responsibility for their own and their group's actions.	IV. Consultant: Low concern for product and process because students assumed responsibility for both. The advisor takes the role of reflector - serving as a "sounding board" for students' ideas and plans; or fact finder

McKaig, R. & Policello, S. (1984). Group Advising-Defined, Described, and Examined. In Schuh, J.H. (Ed.), A Handbook for Student Group Advisors 47.

Risk Management/Legal Liability

As the Advisor of an organization, you do play an important role in the management of risk. When making decisions about risk, you must consider the exposure of the group, the university, and yourself to legal liability. If you have a general question or concern after reading this section or while working with your organization regarding safety or legal liability, call the Director of Student Activities (502-272-8433) or Dean of Students (502-272-8426).

Your first and foremost consideration should be safety. When a group is planning an activity, you should help the officers think through any and all possible safety concerns. Some situations may be more obvious than others. For

example, a group that is planning a flag football tournament has some easily foreseeable risk of injury or harm. A group that wants to have an academic quiz competition in Frazier Hall has less foreseeable risk of injury or harm. As an advisor, your job is to challenge your group to think of all possibilities, assess the likelihood of something happening, and think of ways to minimize the risk. In most cases, when appropriate steps are taken to mediate potential risks, those steps are adequate protection for legal liability for your group and yourself. There are an infinite number of scenarios, so it is not possible to cover them all. Below are some considerations when helping an organization plan. It is best to err on the side of caution. If you have any concerns about a potential risk associated with a group's activities, consultation with the Director of Student Activities is always advised.

As an advisor, you may have concerns about your personal liability. When advising a recognized student organization, you are serving in an official role of the university, and are therefore covered by the university's insurance policies. Unfortunately, this does not guarantee that you would not be personally named in a lawsuit should some unfortunate event occur within a group you are advising or as a result of their activities. To protect yourself and your group, it is important that you not ignore foreseeable risk, and that you advise your organization to follow all procedures and policies in the RSO Handbook and of the university. In general, advisors are protected when they follow policies and procedures, and are diligent in exploring and advising prudently to avoid or minimize risk. No one can be released from liability due to negligence. Failure to act or to alert the Director of Student Activities or Dean of Students when you have a concern puts you at risk. Remember; always err on the side of caution!

Risk Management Considerations:

- 1) What are all foreseeable possibilities for injury or harm?
- 2) If one of these possibilities occurs, how severe would be the consequences?
 - 1. Possibility of death?
 - 2. Possibility of severe injury?
 - 3. Possibility of minor injury?
- 3) How likely is each of the possibilities?
- 4) How do level of severity and likelihood of occurrence intersect?
 - 1. High potential severity combines with high likelihood of occurrence generally means an event should not take place unless there are mediating steps that can decrease severity and/or likelihood significantly. For example: The Sports Car club wants to host a drag racing competition. Clearly, there is a high potential for severe injury, including death. There is also a high likelihood that an incident may occur. This event clearly should not happen.
 - 2. Low severity but high probability also may require risk mediation, (i.e. the presence of a first aid kit) but may not require the cancellation or major modification of an event. For example, a group may be having a car wash fundraiser. There is a relatively high risk of minor problems (i.e. turned ankles, blisters, etc.) By providing guidance and easily accessible access to first aid, this risk is easily mediated.
- 5) What steps can be taken to minimize the chances of injury or harm?

- 6) What preparatory steps can be taken in case a foreseen risk occurs despite mediating efforts? (i.e. having an EMT on sight at a concert; knowing the nearest emergency room; carrying a cell phone so that assistance can be contacted.)
- 7) Is the event legal, allowable by university policy and guidelines, and ethical?

What to do if

- The organization is planning a questionable event?
 - The difficulties inherent in the plan should be pointed out and other ideas suggested. The advisor may request that the group obtain the opinion of the individuals or groups affected by the action. A meeting may be set up with the appropriate members of the Student Affairs staff to clarify any questions. If there is ever a question or doubt, contact the Director of Student Activities or Dean of Students.
- The members of an organization are traveling?
 - Please follow the guidelines in the travel section of the RSO Handbook, noted on page 21 which includes information on necessary documentation, itinerary, and rosters.
- You are no longer comfortable being the advisor of the organization?
 - Explain to the executive officers of the organization that you are no longer comfortable being the advisor of the organization. Give them a reasonable amount of time to find a new advisor. When changes are made the Assistant Director of Student Activities must be informed.
- You sense major problems within the organization?
 - Meet with the officers and discuss your observations. Brainstorm solutions and get a plan of action. Staff members of the Student Activities Center are willing to help mediate or seek solutions.
- You find out your organization is in violation of University policies and/or federal, state, or local laws?
 - Advisors have a responsibility to bring violations to the attention of the Dean of Students and the Student Activities Center Professional Staff.

Types of Problems that Occur

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

- o Members have low satisfaction and morale, are bored, do not communicate well, feel left out, or are apathetic.
- o Members compete for attention.
- o An individual member's goals differ from those of the organization.
- o There exists a lack of trust among members.
- o Programs fail.
- o There is a lack of ideas.
- Organizational Problems
 - Meetings are disorganized.
 - o Meetings are too long.
 - o The organization suffers from financial problems.
 - o There is no continuity from one year to the next.
 - o The organization has no "plan of action".
- Inner-organization Problems
 - Disagreement between an organization and other student organizations.
 - o Disagreement with institutional policies and procedures.
- Advisor Problems
 - o Organization members avoid the advisor.
 - o Organization members do not pay attention to advisor's advice.
 - o The advisor is overwhelmed by their responsibility.
 - o The advisor assumes a leadership function.

Many of these problems can be avoided by following some of the Advice for students and advisors found below:

Solutions To: Types of Problems that Occur

LEADERSHIP SOLUTIONS:

Developing Student Leadership

Developing effective student leaders among your organization is important for the success of the organization as well as the growth of the students within the organization. Staff in the Student Activities Center can provide information and activities to help your student leaders grow and develop while they are involved in your organization.

Leadership Transition

Successful leadership transition is key to the survival of any organization. There are steps an organization can take to help new leaders step into their roles:

- Prepare for leadership transition as early as possible. Start the process as soon as elections have been completed.
- Incoming and outgoing leaders should work together to set goals for the organization, as well as the new leadership.

- o Incoming leaders: What are you hoping to learn from the transition process? What questions do you want answered? What is your vision for the organization?
- Outgoing leaders: What do you want your replacement to learn from the transition process? What unfinished business do you need to make them aware of?
- Make sure your organization's procedures, contacts, records, etc. are written down before transition. This will ensure the new leadership always has reference material about the organization.
- Topics to cover at a transition meeting include: organization constitution and bylaws, event files from previous years, financial procedures, university policies and procedures, Student Government Association Constitution and Bylaws, goal setting for the following year, and advisor expectations.

MEMBERSHIP SOLUTIONS:

Recruitment and Retention

Aspects of a Successful Recruitment Program

- Recruit on a continuous basis, constantly welcoming new members and generating interest among target audiences.
- Hold events and activities that promote a positive campus image
- Clearly establish the mission of your organization and make sure all members can articulate that mission
- Clearly define rolls of each member to allow for group ownership and interest among rising leaders within the group
- Encourage all current members to reach out to others and recruit for the group

Implementing a Recruitment Program

- Utilize all available campus resources (i.e. U Knight, posters, the Daily Knight,... get creative)
- Go where the students already are: set up tables in the Café and UDH, use bulletin board space and posters
- Use members of your organization who are comfortable speaking in front of an audience to get the attention of prospective members
- Remember to sell the value your organization can add to the student's life
- Make your organization sound fun!
- Stress the importance of campus involvement and emphasize how your organization is unique
- Give each current member of your organization a specific role in the recruitment program

Retention of Members

- Retention is an on-going process all year
- Provide new member training/socials/or an orientation so they feel comfortable and knowledgeable about the group

- Include all members, especially the new members, in setting organization goals, running meetings, and planning events
- Develop job descriptions for each position within the organization and make sure each member understands their responsibilities
- Get to know each member individually
- Plan social events for the organization so members can get to know each other on a personal level
- Provide regular feedback about each member's performance as well as the overall organization
- Involve all members when trying to correct a problem
- Understand why members join the organization and make sure they are getting what they expected

ORGANIZATIONAL SOLUTIONS:

Team Building

Team building is an important element for organizations that will need to be facilitated by you as the advisor, or the president of the organization. Having a cohesive team creates group solidarity, clarity of goals, and a variety of group benefits toward personal and organizational growth. Team building can include anything from "get to know you activities" to communication exercises, leadership assessments, or even higher risk trust types of activities.

Resources:

- Leadership Books in the Student Activities Center
- Visit the "files" section of U Knight, you will find many documents under "RSO tips" that can help you with team building and icebreakers.

INNER ORGANIZATION SOLUTIONS:

Tips for Dealing with Conflict

After students realize that they have differing styles and that conflict can be good and bad, you can help them understand how to work together more effectively.

Here are some tips you can share with students about working with others with differing leadership styles.

- 1. Acknowledge that they need to adapt their actions depending on the situation and with whom they are working.
 - Avoiders let tensions cool first, then discuss
 - Accommodators demonstrate reasonableness, don't take advantage
 - Competitors talk about matters of policy, standards, expectations
 - Collaborators solve joint problems
 - Cooperators work on equal ground
- 2. If possible, work out problems in small groups, before bogging the entire group down. If the officers can discuss their perspectives and come to an answer they will support, the group has direction to follow.

- 3. Always take time to deal with conflict. Allowing even the smallest problem to fester can lead to an interpersonal explosion that will not benefit anyone.
- 4. As advisor, you are in a tricky position. You want to be liked by the members of the group, yet you also need to be on the lookout for problems. There is a delicate balance between offering direction and coming down too hard. You need to balance the negative comments with positive ones so the group will keep coming to you for advice.

ADVISOR PROBLEMS:

Being present, having open communication about advisor expectations to the group, and reaching out with regard to resources can alleviate many of these problems.

As long as failure of a program or activity will not cause significant fiscal, physical, or reputational harm to the group, it is okay to allow the group to fail. Analyze the lack of leadership of group members with the team as a whole, and pass ownership back to the group. An advisor should step back when they begin to act as a leader of group activities, students should ideally take that position.

Student Learning Assessment Tools

It is important that you provide organization leaders the opportunity to receive feedback and assess their performance. Assessment allows you and the students to identify skills and experiences they need to work on at the beginning of the year, and what they have learned at the end. Assessment and feedback are ongoing processes, and much of it is informal. To get the most out of the experience, it is recommended that some formal assessment take place as well. Documented goal setting and personal assessment at the beginning of the year or term, followed up with a midterm and end of term evaluation are highly recommended. There are many formats that can be used. Please contact the Office of Student Activities if you would like templates for goal setting and assessment.

Non-Discrimination

Bellarmine University admits qualified students of any age, gender, sexual orientation, race, disability, color, religion, and national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of age, gender, sexual orientation, race, disability, color, religion, or national or ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school administered programs. Bellarmine University will not tolerate any form of sexual misconduct, which includes, but is not limited to, sexual harassment, non-consensual sexual contact, non-consensual sexual intercourse, sexual exploitation, rape or retaliation arising out of any of the above acts, as more fully defined in the Bellarmine Sexual Discrimination and Misconduct Policy in this Handbook. Bellarmine University is an affirmative action/equal opportunity employer.

Sexual Misconduct

Discrimination and Sexual Misconduct Policy

Bellarmine strongly opposes and will not tolerate any form of discrimination or sexual misconduct by its employees (defined below as including faculty, staff, administration, temporary, part-time and adjunct employees) against another employee, supervisor, student, customer, client, visitor or applicant. Nor will Bellarmine tolerate any form of discrimination or sexual misconduct against one of its employees or students by someone who is not employed by the University. The procedure for filing and resolving complaints of discrimination and sexual misconduct is set forth in Section 9.2.7.3.

Discrimination is any distinction, preference, advantage for or detriment to an individual compared to others that is based upon an individual's actual or perceived gender, race, color, age (40 or over), creed, national or ethnic origin, physical or mental disability, veteran status, pregnancy status, religion or sexual orientation that unreasonably interferes with or limits employment or the ability to participate in or benefit from the University's educational program.

Sexual Misconduct comprises a broad range of behavior that will not be tolerated in Bellarmine's community of trust. For purposes of this Policy, "Sexual Misconduct" includes (a) Sexual Exploitation, (b) Sexual Harassment, (c) Non-Consensual Sexual Contact, and (d) Non-Consensual Sexual Intercourse, or Retaliation, each as more fully defined below. Sexual Misconduct violates University policy and federal and state civil rights laws and may also be subject to criminal prosecution.

Overview:

Bellarmine is committed to fostering a community that promotes prompt reporting of all types of discrimination and sexual misconduct and timely and fair resolution of complaints, whether related to conduct on or off the University campus. Off campus situations include, but are not limited to, student activities, student trips, and all programs for study abroad or away from the University campus, and may include other situations involving University employees or students. Creating a safe environment is the responsibility of all members of the Bellarmine community.

Bellarmine is committed to providing employment, programs, activities and an educational environment free from discrimination and sexual misconduct through this Policy and through additional policies applicable to students. These policies are designed to provide an equitable process for all parties while also ensuring all protections under law. Nothing in this Policy is intended to abridge the rights or freedoms guaranteed by the First Amendment.

Definitions:

The following definitions are incorporated in this Policy and are used in making decisions and determining sanctions in connection with behaviors complained about under this Policy.

- (a) Non-Consensual Sexual Contact means sexual contact that occurs without effective consent. Sexual Contact means the deliberate touching of a person's intimate parts including genitalia, groin, breast or buttocks, or clothing covering any of those areas, or using force to cause a person to touch his or her own or another person's intimate parts. Force means physical force, violence, threats, intimidation or coercion. Non-consensual sexual contact is a form of sexual assault.
- (b) Non-Consensual Sexual Intercourse means sexual intercourse that occurs without consent. Sexual Intercourse means penetration (anal, oral or vaginal) by a penis, tongue, finger, or an inanimate object. Non-consensual sexual intercourse is a form of sexual assault.
- (c) Sexual Exploitation means taking sexual advantage of another person without consent, and includes, without limitation, causing or attempting to cause the Incapacitation of another person in order to gain a sexual advantage over such person, including but not limited to the use of alcohol or other drugs; causing the prostitution or another person; recording, photographing or transmitting identifiable images of private sexual activity and/or the intimate parts (including genitalia, groin, breasts or buttocks of another person; allowing third parties to observe private sexual acts; engaging in voyeurism; and/or knowingly or recklessly exposing another person to a significant risk of sexually transmitted infection, including HIV.
- (d) Sexual Harassment constitutes discrimination and is illegal under state and federal laws. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when, for example:
- (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; or (2) submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting such individual; or
- (3) submission to or rejection of such conduct by an individual has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive work or academic environment. All employees and volunteers are required to complete the University's Sexual Harassment Prevention training within two weeks of employment or the start of volunteer activities.

Sexual harassment may include a range or subtle and not-so-subtle behaviors and may involve individuals of the same or different sexes. These behaviors may include, but are not limited to: unwanted sexual advances, subtle or overt pressure for sexual favors, sexual jokes, profane language, innuendoes, advances or propositions, stalking, bullying, verbal abuse or a sexual nature or about a person's lifestyle, graphic commentary about a person's body, sexual prowess or sexual deficiencies, comments about appearance, manner of dress or accent, cultural differences, leering, whistling, touching, pinching, assault, coerced sexual acts, or suggestive, insulting or obscene comments, gestures, pictures, cartoons, photographs, objects, computer screen savers or wallpaper, or other conduct of a

sexual nature. Such behavior is unacceptable whether it occurs on the Bellarmine campus or is non-University conduct.

Sexual harassment may also include intimate partner violence, defined as the use of physical violence, coercion, threats, intimidation, isolation, stalking or other forms of emotional, sexual or economic abuse directed towards a partner in an intimate relationship. Intimate partner violence can be a single act or a pattern of behavior in relationships. Intimate partner relationships may be short or long-term relationships intended to provide some emotional, romantic and/or physical intimacy.

- (e) Employees includes all faculty, staff and administration of Bellarmine University, including temporary, part-time and adjunct employees.
- (f) Consent means words or actions that show an explicit, knowing and voluntary approval and agreement to engage in mutually agreed-upon sexual activity.
 - Consent cannot be gained by force, by ignoring or acting in spite of the objections of another, or by taking advantage of the incapacitation of another, where the respondent knows or reasonably should have known about the incapacitation.
 - Consent is also absent when the activity in question exceeds the scope of
 effective consent previously given or when the person is under the
 "minimum age" according to state law.
 - The absence of "No" is not "Yes" and is not agreement to sexual activity. Agreement to previous sexual activity is not consent to current sexual activity, even if the sexual act is the same as in the previous activity.
- (g) Incapacitation means the physical and/or mental inability to make informed, rational judgments. States of incapacitation include, without limitation, sleep, blackouts, and flashbacks. Where drugs or alcohol are involved, one does not have to be drunk or intoxicated to be considered incapacitated. Rather, incapacitation is determined by how the alcohol consumed impacts a person's decision-making capacity, awareness of consequences, and ability to make informed judgments. Alcohol and drugs can lower inhibitions and create an atmosphere of confusion over whether consent is freely and affirmatively given. The question is whether the respondent knew, or a sober, reasonable person in the position of the respondent should have known, that the complainant was incapacitated. Employees and students are strongly encouraged to err on the side of caution; when in doubt, assume that the other person is incapacitated and therefore unable to give consent. The use of alcohol and drugs never makes someone at fault for being sexually assaulted. Likewise, being intoxicated or drunk is never a defense to a complaint of sexual misconduct under this Policy.
- (h) Retaliation is any adverse action against a person who reports discrimination or sexual misconduct, files a complaint, assists someone in reporting or filing a complaint, participates in an investigation or hearing of a complaint, or protests what he or she considers to be discrimination or sexual misconduct under this Policy, where the intent of the action is to intimidate, coerce, or otherwise deter

the person from exercising his or her rights under this Policy. Retaliation includes, but is not limited to, verbal threats, physical abuse or different treatment because of the person's exercise of his or her rights. Retaliation is a violation of this Policy and of federal and state law.

Duty to Report

An employee who has reasonable cause to believe that a situation has occurred which may be covered by the sexual misconduct and/or hazing policies, whether or not the employee is involved, should take steps immediately to make the University aware of the situation by notifying his or her supervisor, department head, or any member of the Policy Response Team. Supervisors, department heads or others who are notified or become aware of a situation potentially covered by this Policy should immediately inform a member of the PRT.

<u>Hazing</u> I. Definition

The University hazing policy follows as a fuller interpretation of statements regarding hazing in the Bellarmine University Code of Conduct, #12. Each "Selective Membership Organization" or "Non-Selective Membership Organization," by its affiliation with and/or chartering upon the Bellarmine campus, assures the University community that it will strictly abide by this basic commitment to human decency.

Bellarmine University views any form of hazing, whether on or off campus, as contrary to the community standards and obligations as stated in the *Student Handbook*. In accordance with North-American Interfraternity Conference (NIC) and National Panhellenic Council (NPC), and other national affiliations, Bellarmine defines hazing as any intentional, negligent or reckless action, activity or situation whether physical, mental, emotional, or psychological, which subjects a person or group of persons, voluntarily or involuntarily, to abuse, mistreatment, degradation, humiliation, harassment, embarrassment, or intimidation, or which in any fashion compromises his or her inherent human dignity. Acts of hazing committed under the guise of tradition, unity development, or unofficially encouraged by group pressures are unacceptable. Bellarmine University insists on the complete and total elimination of any activity, which either is or closely resembles hazing.

Acts of hazing are often based on non-constructive relational power differentials. This type of human interaction is not conducive to the mission of this University, nor does it protect human dignity. At Bellarmine, respect for the personal dignity and equality of each student, faculty, and staff member is of preeminent importance.

If, at any time, the individuals have questions regarding activities they have planned, it is their responsibility to check with the Director of Student Activities for guidance regarding the content of the activity. The Director of Student Activities can help make the determination as to whether the activity includes hazing content. It is the responsibility of all group members to be vigilant in their

examination of their actions with regard to other group members or individuals. All organizations are responsible for the actions of their group members. Organizations can also receive sanctions as part of the conduct process. This proactive stance regarding hazing is essential to maintaining a hazing-free environment for students, staff, and faculty.

Hazing activities are defined as any activity with a direct or implied threat of physical, psychological, or emotional harm or any conduct or activity that would be a violation under the Bellarmine University Code of Conduct.

II. Education Requirement for Selective Membership Organizations

In order to better facilitate a hazing-free environment, Selective Membership Organizations must follow this requirement:

There shall be no activities during pledge education, except constructive, educational, and inspirational programs that attempt to increase the person's knowledge of the organization and the person's self-worth or programs which result in materially better members, better public relations, and increased prestige of the organization. These activities must be carried on in a dignified manner and must show proper respect for another person as an equal.

III. Responsibility

It is the responsibility of all individuals to report any instances of hazing of which they become aware. All reports will be investigated. Groups and individuals can be charged with and sanctioned under the Bellarmine University Code of Conduct for hazing. Please view the conduct flow chart for organizations on page 21.

Examples

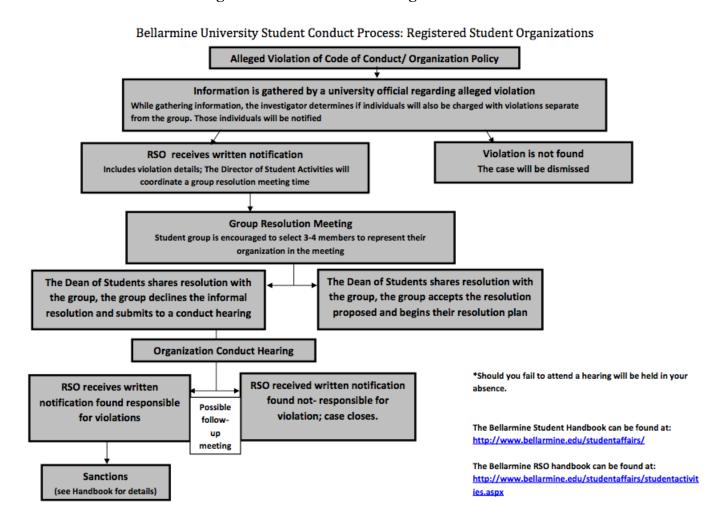
Some examples of hazing are listed below. This list should in no way be considered exhaustive. Hazing activities (whether engaged in voluntarily or involuntarily) include:

- o Scavenger hunts, treasure hunts, road trips, ditches, kidnapping
- The application of foreign substances to the body, including branding, and treeing
- Deceptive statements or activities including those which cause a person to believe that some action or event is taking place or will take place but, in fact, will not occur
- Hell weeks, nights, days, etc. or any ceremony which does not uphold the dignity of the individual
- All forms of psychological hazing including implied threats of non-acceptance to full membership, etc.
- o Calisthenics (exercises, running, etc.)
- o Theft of property
- Nudity at any time
- Not allowing at least 6 consecutive hours of sleep per night to individuals
- Blindfolding
- The intentional isolation of individuals from groups

- The use or abuse of alcohol/drugs at any group related activity by individuals or group
- o Morally degrading or humiliating games and activities
- Other activities which are not consistent with fraternal or group law, ritual, or policy, the regulations and policies of Bellarmine University, or local, state or federal laws.

Conduct Procedures for Student Organizations

The following procedure will result a Registered Student Organization is alleged to have broken the Student or RSO Code of Conduct. The guidelines below are not a substitute for the individual student conduct process that occurs through the Dean of Students Office. Please see the Student Handbook for more information about the non-academic process. The steps below are the process for the RSO as a whole if the organization is found violating the Code of Conduct.



Alcohol and Drug Policy

The use and especially the abuse of alcohol can pose a serious threat both to the full development of the individual person and the educational environment, which includes not only the campus community but the neighborhood and surrounding community.

Federal regulations (Federal Drug Free Schools and Communities Amendments of 1989) require notification of the following: unauthorized distribution, possession, or use of any controlled substance or illegal drug as defined by the Kentucky Revised Statutes; or providing alcoholic beverages to individuals under twenty-one (21) years of age; or possession or use of alcoholic beverages by individuals under twenty-one (21) years of age; or unauthorized possession of an open container of an alcoholic beverage, public intoxication; unauthorized distribution of alcoholic beverages or possession of alcoholic beverages for purposes of illegal distribution on Bellarmine University premises or at Bellarmine University sponsored activities.

This policy and the related procedures outline the University's responsibilities and in turn the responsibilities of those who work, study, or congregate at the University. This policy applies to students in all academic-related activities and environments on and off campus. Care has been taken to outline these responsibilities so as to allow each member and guest of Bellarmine University to assume the respective responsibilities attendant to his or her status with Bellarmine University.

(Please see page 77 of student handbook for full Alcohol Policy)

Legal and Responsible Use of Alcohol for Registered Student Organizations and Special Student Events

The right to acquire, possess, and consume alcoholic beverages is limited by state laws that establish minimum drinking ages, drinking and driving laws, and public intoxication laws. The possession, sale, use or consumption of alcoholic beverages, while on or off campus or during an RSO sponsored event must be in compliance with all applicable laws of the state, province, county, city, and institution.

Bellarmine University has also established policies on alcohol use on campus and off campus by student groups. It is incumbent on students, faculty, and staff to become knowledgeable regarding these policies for planning programs and events for a department or organization, including Registered Student Organizations (RSO's).

Education Requirement

The education requirement pertains to those RSO's that plan to serve or consume alcohol at any student event both on and off campus. A list of scheduled Alcohol Awareness Programs will be sent to RSO's at the beginning of the fall semester. All RSO's anticipating alcohol events in the spring semester must attend awareness programs when offered. Special accommodations for programming can be requested through the Director of Student Activities or his/her designee.

The University encourages all organizations to participate in these educational programs even if alcohol is not served at their events.

Fifty percent or 15 members of each RSO, along with RSO presidents and Event chair, must have documented attendance at one of the Alcohol Awareness

Programs provided by Director of Student Activities and his/her designee. The President of the RSO and the Advisor must sign an Acknowledgement and Review Statement indicating that Alcohol Guidelines have been reviewed with their membership. If a group does not meet the education requirement and documentation is not filed by the last Alcohol Awareness Program, no further events involving alcohol will be scheduled until the education requirement is met.

In situations where it appears impossible to adhere to the membership attendance requirements, a request for waiver of the requirement must be submitted to the Director of Student Activities two weeks prior to the educational program for consideration, and may be approved by the Director of Student Activities and the Dean of Students.

Event Notification and Guidelines

All RSOs must send appropriate prior notification to the Director of Student Activities regarding events where alcohol will be served or consumed. Event notification forms are available in the Student Activity Center. The Event Notification form must indicate anticipated attendance at the event and what security measures will be taken.

The Event Notification form must be submitted a minimum of two weeks (14 days) in advance of the event to the Director of Student Activities. Events may be cancelled or alcohol will not be permitted if notification is not given.

Event Notification forms must be signed by at least one advisor or approved substitute of the sponsoring RSO. At least one advisor that has signed the form must be present for the entire length of the event.

Event Guidelines

Any organization holding an event where alcohol is served must get their promotional materials approved through Director of Student Activities or his/her designee. The promotional materials may not advertise that alcohol will be served or consumed at their event or present any pictorial, radio, written, or verbal references to alcohol (BYOB or names of alcoholic beverages). Promotional materials may state that: Beverages will be provided with a valid ID but the font must be the smallest of all fonts appearing on the advertisement.

Any person entering an event with the purpose of consuming or purchasing alcoholic beverages must provide a valid driver's license stating that they are of age. Bellarmine University identification cards are not acceptable as proof of age.

All persons 21 or older that wish to drink at the event must have a wristband attached upon admission to the function. The third party vendor will be responsible for seeing that only those people with the appropriate wristband will be furnished with drink. In accordance with state law, no one under the age of 18 is allowed at an event where alcohol is furnished unless a Bellarmine ID is presented.

The above mentioned wristband will have indicated marks where a third party vendor will mark the wristband when a drink is purchased. The wristband will only allow for one drink per hour, with drinks ceasing to be served one hour before the event ends.

Alcohol at the events must be served by a third party vendor. The third party vendor must utilize trained bartenders for all events that are held in licensed facilities and/or that require a one-day license. All bartenders must be certified by programs such as T.I.P.S, Servsafe, or other alcohol server programs. The bartender holds the privilege to refuse service to anyone that is publicly intoxicated.

Nonalcoholic beverages and accessible food must be made available by the organization.

Those attending events on or off-campus are prohibited from taking alcohol to or from those events and those having their own containers are prohibited from entering an event with the container.

A reasonable number of non-drinkers as determined by the Director of Student Activities or his/her designee from the sponsoring organization must be designated to serve as monitors for the event. This number will consist of no less than 5 % of the estimated group size or 5 members of the organization. Monitors assist with making sure no one under the age of 21 is consuming alcoholic beverages, patrolling the event to assist intoxicated individuals with assuring a safe ride home, and making sure non-alcoholic beverages and food is readily available.

It is strongly suggested that the sponsoring organization provide a means of transportation to and from the event for those individuals that are intoxicated. Suggested methods of transportation include establishing a base rate with a taxi company to provide continuous service from the event or obtaining permission for a Bellarmine University vehicle to serve as a shuttle. This suggestion of transportation will be at the discretion of the Director of Student Activities.

Security Guidelines

Sponsoring organizations must make arrangements to have security officials at their event. The security officers will be from campus security or an agency approved by the Director of Student Activities or his/her designee. The sponsoring RSO is responsible for payment of all security officers.

At least three security officers will be assigned to the event. One security officer is to be in charge of checking identification and issuing wristbands to those who are of legal age to consume alcohol. One security officer is to be stationed near the alcohol serving area. One security officer is to make frequent rounds throughout the venue in which the event is being held. In addition to the three mandated security officers, for events in which the expected amount exceeds 100 persons, there should be one security officer for every 100 persons in attendance.

The advisor of the RSO along with an officer or event chair is to meet with the security agency for the event at least 30 minutes prior to the event to outline specific security needs and expectations of the event.

Security must remain at the event until all parties have been dispersed.

The event chair of the sponsoring RSO must see to it that the head of the security detail submits a post event report to the Director of Student Activities. The report should include any problems or issues that arose during the event.

Responsibility and Liability

Bellarmine University assumes no liability for students who are negligent in upholding the above policies and procedures. RSO leaders and members should educate themselves about potential legal liability and consequences regarding alcohol consumption and accidents resulting in personal injury or death. Each individual is responsible for his or her personal behavior and may be held accountable under the Bellarmine University Code of Student Conduct.

Checklist

RSO events that are providing Alcoholic Beverages

- 1) Have the proper campus officials been notified? The date that the event form was submitted to the Director of Student Activities.
- 2) Will any state laws or city ordinances be violated? If the answer is yes you should rearrange your plans to follow University, state laws and/or city ordinances.
- 3) Have the members of your organization participated in the education requirement and do they know the governing laws of the institution and state?
- 4) How will the organization/group officers maintain control over the function? Has security been acquired?
- 5) What alternative beverages and food are to be provided? Who is responsible for this?

If you have any questions you can contact the Director of Student Activities for Orientation and Leadership 502-272-8433 or the Dean of Students 502-272-8150.

DANCE POLICY

Any Student organization must inform the Assistant Director and Director of Student Activities for Orientation and Leadership of the plan to hold a dance 6-8 weeks before the proposed date.

The following will need to be provided regardless of group size or venue:

1. Either a BERT member or EMT must be on stand-by for the duration of the event, Yellow Ambulance is our only approved EMS vendor. The use of either BERT or Yellow Ambulance is at the digression of the Director of Student Activities.

- 2. Security officers must be provided, number of officers is at the digression of the Director of Student Activities for Orientation and Leadership
- 3. An Advisor, Faculty, or Staff member of Bellarmine University must be present

Student Development Theory

Student Development Theory deals with "who the college student is in developmental terms; how development occurs; how the college environment can influence student development; and toward what ends development in college should be directed."

Books:

Baxter-Magolda, M. (2004). Making their own way. Sterling, VA: Stylus Publishing.

Evans, N. J., Forney, D. S., Guido, F. M., Patton, L. D., & Renn, K. A. (2010). Development in college (2nd ed.). San Francisco: Jossey-Bass.

Komives, S. R., & Woodard, D. B., Jr. (2003). *Student services: A handbook for the profession* (4th ed.). San Francisco: Jossey-Bass.

Tulgan, B. (2009). Not everyone gets a trophy. San Francisco: Jossey-Bass.

Renn, K. A. & Reason, R. D. (2013). College students in the United States: Characteristics, experiences, and outcomes. San Francisco: Jossey-Bass.

Websites:

• University of California, Berkley website http://www.housing.berkeley.edu/student/History StuDev Rev2.pdf

Appendix A Important Phone Numbers

Important Phone Nur	<u>nbers</u>
Admissions	7100
ARC	7400
Athletics	8380
Bursar	8264
Business Office	8261
Barbara Hagan	8273
Debbie Fowler	8392
Business Office Fax	8094
Campus Ministry	8051
Catering	8349
Career Services	8151
Ann Zeman	8154
Commuter Center	8323
Counseling Center	8480
Facilities Management	8117
Financial Aid	7300
Food Service	8325
Help Desk	8301
Media Services	8142
Registrar	8133
Residence Life	7272
Leslie Maxie-Ashford	7273
Hannah Piechowski	7175
Print Shop	8121
Public Relations	8329
Security	7777
Special Events (Angie Rone)	8100
Student Affairs	
Dr. Fred Rhodes	8304
Dr. Helen-Grace Ryan	8426
Joyce Stephenson	8304
Patrick Englert	8323
Ryan Simpson	8302
Elizabeth Cassady	8150
Dr. Hannah Clayborne	8070
SuRF	8312
SAC	
Sarah Fromm	8433
Danielle Reid	7115
Emelia Dunston	8477

Appendix B

Acronyms/Terms

RSO = Registered Student Organizations

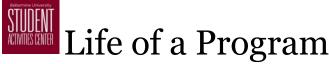
SAC = Student Activities Center

SGA = Student Government Association

BAC = Bellarmine Activities Council

SBF = Student Budget Fund

Appendix C



Before an event: (4-6 weeks away from event date)

- o Think about your audience. Who are you programming for?
- How do you know that this is a program your audience will like? What are some strategies you used to gauge interest?
- What dates are you thinking for this event? Why? What else is happening on campus and in the community around this time?
- What are your space needs? How many people would you like to attend? What sort of technology or materials will you need in this space?
- o What is your budget?
- o Contact any organizations you would like to collaborate with.

Initial Planning: (4 weeks away from event date)

- Check the reservations calendar to look for conflicts with the date you are thinking.
- o Think through your publicity. Who do you want to attend? How are they going to hear about your event?
- What vendors or outside resources will you need (i.e. sound system, Printshop, promotional materials)?
- o Gain approval for any Guerilla marketing tactics you would like to use.
- o How many volunteers or other people will you need to carry out your event?
- Create an event in U Knight... and wait for approval from the SAC and your advisor

Confirming plans: (2 weeks away from event date)

- Confirm all orders, check requests, and purchase orders with the Assistant Director of Student Activities.
- o Send event details to performers, vendors, volunteers, and your ideal audience.
- Order and confirm catering if necessary.
- o Come up with a decorations plan, secure decorations.
- o Communicate technology and facilities needs to the AD of SA.
- o Begin physical and digital advertising campaigns.
- o Create a way to evaluate the success or failure of your program.

Holding your event: (week/day of)

- Create tasks lists for everyone involved and ensure that everyone knows the roll that they are playing.
- o Think through the logistics, do you have enough trash cans? What is the flow of the room going to be?
- o Do you have someone greeting your guests, handing out programs, etc.?

After your event: (week after)

- o Do you have all your receipts and invoices from everyone involved?
- o Have you met with your advisor to discuss the success or failure of the event?
- o Write thank you notes to everyone who helped you along the way.