

**C**OLUMBIA COLLEGE

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## TABLE OF CONTENTS

|   |    |
|---|----|
| Setting Goals for your Organization .....                         | 2  |
| Membership, Recruitment and Retention .....                       | 2  |
| Leadership Styles .....   | 4  |
| Conducting a Productive Meeting .....                             | 7  |
| Time Management .....   | 8  |
| General Programming Procedures for Clubs and Organizations .....  | 9  |
| Guidelines for a Publicity Campaign .....                         | 10 |
| Club Policies .....   | 12 |
| Inter-Club Council .....  | 13 |
| Policy and Procedure for Campus Club Recognition .....            | 13 |
| Responsibilities of Recognized Columbia College Campus Clubs..... | 14 |
| Advisor Responsibilities .....                                    | 15 |
| Officer List.....   | 16 |
| Member List.....  | 17 |
| Statement of Purpose .....  | 18 |
| Scheduling and Use of College Facilities .....                    | 19 |
| Advisor’s Information.....  | 19 |
| The Impact of Cocurricular Activities .....                       | 19 |
| A Historical Perspective on Faculty Advising.....                 | 20 |
| Guidelines for Club Advisors .....                                | 21 |
| Student/Advisor Relationships.....                                | 22 |
| Organization/moderator relationship.....                          | 23 |

## **SETTING GOALS FOR YOUR ORGANIZATION**

As a leader of a campus organization, you should be asking yourself, “What direction do you want your group to move in this year?” To establish direction for your organization, it is useful to develop a set of guidelines for the year’s activities.

Having an established set of goals will benefit your organization in several ways. A sense of purpose provides greater direction for your group which lessens frustration and improves effectiveness. Not only will you be better able to justify your group’s existence, you will enable others to recognize the special contribution you make to the college. New recruits will better understand their role and responsibilities within the club.

When developing goals, you may want to keep these standards in mind:

- A goal can be defined as a general target or aim.
- An effective goal should be stated clearly.
- A goal is broad in focus.
- The goal should be realistic with the Columbia College environment and the organization’s abilities.
- The goal should be stated in positive terms.

In order to ascertain whether or not a particular goal has been achieved, you must also establish objectives or strategies. An objective is specific and describes an activity or behavior which can be demonstrated or evaluated.

When establishing objectives, keep the following guidelines in mind:

- An objective is the means by which we accomplish our goal.
- An objective is narrower in focus than a goal.
- An objective is expressed in quantitative terms.

Two other components of goal setting are the time frame and the evaluation. Plan specific steps needed to accomplish the task. Place each step in the appropriate order and set specific deadlines for each task. Delegate tasks and clearly define what successful accomplishment of the task would be.

## **MEMBERSHIP RECRUITMENT AND RETENTION**

An active, viable organization must pay constant attention to the processes of attracting new members and keeping the total membership interested in the organization. Recruitment should not be a one shot operation designed to convince unsuspecting freshmen that participation in your group’s activities will be the high point of their college career.

Today’s Columbia College student faces a number of demands on his/her time. These demands include the emphasis to excel academically which requires more hours devoted to study; financial obligations which often forces students to work full/part time jobs; and/or family

obligations which allow students very little free time; if campus organizations are to recruit and retain sufficient numbers of student members, then students must be made aware of and actually experience the advantages of participation.

Before attempting to recruit new members, your organization should address the following questions:

1. Is this organization functioning properly? An influx of members will not solve organizational internal problems. You may be able to attract new people, but you will not be able to retain them.
2. What image does your organization project to those students who are potential members? If your image is poor, then take steps to improve it before attempting to recruit.
3. Are all the present members familiar with the organization, as well as the special attributes, people, and experiences which the organization presently provides? Can they relate it to potential members?
4. Whom is your organization trying to recruit? You should make a special effort to attract those students whose interests and skills are similar to your organizations purpose and goals.

If you are not satisfied with your answers to any of these questions, you may find it helpful to consult with your advisor. They can assist you in improving the operation and image of your organization.

When you are ready to start your recruitment campaign, you might find some of the methods listed below helpful.

- Talk to friends or people who you believe are interested in your group.
- Send out general notices/brochures advertising your group and requesting students to join.
- Participate in Inter Club Council
- Have each current member bring a new member to the next meeting.
- If you need students with special talents, contact the faculty and ask for their advice as to potential members.
- Ask students who always attend your events if they are interested in joining your organization.
- Set up recruiting tables in heavily traveled areas of the campus.

After members have joined your organization how do you keep them actively involved in the group's program?

Leadership has been defined as the art of getting others to do willingly those things mutually agreed upon as necessary to achieve a common goal. One of the keys in this process is your ability to keep your group motivated through the skillful delegation of responsibility.

Motivation to actively participate and follow through with a commitment comes from a combination of factors including achievement recognition, the work itself, responsibility, and opportunity for personal and professional growth. The contented worker must feel a sense of achievement with the assignment and must receive proper recognition. The job must not be too

menial. The work itself must be important and meaningful and give the student a sense of responsibility. Most importantly, the student must be given an opportunity to develop and grow personally and professionally.

It is also important that workers have input into setting up assignments and their related goals. Of course, there are menial jobs to be completed in every organization. The successful leader must take care to balance the member's work to include both routine and more challenging assignments.

The following list summarizes considerations which should be made in the retention process:

- Provide proper placement (the right person for the right job).
- Develop clear expectations of assignments.
- Allow for personal growth.
- Offer feedback from advisors and peers.
- Develop meaningful work assignments.
- Organize an effective training program.
- Provide a sense of unity.
- Recognize achievement and reward good work.
- Help workers set achievable goals.
- Allow for promotion and upward mobility.
- Allow volunteer participation in decisions.
- Encourage your workers to have fun.

## **LEADERSHIP STYLE**

Leadership can be defined as the art of getting others to do willingly those things mutually agreed upon as necessary to achieve a common goal. It is the process of influencing others in making decisions, setting and achieving goals. Concurrently, it is the process of keeping the group voluntarily together. Leadership in groups is actually a function of a combination of three dynamic elements the individual, the group, and the situation. With these principles in mind, one can describe three types of leadership behavior patterns which occur in human groups in action.

### **LAISSEZFAIR LEADER**

(“Hands off” Position)

- Allows complete freedom to the group to formulate its own policies. Maintains a “hands off” position in relation to group action.
- Offers advice and materials only when asked. Takes no part in discussions or decision making.
- Takes no part in delegating responsibilities. Maintains no pressure toward achievement and enters into the resulting disorder only when there is personal threat involved.

- Makes no judgements of praise or criticism except when asked. Maintains a passive attitude.
- Often used with professional people who desire and have shown capacity for independent work.

AUTOCRATIC LEADER  
(“Hands on” position)

- Determines policy because he/she is the chosen leader.
- Appoints the committees and determines the task/time/place.
- Gives criticism/praise because he/she is the leader and as such has status as judge/parent.
- Restricts communication from the group other than needed to get the job done.
- Encourages little involvement from group members. Leads to a limited program of learning; members accomplish tasks out of obligation.
- Used frequently among unskilled subordinates who are not prepared to participate in decision making.

DEMOCRATIC LEADER  
(“Hand in Hand” position)

- Encourages participation and assists group to discuss and determine all policies.
- Helps group to formulate its own goals and to point out alternatives. Supplies technical advice. Transmits expertise to members so they learn what the leader knows.
- Permits members to work with whom they please and to divide tasks as they see fit. Allows members to take on as much responsibility as they can handle. Maintains pressure toward achievement and against disorder. Acts as member of the group.
- Tries to be objective and fair in praise/criticism.
- Encourages greater individual participation in decision making and free flow of communication to establish trust/confidence.
- Maintains a program of learning for members. May result initially in efficiency but members eventually accomplish tasks out of personal commitment and efficiency increases as does learning and commitment.
- Used frequently with skilled/educated people and leads to greater leader acceptance and better results.

A leader may utilize any of the three styles in his/her position. Which one is used at a particular time depends upon a combination of the individual, the group, and the situation. As the leader of your organization, you should attempt to analyze your style of leadership and determine if it is effective with regard to the composition of your group and the nature of the group’s activities.

Leadership is a very involved process by which people guide others in a way which facilitates progress in a particular activity.

Leadership traits:

1. Must be a broad person.
2. Have a balance of humor and intellectualism.
3. Able to speak.
4. Have a defined set of values and attitudes.
5. Be able to relate.
6. Pro-active.
7. Guide without dictating; lead in a non-directive manor.
8. Be able to make a commitment and investment of time.
9. Must be patient.
10. Be able to accept rewards indirectly.
11. Dedicated to continual self-development.
12. Accept positions as challenges, not stepping-stones.
13. Must be pleasant, open and friendly.
14. Must be organized, relaxed, and efficient.
15. Above all, a leader must be ENTHUSIASTIC AND LOYAL!

Leadership qualities will help you become better people and you can use these skills every day of your life. Leadership is used when raising children, on your marriages and among friends. Always remember, a candle loses nothing by lighting another; share your knowledge in a humble way.

#### If you must, “lead” a discussion...

1. Do not require members to get permission to speak or require any other formalities.
2. Do not have people stand or address the chair.
3. Do not encourage members to talk to the chairman. Discourage this by letting other members respond or by asking other members their opinions on the matter.
4. Do not preach or teach.
5. Do not moralize or make value statements.
6. Do not show your own opinion of member’s remarks. Try to set aside your own evaluation of ideas offered by the members.
7. Do not form any private opinions of what the group should be discussing or what it should take up next so that you may avoid judging any comment as irrelevant or off the subject.
8. Do not take sides or argue on any issue or identify with any sub-group or clique.
9. Do not make a speech. Do not talk much. Leaders almost always talk too much and too often. When in doubt, don’t say it.
10. Do not encourage people to participate before they feel like it. Let them be quiet if they wish.
11. Do not hold any member up to ridicule or embarrass any member.
12. Do not appoint the suggestor as committee head when a committee is suggested or idea given.
13. Do not make appointments to committees – let the group do it.
14. Do not hog the spotlight.
15. Do not be tempted to show off your verbal ability or your skill. You should not be particularly noticed or remembered, you are the catalyst.

16. Do not be defensive. Do not defend your behavior or position. Accept all criticism.
17. When in doubt of intervening at some particular point, control the impulse...do not intervene. Do not intervene unless you are quite sure that the group will be helped to move toward its goal.

## CONDUCTING A PRODUCTIVE MEETING

Holding a meeting involves more than just setting a time/place and “teaching.” Meetings are shared responsibilities and involve three distinct stages: planning, implementation and evaluation.

- I. Planning – participants need to understand the purpose of the meeting.
  - a. Set time/place for meeting.
  - b. Meet with other officers or group members to establish an agenda. When members have input into an agenda, they feel more involved with the meeting. Agendas are of value to your organization because:
    1. An agenda lets group members know what to expect at the meeting, so they will start thinking along those lines.
    2. An agenda that is announced in advance allows group members to prepare for the meeting.
    3. An agenda provides an order for dealing with issues at a meeting.
    4. An agenda can be used to teach group members how to prepare reports for a meeting.
    5. An agenda also spreads the responsibility for accomplishing tasks to all the people attending the meeting.
  - c. Have agenda typed and distributed or verbally go over the agenda at the beginning of the meeting.
- II. Implementation
  - a. Start the meeting on time with a definite statement to the effect that the meeting is commencing.
  - b. Follow the well planned agenda.
  - c. Observe the participants in the meeting – if they begin to get off track politely bring them back as quickly as possible.
- III. Evaluating

Immediately reflect on the meeting. Write down the positive and negative parts of the meeting. Write down who participated and who didn't, and who expressed especially strong agreement with or disagreement to the topic. Involve an unbiased objective observer in the evaluation of the meeting. This process of evaluation will help you with your goal in running a better organized meeting



## TIME MANAGEMENT SUGGESTIONS

The following suggestions have been gleaned from several sources and are intended to be helpful guides in the area of time management:

1. First of all, in order to save time, you must know where you are losing it. It is often helpful to do some charting about how you are actually spending your time.
2. Value your time. It is precious! Ask yourself:
  - a. Is what I'm doing helping me reach my objective?
  - b. Must I do it now?
  - c. Is something else more important?
  - d. Should someone else do it?
3. Delegate tasks. Always ask "should I be doing this or should a member of my club be doing it?" Develop procedures for routine matters. It will save time in the long run.
4. Many officers are robbed of effective time because they endeavor to make too many decisions that others could make better.
5. Everybody is for delegation and no one is against it, yet too little of it actually gets done in too many clubs. Delegate effectively. Delegate results not processes.
6. Procrastination can be a tremendous deterrent to effective time management. Give yourself the following procrastination test:
  - a. Do I invent excuses for not acting?
  - b. Am I derelict in not getting one ahead on repetitive assignments?
  - c. Do I tend to avoid forthright answers when pressed for a decision?
  - d. Have I been guilty of neglecting the follow up aspect of an action plans?
  - e. Is fatigue or other physical factors increasingly been causing me to put off action?
7. There is supporting evidence that leaders and officers operate at approximately one-half of their effectiveness because of tension.
  - a. Too much tension means wasted time because it disrupts the train of thought by which decisions are normally reached so that decisions not only take longer, but are less reliable.
  - b. It tends to trap you into preoccupation with matters that are not worthy of your attention.
  - c. It sets up a vicious cycle which, if not broken at a fairly early stage, makes it more difficult to get back into your normal stride.
8. There is a difference between delegating and assigning work.
9. Probably the greatest cause of wasted time is attempting to apply meeting techniques where they should not be used in the first place. The meeting cannot do anything; it can only analyze, formulate and recommend. It is no substitute for executive action. Calling numerous meetings to rehash the same old thing violates both the fundamental purpose of the meeting method and your basic obligation to arrive at a decision.

10. Ineffective communication can be a tremendous time robber. The following are some brief guides to better and effective communication:
  - a. Speak in sufficient detail
  - b. Gear message to the audience
  - c. Use precise words
  - d. Appeal to audience self interest
  - e. Communicate to all involved
  - f. Be brief and concise
  - g. Prepare and organize
11. The ability to listen can be an extremely valuable time saver.
12. Take notes. Few of us possess enough memory to remember things without jotting them down.
13. Develop a daily “to do” list.
14. Effective reading can be a tremendous time saver.
15. Be a first-timer. Make decisions the first time around.
  - a. Make 80% of your decisions the first time, 15% will need more information; 5% you can delegate.
  - b. 20% of facts are enough for 80% of the decisions.
  - c. 80% of in-box material can be done right away.
  - d. Do one thing at a time and finish it.
  - e. Block out time to accomplish tasks.
16. Don't procrastinate on tough items. Start them immediately.
17. Train your club officers and members.
  - a. Write down information that they will have to know.
  - b. Develop training checklists.
  - c. Have them write down things they wish they had known.
18. Allow people to participate in the creation of your plans and ideas, and they will learn to value and care for them.

## GENERAL PROGRAMMING PROCEDURES FOR CLUBS AND ORGANIZATIONS

- I. Determine and identify interest: This can be done through informal discussion, surveys, interest sign-up sheets, suggestion boxes, interest inventories, etc. Remember, programs are successful if they appeal to a cross section of people.
- II. Needs assessment: To assess needs, combine the information that is available on interest with the expectations of a learning experience, and make a judgmental decision as to what needs you plan to meet through the program.
- III. Planning: Plan ahead! Involve both students and staff in the planning of a program – that is students who are representative of the group you are trying to reach, and staff who can act as resource people. Programming is a learning experience. Therefore, students, faculty, staff and the community should be invited to participate.
  - a. Determine the program – compiling all the interest input does this.
  - b. Financial support – use all available sources of funds if funding is required (program budgets, club funds, ASCC, etc.) Also, the option of an admission charge can be explored.

- c. Reserve the facility as soon as possible. Advisors should check deadlines.
  - d. Avoid conflicting dates – check existing calendars in the Student Senate office to make sure your program is not competing with an ASCC event or another event on campus.
  - e. Remain within the law – check to be sure that all campus regulations are being followed.
  - f. Organize planning sessions – plan meetings to establish committees and persons who will be responsible for different aspects of the program or plan a working calendar with appropriate deadlines.
- IV. Publicity: Publicity is used both to inform and motivate. The basis of a program begins with bringing an audience to it. Advisors should know of all publicity sources on campus (Peek at the Week, Weekly Bulletin, Marquee, event boards, etc.)
- V. Provide leadership and supervision: At the event, make sure that someone, either yourself or another responsible person, is in charge and familiar with the objectives, and know what is supposed to happen and how to run the program.
- VI. Evaluation: As soon after the event as possible, sit down with everyone involved with planning the program and go over an evaluation of the event. This should be a standard procedure and records should be kept to assist in future programs of a similar nature.
- VII. Follow-up: Tie down all loose ends. Write letters of appreciation to people outside the group who assisted. Return borrowed equipment. Taking care of after the program loose ends is critical, due to the fact that club programs are dependent on good relations with other departments at the college, especially student activities and custodial staff.

## GUIDELINES FOR A PUBLICITY CAMPAIGN

### *Checklist for an Effective Publicity Campaign*

1. Know whom you are trying to reach. Some events will be geared to certain audiences.
2. Know how much money you have to spend on publicity.
3. Decide when your publicity campaign should begin. It is often more effective to plan your publicity in stages. This way you can gradually publicize your entire event while increasing the curiosity level of your audience. They will be looking for more information if you get them interested during the stages of your publicity campaign.
4. Decide where your publicity will be displayed.
5. Decide what types of publicity you will use.
6. Check on those involved in the publicity campaign to ensure that they have followed through with their responsibilities and all deadlines are met.
7. Have follow-up materials ready for a second wave of promotion.
8. Keep a close watch as to whether interest in the program is developing, and whether tickets, if used, are selling.
9. Prepare for a last minute publicity blitz if expectations are not being met.
10. Evaluate your campaign and keep records that can be used in planning future campaigns.

### PUBLICITY GIMMICK

1. Bookmarks
2. Bumper stickers
3. Table tents
4. Classroom blackboards (write information about your event in the corners)
5. Weekly bulletin
6. Marquee
7. Pass out information in costume
8. Posters
9. Flyers
10. Staple free tickets to bags of potato chips in cafeteria
11. Have a ticket drawing at a major event
12. Sandwich boards
13. Fortune cookies with info inside
14. Phone-a-thon call your friends and ask them to call their friends to publicize an event
15. Odd shaped posters

### TIPS ON DESIGNING POSTERS

1. Make the right choice of type to set the feeling for the event.
2. Do not use hand lettering unless the style is so unique and well organized that it still reads and looks professional. Generally, hand-lettered communication is harder to read, less memorable, and gives the illusion of an unorganized program. Pressure-sensitive letters are inexpensive and are available at local art stores.
3. Choose varieties of paper color, texture, and size. If you have your poster reproduced on standard size paper, you can still trim it into an odd shape-triangle or circle.
4. If you can't afford two or more colors on your poster, use a magic marker to highlight some areas – add red on the eyes of the illustration for your late-night film festival. It's quick and gives you a two-color look which might set your publicity apart from the others.
5. An organization should develop a look or format that is easily identified by the campus community. The format allows you to communicate your message quickly without the reader having to look for the sponsoring group. With a border format you could have many printed in one color and as events come up during the year, you could print the inside information each time within that preprinted format.
6. Use upscale to promote your message. Scale is the placing of two or more objects together so certain pieces of information appear large or small. For example, when we see a picture of a man we assume he is normal height. Place a hand next to him that goes from his head to his feet and suddenly he appears six inches tall. Place a picture of the Empire State Building next to him at his full height and he becomes a giant. Type is used in the same manner. Large type can be used to attract attention while smaller type conveys additional information.
7. Use these techniques carefully. The information must be simple if it is going to catch a reader's eye.
8. Develop a club logo and use it on everything to make your posters easily recognizable.

## CLUB POLICIES

1. In order to be an officially recognized club at Columbia College, a club must complete the club chartering process and be approved by the ASCC Senate. (see attached forms)
2. All student clubs, their activities and events must be supervised and advised by a member of the Columbia College Faculty or Staff.
3. Student clubs are required to comply with college wide policies and campus regulations and are subject to revocation of their charter or to other disciplinary action for violation of such policies or regulations.
4. **College clubs must be composed entirely of current students.**
5. Clubs must use a democratic plan for selection of members without regard to race, religion, national origin, or sex.
6. Clubs must hold their regular meetings at the college campus during regular business hours.
7. All chartered clubs must have at least seven (7) active members.
8. All clubs must participate in the Inter-Club Council (ICC) in accordance with the ASCC Constitution and Bylaws.
9. Organizations must abide by and enforce all policies, rules and regulations established by the college and the Associated Students for the conduct and supervision of club and campus activities.

## STUDENT SENATE OFFICE

The Student Senate Office is dedicated to helping student clubs, individuals and ASCC achieve their objectives. Advisors of clubs to student activities are especially invited to make use of the Student Senate Office and to consult with the Program Coordinator on any student program or event.

People come to the Student Senate Office to:

1. Get a copy of their official club Constitution & Bylaws.
2. Receive advice and assistance in planning a myriad of activities on campus.
3. Receive information on workshops and plan retreats for people or clubs who wish to increase their skills in the area of leadership and human relations.
4. Receive information about existing clubs, organizations and planned activities.
5. Talk to the Program Coordinator about getting involved in a club or ASCC event or committee.
6. Look at the master calendar on major campus student activities and programs.
7. Obtain assistance in planning a publicity campaign for a student sponsored event.
8. Get the names and phone numbers of club officers.
9. Pick up their mail (every ASCC officer and senator and club has a box where appropriate U.S. and campus mail is distributed).

The Student Senate Office is located in the Student Center, Ponderosa Building. Or can be reached at 209-588-5270 or 209-588-5111.

## INTER-CLUB COUNCIL

1. The Inter-Club Council shall consist of the club President or Vice-President from each active club on campus and the Director of Club Affairs.
2. The ICC shall function as a student advisory board to the Student Senate regarding the needs and interests of campus clubs.
3. The Director of Club Affairs shall keep active clubs informed of actions taken by the Student Senate and the Executive Council.
4. The ICC shall develop, implement, and coordinate all club activities in cooperation with the Student Senate.
5. Each club shall have at least one college-wide project per semester.
6. The ICC shall conduct preliminary screening and forward recommendations to the Student Senate regarding club charters.
7. The ICC shall conduct preliminary screening and forward recommendations to the Student Senate regarding funding requests from the Club Development Fund.
8. The Director of Club Affairs shall be responsible for monitoring the attendance and activity of club representatives and their respective clubs.

## **Policy and Procedure for Campus Club Recognition**

The Columbia College Student Senate shall be responsible for granting official recognition to campus clubs on a yearly or semester basis.

### PROCEDURE

In order to be granted recognition by the Student Senate as an official campus club, a group must submit to the Director of Club Affairs:

1. Constitution or statement of purpose.
2. A list including the names, addresses, telephone numbers and school identification number of each member. The list should have a minimum of seven (7) active members.
3. All Columbia College campus clubs **MUST** be composed entirely of current Columbia College students and faculty or staff member(s).
4. A list of elected officers such as President, Vice President, Treasurer, etc.
5. The name of the Columbia College faculty or staff advisor(s).

*All Campus Clubs must abide by and enforce all policies, rules and regulations established by the college and the Student Senate for the conduct and supervision of club and campus activities.*

### Responsibilities of Recognized Columbia College Campus Clubs

- Attend regular Student Senate Meetings.
- Submit an income and expense budget for the semester.

- Direct a member to represent the club and attend all meetings called by the Director of Club Affairs.
- Submit an activity request to the Director of Club Affairs at least two (2) weeks prior to scheduled events if financial assistance is not required of Student Senate, and two (3) weeks prior to events for which financial assistance is requested. Request must be signed by Club Advisor.
- Have an organized method of taking minutes at club meetings/activities and organized method of retaining these minutes for review by club members and Director of Club Affairs.
- Assume responsibility for planning the club's events, including all projected expenses (money needed to fund the event) and income or profits (money left over after all bills have been paid off).
- Operate in good faith, incorporating high standards of ethics in all phases of operation. All club members are viewed as representatives of Columbia College and as such are bound by the rules and policies that govern it.
- Give every Columbia College student the opportunity to join and participate in the respective organization

## Advisor Responsibilities

(A signed copy of this form must be turned into Student Senate Office and a copy given to the Director of Club Affairs)

Advisor or Staff designee will:

- Attend ALL regularly scheduled and special meetings of the appointed club.
- Meet with the executive officers of the club for the following purposes:
  - To assist with the development of organizational programs.
  - To discuss the clubs goals and directions.
  - To discuss the financial status of the club.
  - To minimize internal difficulties and to assist officers with problem resolutions.
- Be familiar with the Constitution and the Bylaws of purpose statement of the respective club and be prepared to render assistance with interpretation.
- Be familiar with the institution's policies and rules that govern student organizations.
- Be aware of and attend all the activities in which the club is involved.
- Contact the Director of Club Affairs to discuss organizational problems, changes in organization and the status of the respective club.
- Review and be aware of the financial activities of the respective club.
- Oversee that the respective club operates in good faith, incorporates high standards of ethics, while representing itself and Columbia College in all phases of the club's operations

Advisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

***If more than one advisor assists a club,  
a separate agreement must be signed by each.***



Columbia College Campus Club  
Officer List

| <u>Name</u> | <u>Address</u> | <b>Advisor(s)</b><br><u>Phone #</u> | <u>College ID #</u> |
|-------------|----------------|-------------------------------------|---------------------|
| 1.          | _____          | _____                               | _____               |
| 2.          | _____          | _____                               | _____               |

| <u>Position</u> | <u>Name</u> | <u>Officers</u> |
|-----------------|-------------|-----------------|
| 1.              | _____       | _____           |
| 2.              | _____       | _____           |
| 3.              | _____       | _____           |
| 4.              | _____       | _____           |
| 5.              | _____       | _____           |
| 6.              | _____       | _____           |
| 7.              | _____       | _____           |
| 8.              | _____       | _____           |
| 9.              | _____       | _____           |
| 10.             | _____       | _____           |

*All officers must also be listed on member list!*

Columbia College Campus Club

Member List

| <u>Name</u><br># | <u>Address</u> | <u>Phone #</u> | <u>Student ID</u> |
|------------------|----------------|----------------|-------------------|
| 1.               | _____          | _____          | _____             |
| 2.               | _____          | _____          | _____             |
| 3.               | _____          | _____          | _____             |
| 4.               | _____          | _____          | _____             |
| 5.               | _____          | _____          | _____             |
| 6.               | _____          | _____          | _____             |
| 7.               | _____          | _____          | _____             |
| 8.               | _____          | _____          | _____             |
| 9.               | _____          | _____          | _____             |
| 10.              | _____          | _____          | _____             |
| 11.              | _____          | _____          | _____             |
| 12.              | _____          | _____          | _____             |
| 13.              | _____          | _____          | _____             |
| 14.              | _____          | _____          | _____             |
| 15.              | _____          | _____          | _____             |
| 16.              | _____          | _____          | _____             |
| 17.              | _____          | _____          | _____             |
| 18.              | _____          | _____          | _____             |
| 19.              | _____          | _____          | _____             |
| 20.              | _____          | _____          | _____             |



## SCHEDULING AND USE OF COLLEGE FACILITIES

1. In order to use any college facility an activity sheet must be completed and sign by the Club Advisor and forward to the Director of Club Affairs two (2) weeks prior to an event three (3) weeks if financial assistance is required. ***Requested facilities may not always be available.***
2. The use of college facilities, including building and grounds, are subject to State and local regulations, as specified in Title V and the college directives.
3. When using college facilities, the activity cannot interfere by noise or action with normal College business or disrupt the instructional programs.
4. A Club whose charter is either temporarily or permanently deactivated will lose the use of college facilities until the club's charter has been reinstated.

## ADVISOR'S INFORMATION

### THE IMPACT OF COCURRICULAR ACTIVITIES

Practitioners of educational administration have often asserted that college students benefit from their involvement in cocurricular activities. Skill development and loyalty to the institution are frequently end results of this participation. Cocurricular involvement has been correlated with retention and with the degree of student input into the institution's governance. With regard to the post-graduate impact, it has been suggested that participation provides more active and skilled citizens and creates stronger bonds to the college, which leads to more monetary support.

Until recent years, these common assumptions were not supported by data gathered through sound research. However, this situation is being rectified to some degree as researchers turn their attention to student activities and their impact upon their participants.

There is much evidence to support the correlation between retention and cocurricular involvement. The findings of Alexander Astin consistently showed that cocurricular participation is positively associated with persistence in school. Jean Danelski of Cornell conducted a study which concluded that students involved in activities successfully completed college in four years significantly more often than those who were not involved. Researchers at St. Cloud State University found that students who were not involved in campus organizations or who had no peer relations were more likely to dropout than those who had such attachments.

Research points to additional positive effects. Two studies by the American College Testing Service and the Scholastic Aptitude Testing Service provide evidence that future success and student activities involvement can be correlated. Arthur Chickering, who has worked extensively in the area of college student behavior, asserts that student's development is enhanced through cocurricular involvement. Through such participation students can become involved in a variety of subjects without a long-term commitment and thus, can evaluate their interests and career directions. Students are given the opportunity to interact with the community and to practice management, communication, and interpersonal skills before entering the world of work.

In a study conducted at the University of Minnesota, students stated that the major positive effects of involvement were the opportunities to meet new people, make new friends, and develop skills. Specific abilities mentioned were interpersonal, communications, and group

organizational skills. Researchers at Penn State asked student leaders about how their involvement affected their lives. The following is a summary of their responses. The percentage figure indicates those who stated that their cocurricular involvement had a moderate or positive impact on the area in question:

- Academic impact – 62%
- Career impact – 78%
- Social Skills – 92%
- Personal Skills – 93%
- Social Concerns – 69%

In addition, 81% of those responding said their leadership experience made them feel more a part of their institution while 71% said their participation created ties with the university which they believed would last beyond graduation. 89% said their association with the university as student leaders had made them better persons.

Although there is the need for additional research in these areas, these studies do indicate some positive impacts to be derived from cocurricular involvement. Such evidence is a reminder to the organizational advisor of the potential for individual development through participation in student activities and the advisor's responsibility to foster this growth.

## A HISTORICAL PERSPECTIVE ON FACULTY ADVISING

Both formal and informal student faculty contacts through cocurricular activities have been a consistent factor in American higher education. During the colonial period, emphasis was placed on the intellectual and spiritual development of students, and faculty members were responsible for the regulation of students' activities. With the expansion of the scope of higher education, students began to organize activities which met their own needs. These literary societies, collegiate athletics, and fraternal organizations met with institutional opposition and generated little faculty support.

Student organizational life continued to expand, however, and faculty members began to advise student groups both formally and informally. With the departmentalization of institutions, student organizations emerged which reflected this growing specialization. Faculty volunteers were readily available to student groups of a departmental or honorary nature and frequently provided a stimulus to organizational activities. During this same period, institutional leaders began to employ professionals as advisors in selected areas such as coaches and deans. Many colleges/universities instituted a policy which required student organizations to have a faculty advisor/moderator, a regulation which is still in effect on many campuses.

Faculty members have also become involved in the student activities sector through participation on college/university committees. These assignments may be on institutional committees dealing with student life issues, student government committees, or task forces. Student-faculty contact in the area of student activities is of great value because it provides a sense of direction for the organizations as well as enabling students and faculty to interact in an environment outside the classroom.

## GUIDELINES FOR CLUB ADVISORS

It is a difficult task to define the specific role of an advisor to a student organization. The role is structured in as many ways as there are advisors and groups. The pattern of teamwork between an advisor and the organization must be individually tailored to the personalities and needs of both parties. Some guidance is necessary in developing such a relationship. The following suggestions are offered to assist the group advisor in determining his/her role within the group:

1. The advisor will perform his/her greatest service by introducing the students of the organization to do for themselves what they should. It is the task of the active members to operate the organization. An advisor who attempts to remove this responsibility from students deprives the members of an important educational experience. At the same time, the advisor should ensure that participation by students does present opportunities for educational and personal development. The program must justify the expenditure of student's time, abilities, and energy.
2. The advisor should be well informed about all plans and activities of the group. This should be achieved through regular attendance at meetings and/or frequent consultation with student officers. The advisor should meet with the organization's leader to discuss goals and objectives, programs, financial status, and internal difficulties.
3. The advisor should discourage domination of the group by any individual or minority group.
4. The advisor should be familiar with the constitution and by-laws of the organization and should be prepared to render assistance with their interpretation.
5. The advisor should be familiar with the institution's policies and rules which govern student organizations. She/he should encourage the organization to adhere to the policies of the college as well as local statutes.
6. The advisor is responsible for providing long-term continuity within the group and should be familiar with its history.
7. The advisor should assist with the orientation of new officers.
8. The advisor should provide direct assistance in the planning and evaluation of the overall program. She/he should be willing and able to offer counsel and experience when it is deemed appropriate. No effective advisor should view his/her position as a passive one – offering comment only when asked to do so.
9. The advisor is required to attend the events sponsored by the group and to assist in setting the tone of the occasion.
10. The advisor should assist in promoting student interest in evaluating programs.
11. The advisor should assist the group in setting realistic goals and objectives.
12. The advisor supervises the financial procedures followed by the organization in handling its funds.
  - a. Determine that records of minutes, receipts, expenditures and balances are properly maintained.
  - b. Approve all club expenditures and make certain all club funds are deposited immediately with the Columbia College Business Office.

13. The advisor should be interested in the members as individuals as well as in the collective welfare of the group.
  - a. The advisor should encourage each individual to participate and plan group events.
  - b. Group members may need guidance as they try to decide to what degree they should participate in activities. The advisor should seek to assist the students in maintaining a balance between the academic and cocurricular aspects of student life.
  - c. The advisor should encourage students to accept responsibility for specific parts of the program, helping them to recognize the importance of their role in relation to the group goals.
14. The advisor may serve as an effective counselor to individuals in the organization. In this role, the advisor must first develop the kind of relationship within the group which will gain the respect and confidence of the members. She/he can then help the group member to understand him/her self and gain confidence in his/her ability to make decisions and choose goals. The advisor may be called upon to serve as a personal confidante in organization-related matters. Although the advisor will want to provide assistance to the person seeking the advice she/he cannot compromise her/his relationship with the group by showing favoritism to one or to a small group of individuals.
15. The advisor should realize that students might not accept her/his advice as “gospel”. She/he should expect to be challenged. This should not be interpreted, however, as an indication that her/his services are no longer desired by the group.

### STUDENT/ADVISOR RELATIONSHIPS

Generally, the advisor’s contacts with the organization will take place in two settings: discussions with the student officers and attendance at meetings and other group activities. When working in these two settings, the advisor must constantly be aware of her/his role in the organization. The organization’s president’s influence is, and should be, greater than that of the advisor. Although active participation by the advisor is desirable, the advisor is not the leader of the group.

#### Student officer/Advisor relationship:

1. The advisor should assist the officer in formulating long-range goals and in planning and initiating short-term projects.
2. The officer should utilize the advisor as a resource person. The advisor has had previous experience and can provide the officer and members with background information.
3. The advisor should assist the officer with college procedural matters.
4. The advisor may suggest ways by which group meetings can be improved.
5. The advisor represents the group and its interests in staff and faculty meetings.
6. The officer will find the advisor able to assist in evaluating individual and group projects, performance and progress.

7. The advisor is generally able to make suggestions that will permit the officer to improve leadership skills.
8. The advisor is available when emergency problems arise.
9. The advisor can assist the officer in preparing meeting agendas. This will not only provide a structure for conducting the organization's meetings, but it can also serve as a point of departure for the discussion of other areas of mutual concern.
10. The advisor should point out factors bearing on the ideas presented by the officer without imposing her/his own bias. If an idea is inappropriate the advisor should try to encourage the officer to consider other alternatives.
11. If the officer asks "what should we do?", or "what do you think?" the question should be rephrased and handed back to her/him. The advisor is there to assist the officer, but not to solve the problems for her/him.
12. The officer should be encouraged to take an occasional chance on some less proven members in delegation authority.
13. The officer should keep the advisor informed as to all organizational activities, meeting times, locations, and agendas. The advisor should receive minutes of all meetings.
14. The officer should meet regularly with the advisor and use her/him as a sounding board for discussing organizational plans and problems.

Organization/moderator relationship:

If the officer, with the advisor's assistance, has developed a good agenda, the advisor should have very little to do at group meetings. However, there may arise situations which necessitate that the advisor plays a more active role.

1. If an organization is planning a questionable activity, the following techniques may be useful:
  - a. the advisor might offer other ideas which may be substituted for the one which is unsatisfactory;
  - b. the difficulties inherent to the plan can be pointed out;
  - c. the advisor may request that the group obtain the opinion of the individuals or agencies affected by the action;
  - d. The advisor may recommend that the program be discussed with the Advisor of the Student Senate.
2. If the group members seem bound by tradition or noncreative in their planning, the advisor should encourage the members to brainstorm for new creative approaches, or to consult with the Student Senate and the Director the Club Activities.
3. Some organizations reserve a few minutes at the close of their meetings for the advisor to speak. The range of topics which would be relevant to such occasions is quite broad: a verbal pat on the back remarks of evaluations, inspirational comments, even opportunity for closer contact with the group.