Vision Statement
To be a leader among teaching universities, bringing together the best of liberal arts and professional education in a Christian community of learning and service.

Mission Statement
- Belmont University is a student-centered Christian community providing an academically challenging education that empowers men and women of diverse backgrounds to engage and transform the world with disciplined intelligence, compassion, courage and faith.
- Belmont University is student-centered. The university provides an environment for students to develop intellectually, spiritually, socially and physically through experiences of learning and research, leading and serving, success and failure, and consideration and choice. Faculty, administration and staff commit themselves to guide and challenge students to develop their full potential in order to lead lives of meaning and purpose.
- Belmont University is a Christian community. The University faculty, administration and staff uphold Jesus as the Christ and as the measure for all things. Students encounter Christian values relevant to personal growth, service, and spiritual maturity and are expected to commit themselves to high moral standards.
- Belmont University is academically challenging. The university offers rigorous undergraduate and graduate programs emphasizing knowledge and discernment, intellectual discourse and debate, and humble engagement of cultural and social perspectives within a framework of ethical and moral reflection. All learning contexts stress the skills and dispositions necessary for lifelong learning and the sustaining value of higher education in each person’s professional and personal life.
- Belmont University welcomes men and women from diverse backgrounds. The university upholds the dignity of all and fosters an atmosphere of respect for the civil expression of divergent perspectives that enables students to learn, live, work and socialize together.
- Belmont University empowers men and women to engage and transform the world. The university prepares students to use their intellectual skills, creativity and faith to meet the challenges and opportunities that face the human community.

Statement of Values
As a student-centered Christian community with a rich Baptist heritage, Belmont University upholds the following core values as essential to intellectual, spiritual, personal and corporate life:
- Integrity
- Inquiry
- Collaboration
- Service
- Humility
Community Commitments
As an expression of the institution’s vision, mission and values, Belmont students commit themselves to individual worth; personal integrity; critical thinking; self-control; and community responsibility.

Acknowledging each person’s freedom and responsibility, each student should also recognize the occasional need to modify her/his behavior for the good of the Belmont community or of society at large. In this sense, all students should strive to behave responsibly in an effort to create a climate of mutual respect. A student’s continued enrollment and participation in university life is conditioned upon her/his adhering to the behavioral expectations of this statement. Students who engage in behavior that betrays these commitments will be subject to disciplinary action.

In affirming these commitments, the Belmont community expects each student to exemplify behaviors consistent with these commitments in all facets of university life: academic classes, convocation programs, musical and dramatic performances, athletic competitions, lectures, presentation and off-campus events and programs associated with Belmont, as well as to exemplify them within all university facilities including housing, academic buildings, library, offices, student center and other activity centers. Additionally, students are expected to exemplify these commitments and to comply with federal, state and local laws in their conduct off campus. Off campus behavior inconsistent with these commitments is likely to be addressed through university disciplinary action when such behavior poses a substantial or continuing threat or disruption to the community.

Individual Worth
The Belmont community is committed to the dignity and worth of every individual, recognizing that each person is unique and possesses both rights and responsibilities. This commitment to individuals’ worth is expressed through respect for differing opinions, attitudes and cultures and fair and just treatment for all. Further, civil communications, interactions, and resolutions of disagreements are essential to the recognition of another’s dignity and worth.

As members of the Belmont community, students can expect reasonable actions will be taken to ensure that their experience is free from behaviors that compromise this commitment. Such behaviors include, but are not limited to: physical abuse, threats, intimidation (verbal or otherwise), harassment, hazing, coercion and/or other conduct that threatens or endangers the welfare, dignity or worth of any person.

Personal Integrity
The Belmont community is committed to personal integrity as the foundation of university life and the cornerstone of a premier educational experience. Mutual trust among its members is essential to scholarship and prerequisite to effective interactions and operations throughout the university.

As members of the Belmont community, students can expect reasonable actions will be taken to ensure that their experience is free from behaviors that compromise this commitment. Such behaviors include, but are not limited to: cheating; plagiarism; forgery; deliberate deception; furnishing false information; alteration or misuse of any official document, record or instrument of identification; abuse of computing resources and/or other conduct that betrays, impairs or diminishes trust among members of the university community.

Critical Thinking
The Belmont community is committed to the pursuit of truth and the communication of knowledge. It encourages individuals to develop the ongoing capacity for critical, independent thinking and judgment, both inside and outside the classroom. It affirms the individual’s right to teach and to learn, and his/her responsibility to prepare adequately.
As members of the Belmont community, students can expect reasonable actions will be taken to ensure that their experience is free from behaviors that compromise this commitment. Such behaviors include, but are not limited to: disruption or obstruction of teaching, research, convocation, campus life programs and events, residential education, administration, disciplinary proceedings and/or other university activities including public-service functions or authorized non-university activities occurring on university premises.

**Self-Control**

The Belmont community is committed to self-control and to individuals’ accountability for the effects their behaviors have on themselves and others. This recognition of personal responsibility prepares all individuals to develop intellectually, spiritually, socially, emotionally and physically.

As members of the Belmont community, students can expect reasonable actions will be taken to ensure that their experience is free from behaviors that compromise this commitment. Such behaviors include, but are not limited to: smoking, sexual conduct, failure to comply with university officials, infringing on others use or enjoyment of university property or activities, violations of university policies regarding alcohol and drugs and/or acts that elevate individual desires or impulses to the detriment of others.

**Community Responsibility**

The Belmont community is committed to members successfully living and learning together and to maintaining respectful interactions with individuals in the community beyond campus. For this reason, the university respects the rights and properties of all individuals and the community itself as well as the laws of the society and the just administration of those laws. Additionally, the university encourages responsible citizenship, service, and stewardship of its resources.

As members of the Belmont community, students can expect reasonable actions will be taken to ensure that their experience will be free from behaviors that compromise this commitment. Such behaviors include, but are not limited to: gambling; attempted or actual theft; possession of stolen items; damage to public, private, or personal property; unauthorized possession, duplication, or use of keys to any university premises; unauthorized entry or use of university premises; disruptions of the residential living; visitation violations; fire hazards; tampering with security equipment; pets; encouraging prohibited behaviors or illegal acts and/or illegal or unauthorized possession of firearms, explosives, knives of unlawful length, or other weapons or dangerous chemicals on university premises. In addition, students are expected to comply with all university policies, as well as with federal, state and local laws.

**Community Commitment Pledge**

Upon matriculating to Belmont, students pledge the following:

“As a member of the Belmont University community, I commit myself to affirm individual worth, uphold personal integrity, apply critical thinking, practice self-control and accept community responsibility. In committing myself to these principles, I agree to exemplify behavior which is consistent with the university’s Code of Conduct.”

**Belmont University Conduct Policies**

Based on these Community Commitments, Belmont University has developed policies to assist its members in understanding what is expected of them, and to assist the community at large in operating more smoothly, effectively, and safely. Knowledge of these policies and/or expectations is the student’s responsibility and will enable her/him to navigate successfully within the university community. For more information on these policies, please review the Bruin Guide. The Bruin Guide is available online.
Jesus Is The Christ

F. Janet Wilson

Unison

1. Jesus is the Christ on whom we are building.
2. Jesus is the Christ, the Master Teacher.
3. Jesus is the Christ, the hope of glory.
4. Jesus is the Christ; shout "alleluia."

Lest we build on Him, we toil in vain.
Calling for commitment to the best.
Helping us become all we can be.
Word that every tongue can sing as one.

Jesus is the ground of all our being.
In the truth that sets us free, He leads us.
Like a rush of wind, His Spirit moves us.
Jesus Christ in us our hope of glory:

Son of God, we praise His holy name.
Learn His way of love: the greatest test.
Fearless toward the future, He holds the key.
Savior, Teacher, Lord: God's blessed Son.
A Glance at Belmont History

Belmont University sits on 75 historic acres two miles southwest of downtown Nashville, Tenn., a thriving metropolis known worldwide as Music City. In the mid-1800s, the land the university now occupies was known as Belle Monte, the Victorian home of one of Tennessee’s wealthiest couples, Joseph and Adelicia Acklen, but the property has been the site of higher education since the founding of the original Belmont College in 1890.

Since becoming Belmont University in 1991, Belmont has grown not only in size but in quality. The historic mansions, gardens and statues of Belmont’s past now sit side-by-side with state-of-the-art facilities equipped with the best technology and teachers to train today’s students with the right tools for real world success. Among its campus of nearly 4,800 are students from almost every state and more than 25 countries. With more than 75 areas of study, 12 master’s programs and three doctoral degrees, there is no limit to the ways Belmont University can expand an individual’s horizon.

Along with a lengthy history of premier teaching, woven into the fabric of the Belmont experience is a strong commitment to providing a Christian community of learning and service. Through the efforts of students and faculty, Belmont touches lives in Nashville’s urban communities through area tutoring and mentoring programs, charitable organizations and neighboring businesses as well as takes it talents to the world through a variety of overseas mission projects.

Continually reflecting its rich heritage, Belmont strives to be a place that enables students, faculty, staff and communities to achieve their greatest dreams, giving credence to its theme “from here to anywhere.”

Office of Student Engagement & Leadership Development

Overview

Learn the lessons ~ make the memories ~ forge the relationships

The Office of Student Engagement & Leadership Development (SELD) at Belmont University is a part of the Division of Student Affairs and exists to support and promote campus engagement through leadership development, campus traditions and programming, and organizational activity in order to ensure a vibrant and engaging campus community that enhances the student co-curricular experience. Through a learning-lab environment, SELD develops students while they lead, serve and develop key relationships with other Belmont students, faculty, staff and administration. SELD is also responsible for housing and enforcing all campus policies and procedures regarding student organizations.

Learn the Lessons (Leadership Development)

SELD provides broad oversight of leadership development programs for the Division of Student Affairs. SELD believes that when students engage in leadership roles and experiences outside of the classroom, they are able to develop a greater self-knowledge of their talents and strengths as well as improve their leadership competence. Student leaders are provided with opportunities characterized by real power and responsibility, genuine opportunity and choice. Leadership roles are designed not only to influence and shape the life of the campus community, but to reveal and refine the character of those who serve in them, thus providing opportunities to learn difficult and challenging life lessons in a safe and productive learning lab environment.
Make the Memories (Traditions & Campus Programming)
Campus traditions and general campus programming play an important role in supporting campus engagement and ensuring a vibrant campus community. SELD works to ensure that all students are aware and involved in campus traditions such as Homecoming, Fall Follies, First on the Floor, Greek Week, Life Beyond the Tower, etc. Belmont traditions become a part of a student’s overall Bruin experience thus providing them with life-long memories that while initially influenced their time on campus, ultimately provide cherished life-long memories. Additionally, SELD provides substantial campus-wide activities and programming that help build community and creates opportunities for students to connect to one another as well as the overall campus community.

Forge the Relationships (Student Organizations)
SELD affirms the choice of Belmont students to engage in the campus community by choosing to get involved in opportunities outside the classroom and student organizations provide an important avenue to engage in the co-curricular experience as well as providing unique opportunities where they are able to exercise their passion and their strengths with other students that share in a common interest.

Philosophy for Co-curricular Involvement
Co-curricular involvement is a vital part of the overall collegiate student experience. It provides students the opportunity to apply what they are learning inside the classroom to their lives outside of the class. Co-curricular involvement enhances student learning and cognitive, psychosocial, moral and ethical development.\(^1\) Students develop greater self-knowledge of their talents and strengths as well as improving their leadership competence and the capacity to mobilize themselves and others to serve and work collaboratively.\(^2\) This involvement through student activities prepares students for personal and professional success beyond graduation. We affirm the choice of our students to be involved in the campus community, and student organizations provide an important avenue to engage in the co-curricular experience.

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Perspective on Leadership and Character

Leadership is ultimately an expression of one’s character – more who a person is than what he or she does. Leadership roles within the Division of Student Affairs are designed not only to influence and shape the life of the campus community, but to reveal and refine the character of those who serve in them, as well as to unite and create shared common experiences. We believe that students learn best when given authentic experiences in leadership and life. The Division of Student Affairs creates and provides opportunities within the student leadership roles that are characterized by real power and responsibility, genuine opportunity and choice.

The Division of Student Affairs serves Belmont’s Mission by providing authentic student leadership experiences that “prepares students to use their intellectual skills, creativity, and faith to meet the challenges and opportunities that face the human community”. We believe that God has equipped each student with unique dispositions, talents and abilities and that we are all called to give ourselves to something bigger than ourselves.

The Division of Student Affairs is intentional about making the student learning experience “seamless” and creates connections that integrate the curricular and co-curricular contexts. We believe authentic leadership experiences enhance student learning and cognitive, psychosocial, moral and ethical development. We also recognize that more and more students are engaging in leadership experiences in a variety of levels and the amount and complexity of leadership roles within the Division of Student Affairs has grown. In order to unite and create shared common experiences among the vast numbers and levels of leadership experiences, the Division of Student Affairs has created shared student leader learning outcomes. These learning outcomes fall under 5 thematic areas that we feel are essential to all leadership experiences. All student leaders will have the opportunity to 1) Develop Meaningful Relationships, 2) Engage in Self Discovery, 3) Gain Cultural Competency, 4) Develop Community and 5) Live a Purposeful Life – ultimately providing opportunities to influence positive social change within the Belmont community and beyond.

The success of the university depends upon the success of student leaders, and the success of student leaders inevitably rests upon the content of their character. For this reason, students are chosen and retained in these roles based on evidence of their exemplary character in addition to their broad repertoire of leadership skills.

In particular, their character is evident in

- Their embodiment of the university’s character
  We are convinced that these student leaders are the true movers and shapers of campus culture, and it is therefore essential that they vividly portray the university’s character. Their life and leadership illustrate and advance the mission of the institution and model its highest aspirations for life in community. (Statement of Values, Community Commitments, BU Mission & Vision)

- Their cultivation of a consistent life
  We are convinced that a leader’s success depends upon his or her integrity, and that integrity is born of a coherent and reliable life across context. In the interpersonal and seamless culture of the university experience, Student
leaders’ credibility depends upon their ability to conduct a consistent life on and off campus, on duty and off duty, in real and virtual/on-line contexts.

- Their commitment to ethical behavior

We are convinced that an individual’s success in engaging and transforming the world depends upon the process of leadership as much as the product. A leader’s conduct, decision-making and relationships in pursuit of laudable goals make meaningful and enduring impacts on the community in and of themselves. In short, how a leader leads is as important as what a leader achieves. Therefore, unquestionably ethical behavior and the highest standards for means as well as ends are hallmarks of a truly successful student leader.

Five Commandments of Leadership

There are five principles that are considered to be the commandments of leadership. These principles may guide you into becoming a more effective leader.

1. Challenge the process by seeking ways to improve the organization.
2. Inspire a shared vision by creating an image of what the organization can become.
3. Enable others to act by involving students in activities and on committees and task forces.
4. Model the way by setting standards and assisting other students through their problems and concerns.
5. Encourage the heart by recognizing members for their achievements and by motivating members to accomplish goals.


The following sections will provide you with helpful information to use as you lead a group. Whether you are new to a leadership role or have years of experience, this handbook gives valuable information about communications skills, groups and leadership and presenting to groups. Enjoy this tool as you embark on your leadership experience.

Running Effective Meetings

**Before the meeting:**

- Define the purpose of the meeting. A meeting without a purpose is like a class without an instructor. The purpose is the reason why people come to the meeting. Without a purpose, members may feel that their time was wasted and it could discourage their return to the organization.
- Develop an agenda.
- Choose an appropriate meeting time. Set a time limit and stick to it.
- Distribute the agenda and any other materials before the meeting so that members can be prepared.
- The location of the meeting is very important. Choose a location that is easy for members to find. Keep in mind that many students do not have their own means of transportation, so it is a good idea to stay on or close to campus. Be sure to select a location that will accommodate the size of your organization.
- Take time to check out the room prior to your meeting to ensure that the space is appropriate.
- Be sure that everyone knows where and when the meeting will be held. If possible, hold all meetings at the same time and place.

**During the meeting:**

- Greet members to make them feel welcome and be sure to introduce any new members.
- Start on time. End on time.
- Follow the agenda.
- Encourage discussion so that you get different ideas and viewpoints. Remember that the organization belongs to all of the members. When members see that their ideas have an impact on the decision-making process, their commitment to the organization is increased.
- Keep the discussion on topic and moving towards an eventual decision.
- Keep minutes of the meeting for future reference in case a question or problem arises.
- The leader or facilitator should model leadership skills such as staying on task, listening, valuing members and appreciating diverse points of view.
• Set a date and time for the next meeting.

After the meeting:
• Write up and distribute the minutes within two - three days. Quick action reinforces the importance of the meeting.
• Discuss any problems that may have surfaced during the meeting with officers so that improvements can be made.
• Follow up on delegated tasks. Make sure that members understand and carry out their responsibilities.
• Put unfinished business on the agenda for the next meeting.
• Most importantly, give recognition and appreciation to the members for excellent and timely progress!

Developing a Constitution and Bylaws

Student organizations are required to adopt constitutions and bylaws that will help their group in orderly functioning. Constitutions and bylaws articulate the purpose of and spell out the procedures to be followed by student organizations. The documents should be referred to when questions arise, reviewed annually and utilized in the training of new officers. The needs of a group will change over time, and it is important that the constitution and bylaws are kept up to date to reflect the current state of affairs. Make sure that all members have copies of these important documents so that they are informed about the organization and its procedures.

A constitution will serve to clarify the organization’s purpose, delineate basic structure and provide the cornerstone for building an effective organization. It will also allow members and potential members to have a better understanding of what the organization is all about and how it functions. Constitutions usually require a two-thirds vote of the membership for adoption.

Bylaws set forth in detail the procedures a group must follow to conduct business in an orderly manner. They provide further definition to the articles of the constitution and can be changed more easily as the needs of the organization change. Bylaws usually only require a simple majority for passage. Organizations are expected to review their constitutions and make revisions where needed as a part of the annual registration process.
Writing a Student Organization Constitution
(Includes a Sample Constitution)

The following outline and questions are designed to help you write a constitution for your organization. The constitution should contain statements concerning enduring aspects of the organization. Items that are subject to frequent revision should be included in the by-laws. University policies that apply to recognition of your organization are included in the outline.

PREAMBLE

This section should be a statement of the group's establishment and purpose of the Constitution. The preamble should contain the name of the organization.

ARTICLE I. NOTE

Section 1. What is the exact title to be used in addressing this organization?

ARTICLE II. PURPOSE

Section 1. What is the purpose? Is it fostering a broad educational goal? Is it a social, cultural, or political organization? Why was the group founded? Section 2. This section should include a statement of the group's willingness to abide by established University policies.

ARTICLE III. MEMBERSHIP

Section 1. Who is eligible for membership? Are there any restrictions? How does one become a member? How are members identified?

Section 2. Voluntary withdrawal of membership may be provided for. Can a member remain in the organization if she/he fails to pay dues?

ARTICLE IV. OFFICERS

Section 1. How many officers are there? What are their titles and duties? Will the officers constitute an executive committee? Description of any standing committees should be included, probably in the by-laws. What are the duties of the faculty advisor?

ARTICLE V. OPERATIONS

Section 1. How are officers elected? What type of ballot? When are they elected (month), and for what period? Who is eligible for office? When do officers assume their positions? How may officers be removed? You may wish to clarify the role of your advisor.

ARTICLE VI. FINANCES

Section 1. How will the organization finance its activities? Will the organization use membership dues or perhaps receive funding from Student Government Association or their department?
ARTICLE VII. AMENDMENTS

Section 1. How are amendments to be proposed and by whom? Do you want to provide for a delay before voting on amendments? How are your amendments to be voted upon?

ARTICLE VIII. REGISTRATION RENEWAL

Section 1. In accordance with established registration procedures, this section should contain a statement that specifies a date for annual registration renewal. This date should be in the month of April for the following academic year.

BY-LAWS (Optional)

Constitutions may also include a "Provision for By-Laws"; Article or a clause pertaining to the establishment of by-laws. The By-Laws might include some of the following items:

- Standing committees of the organization.
- Ad Hoc Committees of the organization which are established for a single purpose, or 1-year commitment. Such committees will be eliminated from the By-Laws once abolished or defunct.
- Policies pertaining to the time, location of organizational meetings.
- Election procedures, dates, terms of offices.
- Structures/purposes of committees.
A constitution reflects the policies and procedures of organizations. Since every organization is different, constitutions will vary in their content. The following sample constitution contains areas typically addressed in constitutions and possible wording. When writing a constitution, however, student organizations should be sure that their constitution reflects the policies and procedures of their particular organization.

Constitution of "Name of Organization"

Preamble
We, the members of "Name of Organization" do hereby establish this Constitution in order that our purpose be realized to its fullest extent.

Article I - Name
The name of the organization will be "Name of Organization" henceforth referred to as "Name of Organization"

Article II - Purpose
"Name of Organization" is established for the expressed purpose of developing leadership skills as well as an awareness of social responsibilities to encourage students to participate in public affairs.

"Name of Organization" understands and is committed to fulfilling its responsibilities of abiding by Belmont University policies.

Article III - Membership
Active membership shall be limited to persons officially connected with the Belmont University as faculty, staff or registered students.

In addition, the following requirements are necessary to constitute active membership:

Payment in full of financial obligations as determined by organization.

Attendance of at least 75% of all meetings during a given semester.

Active participation in all activities sponsored by "Name of Organization" unless the activity interferes with either scholastic or financial constraints.

Article IV - Officers
"Name of Organization" will be governed by the following means:

An elected President (or other designated officer) will preside at all meetings of "Name of Organization" the President will maintain the power to appoint all committee chairpersons, shall present all motions to the body present and shall be present at 90% of the meetings of "Name of Organization"

"Name of Organization" shall also maintain a Vice President. The Vice President’s duties shall be to preside at all meetings and functions that the President cannot attend.

Club members shall also elect a Secretary-Treasurer who will handle all dues, accounts, new members, rule observances at stated meetings, protocol, etc.

The role and duties of the faculty/staff advisor shall include attending meetings, providing counsel to the organization’s officers, etc.
Article V - Operations

1. Voting Eligibility
Those members meeting all requirements of active membership as set forth in Article III will be granted voting privileges.

2. Election Process
All officers shall be elected by a majority vote of eligible voting members of "Name of Organization." All elections will be held on an annual basis during the month of ________.

The President will take nominations from the floor, the nomination process must be closed and the movement seconded. The nominated parties will be allowed to vote.

All voting shall be done by secret ballot to be collected and tabulated by the Secretary-Treasurer and one voting member of "Name of Organization" appointed by the outgoing President.

3. Removal
Any officer of "Name of Organization" in violation of the Organization's purpose or constitution may be removed from office by the following process:

a. A written request by at least three members of the Organization.
b. Written notification to the officer of the request, asking the officer to be present at the next meeting and prepared to speak.
c. A two-thirds (2/3) majority vote is necessary to remove the officer.

4. Meetings
All meetings will occur on a weekly basis or other regular basis at a time selected by Name of Organization and will follow the procedure set forth below:

- Attendance
- Report by the President
- Committee reports
- Vote on all committee motions and decisions
- Any other business put forward by the members of the club
- Dismissal by the President

Article VI - Finances

"Name of Organization" will finance the activities it engages in by the following means:

Membership dues (appropriate amount set by "Name of Organization")

Article VII - Amendments

The constitution is binding to all members of the "Name of Organization". But the constitution is not binding unto itself.

Amendments to the constitution may be proposed in writing by any voting member of "Name of Organization" at any meeting at which 2/3 of the voting members is present.

These amendments will be placed on the agenda for the next regular meeting of the executive council or other officer grouping.
Proposed amendments will become effective following approval of two-thirds (2/3)-majority vote of active members.

**Article VIII - Registration Renewal**
"Name of Organization" will apply to the Office of Student Engagement & Leadership Development (SELD) for renewal of recognition on an annual basis at the end of spring semester for the following academic year.
Developing a Mission Statement and a Vision

It is important for Belmont University organizations to have a clear purpose. As a student leader, one of your first responsibilities will be guiding the organization’s mission and vision. If your organization does not have a mission or vision, it is very easy to develop one.

Mission Statement
This is why the organization exists or what you strive to be. This is the purpose of having an organization. Mission statements typically are permanent and rarely change. Ideally, a mission statement should be short (1 or 2 sentences), easily repeatable and inspiring.

Vision
The vision of the organization is future oriented and details what you hope to accomplish in a certain time frame. When working with a vision, it is important to be as specific as possible. In order to accomplish your mission/vision as an organization, it is extremely important to set goals for your organization. The goals that you set should be attainable and be aligned with the values and mission of Belmont University. The following are common questions you may ask in order to develop your organization’s mission/vision:

- What principles govern your organization’s actions?
- What values does your organization reflect?
- List all the roles your organization plays for the Belmont community.
- What is your unique contribution to Belmont University- what would happen if you weren’t here?
- What do you want students to say about your organization?
- What difference or change do you want to make for the Belmont community?
- If you looked back in 10 years, what would give you the most pride about your affiliation with your organization?
- What would you like your legacy to be?
Communication Skills

Becoming an effective leader will require you to be an effective communicator. In doing so, you will have to learn the dynamics of group communication and the diverse personalities that Belmont University possesses. It is important for you to be able to deal with many different scenarios and situations in order to get your group to interact.

Ice Breakers

Ice breakers are an effective tool used to initiate conversation when the group doesn’t seem to want to interact. The Office of Student Activities has compiled several different ice breakers that can be used to get things going. See Chapter Seven for ice breaker ideas.

Conversation Starters

Student leaders are called upon to interact with a variety of different people. This could occur at a student social function, residence hall move-in day, a parent reception or a community event (i.e. RAs must be able to spark conversations with new residents on their hall; SGA members must be able to talk to faculty and staff; Orientation Leaders are called upon to approach parents and students who are entering a new time in their lives). As a student leader you will find yourself in many situations that require you to jump start a conversation. Below are some tips to remember when talking with a new person.

- **Greet people in a warm and inviting way.** Smile! Help the person to feel at ease so that they are comfortable talking with you.
- **Learn the art of small talk.** Use safe topics to start a conversation. Current events (such as sports, weather and celebrity sightings), the events of the day or common experiences are “safe.” Avoid controversial topics such as politics, religious views or unpopular school decisions. For example:
  - “Are you excited about the residence hall tours today?”
  - “Did you see the Titans game this weekend?”
  - “Can you believe how many people have come to this event?”
- **Inquire about the other person.** Ask non-intrusive questions to let the other person realize your interest in him/her. People enjoy talking about themselves; it is a great way to get the conversation going.
  - “Where are you from?”
  - “What have you been doing this summer?”
  - “What are your plans for the winter break?”
  - “What is your major?”
  - “What made you choose Belmont?”
• Respect the privacy of others. It is not appropriate to discuss personal or private matters in “small talk” conversations. If the other person becomes uncomfortable or is non-responsive, change the subject or gracefully move from the conversation.

Initial conversations that are successful can help you to build rapport with others. Rapport is a relationship of mutual understanding or trust between people. As this connection is established, the person will feel comfortable approaching you with questions, concerns or to seek information and advice. As a student leader, you should strive to establish this trusting relationship with parents, students, faculty and staff. The relationship will lead to more in-depth, meaningful conversations.

Effective Conversations

To have an effective conversation, it is important that people participating in the conversation feel comfortable. Dr. Arnold Lazarus, a psychologist at Rutgers University, says, “Put people at ease to get them to react favorably toward you.” He offers these suggestions:

1. **Let people hear your voice.** It is important that all parties are actively engaged in the conversation.
2. **Avoid talking too much or too little.** If you tend to be quiet, use more words. If you're a compulsive talker, try to summarize.
3. **Make positive comments about the person talking with you.** Pick something that you genuinely like about the other person and tell him or her.
4. **Be able to laugh at yourself and share personal stories.** Tell a story or explain a funny incident; you'll immediately see other people warm up to you.
5. **Let your face express your feelings.** If you're pleased about something, show your feelings.
6. **If you disagree, refute the idea rather than the person.** Don’t say anything negative about the person.
7. **Use “I” messages.** Using phrases such as “I think…” or “I believe…” rather than “Most people think…” or “So-and-so said this…,” allows you to take ownership of your views and encourages others to do the same.
8. **Avoid statements that might cause the listener to be defensive.** Stay away from statements that start with “you should” or “you ought.”
9. **Practice confidentiality.** Realize that as people are talking and sharing with you, they expect the conversation to remain in confidence. Avoid spreading information obtained in private conversations.

Confidentiality and Secrecy

When you talk with others, they may divulge information to you in confidence. If the information may be harmful to the person, it is necessary to explain to them the difference between confidentiality and secrecy. Secrecy is when nothing that is said during the conversation leaves the two people talking. Confidentiality allows you to refer the person to help if something the person divulges during the conversation proves to be a threat to themselves or others. However, confidentiality still means that what is said to you is not meant to be public information.

**Listening**

Keep the following tips in mind each time you engage in a conversation, listen to a speaker or participate in a group discussion.
• Talk when appropriate. You cannot listen if you are always talking.
• Help others feel at ease. Encourage an open, non-judgmental conversation. As you listen, encourage honest communication.
• Keep good eye contact. Giving eye contact will let the person know that you are interested; however, too much eye contact can make a person uncomfortable. It might be helpful to move your eyes away momentarily to ensure that you are not giving an uncomfortable stare.
• Maintain open body posture. Avoid crossing your arms or legs and lean slightly forward as you listen.
• Give non-verbal listening cues. This helps you look and act interested. A nod, smile or empathic look lets the person know that you are paying attention. Make sure that the response you give matches what the person is saying. (i.e. Don’t smile or giggle if the person is telling a sad or unfortunate story.)
• Give verbal listening cues. A verbal one word response or simple question lets the person know that you are engaged in the conversation. Ask the listener to clarify a point if you don’t understand what is being said.
• Remove distractions. Don’t busy yourself with other activities. If someone has come to speak with you, do not answer your phone or focus attention on something other than the speaker.
• Don’t interrupt or rush the speaker. If you interrupt, it is clear that you are not listening. You also send a message that the other person’s thoughts or information is not important. If you are listening to a speaker or participating in a group discussion, remove distractions. TURN OFF YOUR CELL PHONE!!
• Do not set emotional barriers. Be constructive in feedback or reflective statements. If a person is cut off, criticized or inappropriately judged, an emotional barrier is created and effective communication will cease.

Introduction to Groups

What is a group?
A group can be defined as people coming together for a common goal. This could be a social organization, student government, a class, a residence hall or an orientation group.

What is the definition of a good group?
• A good group is one that has goals and the people in the group work together to achieve the goals.
• A good group maintains a good working relationship among its members.
• A good group can adapt to change without harming the group or its members.
• A good group is able to deal with controversy. They understand it is OK to have conflict, to work through it and to grow from it.
• A good group supports, motivates and challenges each individual member.

Group Facilitation
There are four types of facilitation skills that promote different types of experiential learning. The model represented here assumes that an effective group leader has facilitation skills appropriate for promoting different types of interactive learning. These skills were originally identified and described in the book,
Engaging Facilitation Skills invite members to be a part of a group. They encourage a member to feel included and valued within the group context. These skills help individuals make the transition from their past experiences into a new context. They help group members reflect on what they already know and prepare them for interactive learning. Engaging skills are used to create curiosity, interest and energy. They encourage the discovery of personal meaning and interpersonal connections.

- **Demonstrating Leadership** – letting the group know who’s in charge
- **Creating an Open Environment** – inviting people to be a part of the group
- **Encouraging Connections** – helping people get acquainted and connected
- **Building Group Rapport** – facilitating a sense of teamwork and unity
- **Defining Group Identity** – establishing the group purpose and personality

Informing Facilitation Skills are used to provide a group with information from outside the group and to help the group learn about itself. These skills include teaching factual information and allowing group members to gain new knowledge. Two types of information are relevant to a group learning format: first, content information from outside the group and, second, process information from within the group itself.

- **Providing Information** – presenting facts, resources, knowledge, theories or data
- **Soliciting Information** – asking questions, surveying ideas or gathering data
- **Clarifying Ideas or Concepts** – making sure everyone is on the same wavelength
- **Conceptualizing** – using new knowledge to better understand the group
- **Learning from Within the Group** – gathering information about the group itself

Involving Facilitation Skills encourage positive interaction and learning between group members. These skills create an opportunity for active experimentation and encourage learning by practice and allow members to put new knowledge to practical use. Because involvement occurs when group members themselves practice and gain hands-on experience, these facilitation skills require a shift in focus away from the leader and toward the group and the members within the group.

- **Inviting Participation & Interaction** – prompting action, contact and dialogue
- **Bouncing Back to the Group** – shifting focus away from the group
- **Recognizing Commonalities & Promoting Consensus** – finding common ground
- **Supporting Cooperation & Group Cohesion** – fostering group unity
- **Experimenting with New Behavior** – encouraging members to try new things

Planning Facilitation Skills focus on planning for the future and applying learning from the group to other contexts. These skills encourage members to work together to make specific plans to accomplish group or individual goals. Planning skills prepare group members to move from active experimentation within the group to concrete experience beyond the group.

- **Brainstorming** – identifying multiple possibilities
- **Generalizing** – taking experience from one area and trying it in another
- **Strategizing** – determining the best way to approach an issue
- **Applying** – putting knowledge into action or taking learning with you
- **Making Specific Plans** – creating an action plan

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Group Dynamics

Every group you encounter is different but there are general types of group problems that you may encounter. The following is a list of different group problems and suggestions on how to handle them.

The Silent Group
It’s the second or third group meeting and no one is talking. In fact, no one in the group has talked since the moment you met them. You might just have a quiet group, but as a leader you should make sure everyone is comfortable and feels that they can share. Silence is allowable if the group needs time to think and regroup their thoughts, but it can be detrimental to your discussion if it is constant or in abundance.

Possible Solutions:
- Raise the comfort level by picking a subject the group seems to like or has previously discussed. They should follow your lead, start talking and transition you to new topics.
- Offer quick facts or ask direct questions.
- Use appropriate humor to comment on a situation.
- Lead an exercise that requires everyone to say something.

The Super-Charged Loud Group
Great! You are probably having a great time. They’re excited and you are too. But, let’s just make sure they aren’t getting out of hand. Being excited is good, but distracting during presentations is not a good thing. Loud groups may have a tough time sitting still or keeping quiet because they are so excited.

Possible Solutions:
- Establish guidelines and expectations at the beginning of the discussion.
- Remain strong and in control of the situation.
- Bring the group back to the subject at hand by saying, “Let’s get back to the question I originally asked…” This will get them to bring the topic of conversation back to the original question or topic.
- Politely ask for the group’s attention.

One or More Persons Dominate the Group
When one person dominates the conversation, others in the group may get annoyed.

Possible Solutions:
- Call on specific people to let everyone get a chance to respond.
- Encourage someone who hasn’t shared to speak up.
- Begin with, “I’d like to hear what others in the group have to say” or “One person talks at a time. Let’s give everyone a chance to say something.”

Tangents
Tangents are great for chatting but can be irritating in group discussions. They cause a group to lose focus on the topic and tell stories that are not related to the subject.

Possible Solutions:
• Interrupt your group with, “That’s very interesting, but how do you feel about…”
• Suggest to them that they will have a chance for those discussions at a later time.
• Set goals of what to cover and why you are going to cover those topics, so you can refer back to them to stay on task.

Hostile or Argumentative Group Members
Everyone wants to feel comfortable. There are circumstances where hostile group members don’t realize they are making others uncomfortable. Bringing it to their attention in a private setting may solve the problem. However, if you find out something is seriously wrong, your responsibility as a leader is to direct them to the appropriate resources. You might notice this attitude when you are processing awareness issues.
Possible Solutions:
• Try to incorporate negative comments in a positive way. “That’s an (interesting) (different) (unique) way to look at this situation” or “I appreciate hearing a different point of view.”
• If the negativity continues to the point of disrupting the group, offer to talk with the individual after the group discussion or during the break.
• If the person continues to be hostile, argumentative or is picking on other people in the group, it may be necessary to politely ask him or her to leave the group during the discussion.

Challenging the Group Leader
There can be situations where the group decides to pick on you or another group leader. If you have set yourself up as the leader in the beginning and made it clear that the entire group is responsible for the group process, it is unlikely that the rest of the group will challenge you. By making your role clear during your initial talk, you provide yourself with a precedent you can refer to if the group should forget its collective nature. The group may challenge the leader to use him or her as a scapegoat for the failures of the group as a whole.
Possible Solutions:
• Do not become defensive.
• Let the group clear the air with their dissatisfactions, but do not allow them to yell at you or take control of the group. Remind them that you are the leader and it is your responsibility to lead the group, but do not use this as a power trip.

The “Cliquey” Group
Students forming cliques is natural. People tend to find others that they like to socialize with more than others. Some friendly competition is healthy for a group, but it is a problem when cliques cause one person to become isolated.
Possible Solutions:
• Participating in group-bonding activities will normally cause these situations to go away.
• Having activities that give the entire group a common goal and helping them work together may help eliminate the cliques.
• Trying a team building activity may help bring your group together and rely on all group members, not just one or two people.
• Remind the group of their common goal and the importance of maintaining good working relationships with everyone.
Team Building
Team building exercises can pull a group together. Belmont prides itself on a close community atmosphere. See Chapter 9 for team building exercises.

Resolving Conflict within Your Group
The first thing to know about conflict is that it is an inevitable part of living and working with people. The key is how we handle conflict when it arises. Here are some guidelines to use when in conflict. For many of us, we try to go directly to problem solving when a conflict exists. The sooner we fix it, the better. This often backfires. We need to understand and give airtime to the feelings because they are a significant part of the conflict. Once feelings are acknowledged and dealt with, problem solving can begin.

1. Treat the other person with respect. This is easy to say and is common sense, but how often, when we strongly disagree with someone, do we let it degenerate into name-calling, saying hurtful things or treating them as if they don’t matter?

2. Seek first to understand. Listen until you “experience the other side.” What this means is to listen until you understand the content, the meaning and the feelings involved. Listen until you know what the person is feeling, why and what that means for you and your relationship. This is a difficult and important piece because we often listen in order to know how we can best defend our position or rebut the points being made. During this process, be sure and ask questions and paraphrase what you heard until the other person is satisfied that he/she has been heard and understood. This doesn’t mean you have to agree.

3. State your views, needs and feelings. State your point briefly, avoiding loaded words. Say what you mean and mean what you say. Be sure and let the other person know what you’re feeling.

4. Identify common ground/shared understanding. Don’t argue solutions, look for common interests and define the problem in terms of needs. Often we disagree about the solutions, without even really understanding the problem.

5. Brainstorm possible solutions. Explore all alternatives. Refrain from critiquing the alternatives until you’ve exhausted the possibilities.

6. Evaluate the alternatives. Look at the options in terms of a WIN/WIN situation. Which one will serve everyone involved?

7. Reach an agreement and implement the solution.

8. Evaluate the conflict. What have you learned about yourself? About the others involved? What worked? What would you do differently?

Conflict Resolution for a Leader
At times, you as a leader will be called upon (in some way) to help resolve conflict. Listed below are those skills and behaviors that will serve you in this process.

1. Don’t take sides.

2. Don’t allow yourself to become emotionally involved.

3. Assume from the beginning that both participants (or more) have legitimate positions.

4. Set some ground rules for discussion (e.g. don’t interrupt each other, no name calling, etc.) and enforce them.

5. Listen quietly.

6. Judging is not your task – the listener’s role is not that of a reformer. Avoid the “I’m right, you’re wrong” position.

7. Listen with all your senses to understand whether a person is really conveying one message but meaning to convey something else.
8. Avoid interrupting or arguing.
9. Remember the importance of individual differences.
10. Be wary of telling your own personal experiences or using yourself as an example – listen instead.
11. Being told that “everyone feels that way” makes it seem that you think this predicament is rather common and insignificant.
12. Be aware of your own biases, prejudices or prejudgments in relating to groups or individuals whose personalities may easily clash with your own.
13. If the participants can’t possibly talk to each other, have them talk to you separately.
14. Don’t be afraid to clarify a point:
   What was she/he really saying?
   What was he/she feeling at this point?
   Was the other person really hearing what was said?
15. Be aware of your own strengths and weaknesses. Don’t hesitate to ask for help from your Advisor or a trusted outside source.
Chapter 4

Student Engagement & Leadership Development (SELD) desires to support and encourage all student organizations, student leaders, and advisors at Belmont University. We achieve this goal through personal relationships, leadership development, training sessions, and, in this case, printed materials.

Student organizations are recognized by the University to allow current students to gather together in unison behind a shared mission. Organizations contribute positively to the campus community, adhere to the University’s Community Commitments, and abide by all policies and procedures found in the Bruin Guide and the Student Organization Handbook. Groups of students not recognized by the University may not affiliate themselves with Belmont University, SELD or other official university organizations. Many benefits are extended to recognized student organizations, such as the ability to reserve campus spaces, the ability to advertise for organization activities on campus, and the ability to apply for funding through Student Government Grant Petitions.

Please review this manual to understand the stated policies and procedures for all Belmont student organizations. These expectations exist to guide, support, empower, and even protect organizations as they operate during the upcoming academic year. As a student organization member or advisor, it is paramount that you are well-versed in these topics to lead your organization properly and achieve both the group’s mission and intended goals.

Student Organization Defined

A student organization is a group of currently-enrolled Belmont University students who form together for a common purpose, for which they do not receive academic credit. Any group of students which meets regularly, elects or appoints officers, collects dues, conducts a program or in any other way consistently functions as an organization is required to seek university recognition through Student Engagement & Leadership Development (SELD).

If an organization has a relationship with an outside or inter/national entity the policies and procedures of Belmont will supersede any of the outside affiliation. In no way do the goals, values, or events of an individual student organization represent those of the entire Belmont community.

Student Organization Behavioral Expectations

Student organization recognition comes with many privileges. With those privileges come expectations related to the behavior of student leaders and organizational members. Leaders and members of student organizations at Belmont University are expected to uphold all facets of the University’s Community Commitments and other policies found in The Bruin Guide. As an expression of the institution’s vision, mission and values, student organizations and their members are expected to commit themselves to individual worth; personal integrity; critical thinking; self-control; and community responsibility. Additionally, when engaging in organizational activity, leaders and members are expected to:
• **Positively represent the overall character, mission and values of Belmont University.** Actions within the group, programs sponsored and the overall reputation of the organization ought to illustrate and advance the mission and Community Commitments of the university and model its highest aspirations for life in community. As a Christian university, we expect our student organizations and their members to behave in a manner that represents the Christian ideals of stewardship, faith, service and honesty.

• **Conduct a consistent life** on and off campus, on and off duty, in real and virtual/on-line contexts because credibility depends on student organization leaders and members acting in congruence with both their personal and university values regardless of the context of their actions.

• **Comply with university policies** regarding expression, discussion and debate. Such activity may not disrupt the orderly functioning of the university.

• **Actively value and honor** the similarities, differences and contributions of every individual as a unique and contributing member of the Belmont University community.

**Organizational Activity**

Activities planned or hosted by an individual member(s) of an organization may be considered organizational activities. Please note: the degree to which an organization is responsible for the activity of its members is not necessarily dependent upon the number of members engaging in the activity. When the act, event, or activity grows out of, or is directly related to, the student organization’s activities or an environment created and knowingly permitted by the organization, or when a member of an organization is violating local, state or federal law, the organization may be held responsible and may be subject to disciplinary action.

The following questions guide consideration of whether an event will be considered organizational activity:

• What is the purpose of the activity?
• Who is attending the activity? Why are they attending? Is it mandatory for members?
• What resources on funding are supporting the event?
• How is the event being publicized or communicated?
• Has organizational leadership (e.g. President, Advisor, Chairperson, etc.) helped to coordinate this activity or is leadership participating?
• Would a reasonable person think this activity is associated with your organization?

Belmont University is not responsible for any injury, damage, debt or other liability caused by the acts or omissions of student organizations that are in violation of the University’s Community Commitments, Student Organization Behavioral Expectations or other university policies found in *The Bruin Guide*.

If your organization needs assistance in determining if an activity is organizational in nature, a member should contact SELD for clarification prior to the activity.
Student Organization Classifications & Recognitions

SELD utilizes a classification system to clarify privileges, responsibilities, governance and the legal relationship between recognized student organizations and Belmont University. Organizations fit into a particular classification by fulfilling every aspect of the definition for that classification.

The University conveys certain privileges to every student organization it recognizes including:
- Recognized Student Organization General Privileges:
  - Inclusion in student organization campus publications
  - Reservation and use of university facilities
  - Scheduling and promotion of events on the BruinLink calendar
  - Marketing and publicity of events through on-campus postings and promotions
  - Participation in the annual BruinLink Fair
  - Organization page and use of all functions within BruinLink

Classifications of Recognized Student Organizations

1. Chartered Organization Definition:

   **Purpose:** Created by the university to directly support and enhance the mission of Belmont University. Considered a direct extension of the University, chartered organizations principally exist to serve or represent the campus community. They provide significant contributions and programming to the campus community.

   **Advisor:** A professional staff member from SELD serves as the advisor as a part of his/her official job description.

   **Funding:** Provided through the Division of Student Affairs.

Chartered Organization responsibilities:
- Attend monthly Presidents’ Council meetings
- Individual members maintain a minimum cumulative GPA of 2.5
- Meet regularly with advisor
- Provide Annual Report, including fiscal details, to SELD
- Manage budget in accordance with Belmont’s financial policies and procedures
- Participate in annual Leadership training
- Renew organization recognition annually
- Serve on other departmental/university committees as assigned
- Participate in monthly Chartered Organization meetings
• Anticipate driving personal vehicle for Belmont business

• Register all organizational programming, both on and off campus, with SELD through BruinLink

Abide by all University and SELD policies and procedures

Chartered Organizations additional privileges:
• Use of the Belmont University Name or Logo
• Receive official organization email on the Belmont server
• Serve on University committees
• Serve as University student leadership liaison
• Provided space in the Beaman Student Life Center
• Access to complimentary design services from the Office of University Marketing and Special Initiatives on a per project basis based on current workload and office capacity
• Receive Belmont Business Cards
• Receive University name tags
• Tax exempt status

2. Affiliated Organization Definition:

Purpose: Created by department or group of students to assist a department or program in achieving their institutional objectives. Sports Clubs and Faith Development Organizations are considered Affiliated organizations because of their departmental, college or school relationship.

Advisor: A full time faculty or staff Advisor is required for all Affiliated organizations.

Funding: Financial and resource support from department or program that they assist provided based on departmental discretion.

Affiliated Organization responsibilities:
• Attend monthly Presidents’ Council meetings
• Individual members maintain a minimum cumulative GPA of 2.0
• Meet regularly with advisor(s)
• Advisors meet regularly with SELD
• Participate in required student organization trainings
• Renew organization recognition annually
• Anticipate driving personal vehicle for Belmont business
• Register all organizational programming, both on and off campus, with SELD through BruinLink
• Abide by all University and SELD policies and procedures

Affiliated Organization additional privileges:
• Use of the Belmont University Name or Logo
• Receive official organization email on the Belmont server
• Eligible for an on campus agency account
• Eligible to petition Student Government Association for grant funding subject to the SGA grant petition process
• On-going leadership development opportunities provided by SELD

3. **Registered Organization Definition:**

**Purpose:** Initiated by a community of students who share a common interest. Registered organizations are student-created and student-led. Registered organizations are not legally tied to the university.

**Advisor:** Not required

**Funding:** Does not receive funding from the University.

Registered Organization responsibilities:
• Attend monthly President’s Council meetings. Required only if participating in the Student Government grant petition process
• Individual members are not required to maintain a minimum GPA
• Participate in annual student organization training
• Renew organization recognition annually
• Register all organizational programming, both on and off campus, with SELD through BruinLink
• Abide by all University and SELD policies and procedures
Registered Organization additional privileges:

- Advising available by SELD
- Eligible for an on-campus agency account
- Eligible to petition Student Government Association for grant funding subject to the SGA Grant Petition policies
- On-going leadership development opportunities provided by SELD

4. Fraternity/Sorority:

**Purpose:** Fraternities and sororities are nationally-affiliated, selective, social, single sex chapters that uphold Christian principles and ideals. Membership cannot be held in more than one Greek organization at the collegiate level and is determined based upon a mutual selection process.

**Advisor:** A full time faculty or staff Advisor is required for all Fraternities and Sororities.

**Funding:** Does not receive funding from the University.

Fraternity/Sorority responsibilities:

- Attend monthly Presidents’ Council meetings
- Individuals members maintain a minimum cumulative GPA of 2.0
- Meet regularly with advisor
- Provide Annual Report, including fiscal details to SELD
- Participate in annual Leadership training
- Renew organization recognition annually
- Register all organizational programming, both on and off campus, with SELD through BruinLink
- Chapters must remain in good standing with their national organization
- Abide by all University and SELD policies and procedures

Fraternity/Sorority additional privileges:

- Receive official organization email on the Belmont server
- Access to on-campus storage space
• Access to on-campus common fraternity/sorority and meeting space
• Eligible for an on-campus agency account
• Eligible to petition Student Government Association for grant funding subject to the SGA Grant Petition policies
• On-going leadership development opportunities provided by SELD

Intent to Organize a New Student Organization
The process for University Recognition starts with a consultation with SELD, typically with the Assistant Director of Student Engagement & Leadership Development, and the student(s) interested in starting a new organization. This meeting provides an opportunity to dialogue about the intention of the organization, assures that there is not mission duplication with other existing organizations, addresses alignment with the university mission and provides support in navigating the recognition process.

After this consultation, prospective organizations are allowed to hold up to three (3) on-campus group meetings with expressed written permission from SELD. The presiding officer will provide SELD with the date, time and location for each of the three meetings. No official activities or events may be sponsored until a group has received official university recognition. Under no circumstance may an organization going through the recognition process use the Belmont University name or logo.

In order to assure consistent training and education for all student organizations, the University considers new organization request for recognition twice a year. All applications must be submitted by the third Friday of classes after the start of the term to SELD.

The following steps are required after the consultation with SELD in order to apply for University Recognition:

• **University Recognition Request:** Complete on-line form in its entirety
• **Governing Documents:** Provide an electronic copy of the proposed organization’s bylaws, constitution, and any other defining or governing documents. (Sample bylaws and constitution are provided at the informational meeting.)
• **Leadership:** Identify organization officers including their email addresses, BUID #’s, and phone numbers. Each student organization must have a Presiding Officer (e.g. president, director, chair, etc), a Vice President, an Event Services Contact, and a Financial Officer. Other suggested positions include Secretary and Historian.
• **Organization Rationale:** Provide a one page rationale that outlines how the organization’s mission and activity will:
  a. Be congruent with Belmont’s Mission, Vision and Values
  b. Represent a contribution to the existing campus life and the overall student experience
  c. Demonstrate how organizational activity will support an environment of inclusiveness and develop community.
  d. Evidence a sustainable plan for the organization beyond two years.
- **Membership:** Provide an electronic list of prospective members that have expressed a commitment to join the organization if it is institutionally recognized. Belmont insists that there be a minimum of six students interested so that the organization will sustain itself beyond its initial founders.

- **Advisor:** Provide contact information for the proposed organization faculty/staff advisor. All Belmont faculty and staff members are eligible to serve as advisors of recognized organizations. Please refer to the Student Organization Classifications document to determine if an advisor is recommended or required for your student organization.

- **Classification.** Review the Student Organization Classifications for information for a detailed description of each classification and their privileges and responsibilities. Provide SELD with a recommendation for classification status that best fits the purpose and description of the anticipated organization. Any organization requesting Affiliated status must provide, in writing, confirmation from a University representative from the respective department/college that the organization would be affiliating with.

**Final Approval Process**

Upon submission of the completed Student Organization Application for University Recognition SELD reviews all provided documents in order to ensure:
- Completion of all required forms
- Consonance with University Mission
- Contribution to Campus Life
- Demonstrated commitment to developing community

For organizations satisfying the initial review, SELD will present the application to the Student Life Council, a committee of the Faculty Senate comprised of faculty, staff and students, for review and possible recommendations regarding the purpose and activity of the organization relative to the university’s Mission and Community Commitments.

Finally, SELD considers Student Life Council recommendations and conveys or denies university recognition. Organization Presidents and Advisors, will be notified via email.

Newly-recognized student organizations must participate in the New Student Organization Orientation & Training Session led by SELD. No organizational activity may occur prior to completion of this orientation and training.

**Withdrawal of University Recognition**

Student organization recognition comes with many privileges. As the University grants these privileges upon conveying official recognition, it can withdraw them for cause. An organization found not living into the mission and purpose agreed upon by the organization and SELD, may lose privileges or may be placed on probation. Additionally, any organization found responsible for a major violation of University policies or found responsible for a series of violations of University policies may lose privileges, may be placed on probation, or may lose official University recognition status.
Recognition Policies

Branding Policy
Organizations recognized by the University as Charted and Affiliated Organizations have the privilege of using the Belmont University name and logo and, when approved, an additional mark as identified by the Office of University Marketing and Special Initiatives. All recognized student organizations must submit any and all merchandise for production prior to ordering through the Promotional Items Request form found in BruinLink.

The Belmont University logo signifies the university’s endorsement and should be placed on all Chartered and Affiliated organization materials used as the official identifier.

The logo consists of the image and the text as one entity and may not be manipulated/separated in any way. The logo may only be reproduced in blue (PMS 281) or black. The logo may also be reversed out in white from 100% of the background color. For visuals and complete branding guidelines go to: http://www.belmont.edu/umsi/resources/brandbook.htm.

Multiple Student Leadership Policy
As we aspire to be exceptional at engaging and educating students, the Division of Student Affairs believes that in order to maximize the students potential and to ensure the success of each organization, a student may hold only one concurrent executive leadership position, as defined by the Division of Student Affairs, at a time.

Executive leadership positions as defined by the Division of Student Affairs include the following positions within the following organizations:

• SGA President, Vice President
• Program Board President and Vice Presidents (2)
• Orientation Council
• Resident Assistants
• Greek Council Officers
• Fraternity and Sorority Chapter Presidents
• Fitness & Recreation Leadership Team
• Towering Tradition Leaders
• Bruin Recruiter President and Event Coordinator
Presidents’ Council Attendance Policy

Presidents’ Council is a monthly informational meeting led by SELD. The purpose of the Presidents’ Council is to coordinate efforts between organizations and relay information about student life. In addition, the Presidents’ Council provides a forum for student organization leaders to discuss issues surrounding their specific organizations, campus life, and upcoming events. All organizations recognized by the University as Charted, Affiliated and Fraternity/Sorority are required to have representation at all Presidents’ Council meetings. Organizations recognized by the University as Registered organizations are required to have representation at monthly Presidents’ Council meetings if planning to participate in the Student Government Grant Petition process.

Recognized Graduate Student Organizations are required to attend the Graduate Presidents’ Council Meetings held each semester.

All Presidents’ Council meetings are listed on the BruinLink Calendar and on the SELD BruinLink page. Minutes from each Presidents’ Council meeting will be published to the SELD BruinLink page following each meeting.

For more questions regarding the meetings and grant petitioning please contact SELD at 615.460.6407.
Space & Facilities Usage Policies

Belmont University General Lawn and Grounds Policies
The grounds of Belmont University are maintained for the use of entire community and for providing a campus environment that is safe, orderly and aesthetically pleasing. This policy refers to all grounds in general and specifically the North Lawn, the Lawn and the South Lawn, which are often used for recreational activities and campus programming. With this in mind, the following policy has been developed to balance maintenance of the lawn and grounds as well as needs and use of the campus community.

Recognizing we are a residential campus, we believe that students need a place to relax, renew and recreate in outdoor spaces around campus. To that end, the lawns are able to be used for light active recreation such as Frisbee, jogging, or passing a ball.

Tournament and competition team sports play causes concentrated use of the lawn which both damages the turf and excludes the use of the space by others. These types of activities are not allowed.

As a result, these rules are in effect:
• Organized team sports play is not allowed on the lawn.
• Cleats are prohibited.
• No stakes are to be driven or other excavations allowed. Underground irrigation systems, electrical conduit and other utilities are located below the lawn and beds, some within 12" of the surface.
• Tarps or other ground covers shall not be placed on lawns for any reason for any length of time.
• Facilities Management Services reserves the right to prohibit use of lawns at any time due to field conditions and maintenance requirements.

We expect our community members to prioritize the safety of themselves and our campus resources in their use of the lawn and grounds. As such:
• No motorized vehicles shall be permitted on sidewalks, lawns or planted areas with an exception of landscape vehicles and equipment, coordinated events by Event Services for programming.
• Bike riding is prohibited on lawns.
• No person shall climb up or repel down any tree, building, or structure on University property. Attachment of hammocks, swings, or ropes of any kind to trees is prohibited.
• Walking pets without a leash is prohibited on campus.

Belmont University Posting Policy
Belmont University is committed to supporting student engagement in and out of the classroom and to providing a campus environment that is safe, orderly, and aesthetically pleasing. To this end, posting on campus is permitted by members of the university community subject to the guidelines and approval processes below. (Note: Materials associated with specific academic and departmental information and activities may be posted by university personnel on bulletin boards in departmental offices/areas and are not subject to approval via this posting policy.)

General Guidelines, Access, & Privileges
Posting on campus is permitted only by members of the university community. Specifically, current and recognized student organizations, university departments, academic units, faculty, staff, and students are eligible to post on campus.

Posting is permitted only on Bruin Boards and the exterior columns of the Gabhart Student Center. Posting anywhere other than these areas is prohibited. Organizations and/or individuals associated with unauthorized posting may be subject to disciplinary action.

“Chalking” surfaces and taping, stapling, or otherwise affixing materials to painted surfaces and/or glass potentially damages university property and is strictly prohibited. Additionally, flyers may not be placed on vehicles or left in university facilities.

All postings must be approved prior to posting on-campus. Any posted material lacking university approval (denoted by an original, non-reproduced, dated approval stamp) or posted past the noted date will be removed. The university is not responsible for the condition of posted materials and will not return materials that are removed.

All postings within university dining areas, including the Curb Café, must be approved by the Sodexo General Manager. To contact the General Manager for approval, call 460.6461.

Approved materials may be posted on campus for up to 14 days.

Approval Process, Posting Specifications
A maximum of 20 individual posters per event may be posted. Posting materials may not exceed 11x17. Organizations wishing to display a banner must seek separate approval via SELD.

Individuals wishing to post on campus must complete a Posting Request Form, available in SELD, and submit all materials (actual posters, flyers, etc.) to be posted.

The approval process typically takes 24 hours during the normal business work week.

In order to be considered, postings must be initiated by a member of the Belmont Community (i.e. current students, faculty, or staff of the university), announce information applicable and/or events open to the entire Belmont University community, and demonstrate direct connection to a member of the Belmont Community or extension of the university’s life and work.

Postings with subjects or content that is not consonant with Belmont University’s Governing Ideas or the University’s Community Commitments are prohibited. This includes but is not limited to postings that promote the sale or use of alcoholic beverages, the use or sale of tobacco or the use of sexually explicit, obscene, derogatory or inflammatory language.

Damages and Loss of Privileges
Any organization and/or individual member of the Belmont community found in violation of the Posting Policy is subject to disciplinary action including, but not limited to, monetary fine, damage assessment, loss of posting privileges, etc.
Outdoor Grilling Policy
The Metropolitan Nashville-Davidson County Fire Code prohibits the use and storage of grills within ten (10) feet of any combustible materials on any balcony or patio of a multifamily dwelling. Therefore, Belmont prohibits the possession of a private grill of any type by its residents or in any residential facility, and outside grilling by individual residents not affiliated with a pre-approved university event is not permitted. Lighter fluids, gas cylinders/tanks, or any other flammable grill items may not be stored inside any university building.

Although outdoor grilling should not be a common method for programming student organizations that receive approval from the Office of Student Activities and Event Services may. They must be at least ten feet away from university buildings and all of the following steps must be followed for approved use of the grill:

• The recognized student organization must submit their event to be approved by the Office of Event Services, as well as the Office of Student Activities at least 14 days prior to the event, and include the use of the grill in their event description. (For Event Services, your online event request must be in at least 30 days in advance to be considered) Once approved the student organization must notify Campus Security (campussecurity@belmont.edu) at least 24 hours in advance of a scheduled cook-out.
• Student organizations must purchase drip pans and grill pads to go under the grills.

Safety Regulations for Grill Use:
• An appropriate fire extinguisher must be close at hand during use of any grill. Fire extinguishers can be checked out from Event Services should the organization not have access to one.
• Use only sufficient charcoal to cover the base of the barbecue to a depth of about two inches. Store any extra charcoal in a metal container with a tight-fitting lid, separate from the grill. Charcoal must be stored dry, as wet charcoal cans spontaneously combust and start a fire.
• After use, do not place hot coals in any garbage receptacle. Use a metal bucket full of water and safely immerse hot coals using tongs. Dispose of coals only in non-combustible containers.
• Never leave the coals burning. Never dump the coals on the ground.
• Drip pans/grill pads must be used under the grill at all times, to prevent grease and other items from dropping and attracting vermin.
• Failure to follow these guidelines will result in a student organization’s loss of grill privileges on campus.

Food Preparation Regulations:
• Food preparation should take place indoors if possible to avoid contamination and possible health hazards.
• Foods, which are cooked on the grill, should be dispensed directly from the grill using sanitary utensils and stored in clean containers with covers or wrapped if not immediately served. Do not serve raw or undercooked meats.

• All food cooked on the grill should be protected from dust, dirt, insects, rodents and other forms of contamination.

• All meats should be kept on ice at a temperature below 40 degrees and protected until cooked.
Event & Program-Related Policies

Academic Preparation Day Policy (Dead Day Policy)
SELD recognizes Academic Preparation Day as a valuable opportunity for Belmont students to prepare for the final examination period at the close of the academic semester. In support of the mission and values of Belmont’s academic programs and in order to best support the overall academic success of all Belmont students, student organizations are not allowed to program or sponsor events after the last day of classes.

Addendum to the Substance Free Campus Policy
Belmont University has a Substance Free Campus Policy, located in The Bruin Guide, which addresses the specific rules and expectations regarding the use of alcohol and illegal drugs. Student organizations are required to be congruent with the Substance Free Campus Policy, the University’s Community Commitments and to abide by all other rules, policies and procedures of the university found in The Bruin Guide. These expectations apply to all organizational activities both on and off campus.

In addition, student organizations may not host or participate in events held at establishments whose primary purpose is selling alcohol.

When fundraising student organizations may not partner, receive funds or goods from venues or vendors whose primary purpose is selling alcohol. Organization members should at no time serve or dispense alcoholic beverages. All student organization fundraising activity must be in compliance with the Student Organization Fundraising and Solicitation policy.

Anti-Hazing Policy
Belmont University is committed to the values of individual worth, personal integrity, critical thinking, self control, community responsibility, and providing an atmosphere that nurtures the individual's self-esteem and growth. Hazing or any other activity that is an affront to the dignity and self-respect of any person is strictly prohibited by the university. Additionally, hazing is prohibited by law in the state of Tennessee (TN Code 49-7-123). Any individual or organization found in violation of the anti-hazing policy is subject to university disciplinary action and/or criminal prosecution. Any retaliation against any person who reports, is a witness to, is involved with or cooperates with the adjudication of hazing is strictly prohibited.

The University prohibits hazing by individuals or groups and defines it as follows: Hazing is any reckless or intentional act, occurring on or off campus, that produces physical, mental, or emotional pain, discomfort, humiliation, embarrassment, or ridicule directed toward other students or groups (regardless of their willingness to participate), that is required or expected for affiliation and which is not related to the mission of the team, group, or organization. This includes any activity, whether it is presented as optional or required, that places individuals in a position of servitude as a condition of affiliation. Prohibited acts of hazing include but are not limited to those covered under Tennessee State law.

All students are subject to federal, state and local laws, and rules and regulations of Belmont University.
A person or organization violates the Anti-Hazing policy if they:

- engage in hazing;
- solicit, encourage, direct, aid, or attempt to aid another in engaging in hazing;
- intentionally, knowingly, or recklessly permit hazing to occur; or
- have firsthand knowledge of the planning of a specific hazing incident involving a student in an educational institution, or firsthand knowledge that a specific hazing incident has occurred, and knowingly fail to report said knowledge in writing to the Dean of Students or other appropriate officials of the institution.

Though it would be impossible to list all behavior that may be considered hazing, the following are some examples of hazing and are prohibited:

- any physical act of violence expected of, or inflicted upon, another including marking or branding.
- any physical activity expected of, or inflicted upon, another, including calisthenics; sleep deprivation or excessive fatigue as the result of an activity, lines-ups and berating.
- any activity involving consumption of a food, liquid, alcoholic beverage, liquor, drug, or other substance which subjects the student to an unreasonable risk of harm or which adversely effects the mental or physical health or safety of the student.
- pressure or coercion of another to consume any legal or illegal substance.
- making available unlawful substances.
- completing tasks in order to obtains signatures.
- required carrying of or possessing of a specific item or items.
- servitude (expecting a new member to do the tasks of an experienced member).
- scavenger or treasure hunts.
- forced exposure to the weather.
- assignment of illegal and unlawful activities.
- kidnapping, forced road trips, and abandonment.
- costuming and alteration of appearance.
- coerced lewd conduct; degrading games, activities or public stunts.
- interference with academic pursuits.

If an organization has any questions about hazing, or would like education and training regarding the anti-hazing policy please contact SELD.

Hazing “Myths and Facts”

**Myth No. 1:** Hazing is primarily a problem for fraternities and sororities.
**Fact:** Hazing is a societal problem. Hazing incidents have been frequently documented in the military, athletic teams, marching bands, religious cults, professional schools and other types of clubs and/or organizations. Reports of hazing activities in high schools are on the rise.

**Myth No. 2:** Hazing is no more than foolish pranks that sometimes go awry.
**Fact:** Hazing is an act of power and control over others – it is victimization. Hazing is pre-meditated and NOT accidental. Hazing is abusive, degrading and often life-threatening.

**Myth No. 3:** As long as there’s no malicious intent, a little hazing should be OK.
**Fact:** Even if there’s no malicious “intent,” safety may still be a factor in traditional hazing activities that are considered to be “all in good fun.” For example, serious accidents have occurred during scavenger hunts.
and kidnapping trips. Besides, what purpose do such activities serve in promoting the growth and development of group team members?

**Myth No. 4:** Hazing is an effective way to teach respect and develop discipline.

**Fact:** First of all, respect must be EARNED—not taught. Victims of hazing rarely report having respect for those who have hazed them. Just like other forms of victimization, hazing breeds mistrust, apathy and alienation.

**Myth No. 5:** If someone agrees to participate in an activity, it can't be considered hazing.

**Fact:** In states that have laws against hazing, consent of the victim can’t be used as a defense in a civil suit. This is because even if someone agrees to participate in a potentially hazardous action it may not be true consent when considering the peer pressure and desire to belong to the group.

**Myth No. 6:** It’s difficult to determine whether or not a certain activity is hazing—it’s such a gray area sometimes.

**Fact:** It’s not difficult to decide if an activity is hazing if you use common sense and ask yourself the following questions:

- Is alcohol involved?
- Will active/current members of the group refuse to participate with the new members and do exactly what they’re being asked to do?
- Does the activity risk emotional or physical abuse?
- Is there risk of injury or a question of safety?
- Do you have any reservation describing the activity to your parents, to a professor or university official?
- Would you object to the activity being photographed for the school newspaper or filmed by the local TV news crew?

If the answer to any of these questions is “yes,” the activity is probably hazing.

**ADAPTED FROM: STOPHAZING.ORG, EDUCATING TO ELIMINATE HAZING. COPYRIGHT STOPHAZING.ORG 1998-2001. WWW.STOPHAZING.ORG**

**Contractual Agreements Policy**

SELD utilizes a classification system to clarify privileges, responsibilities, governance and the legal relationship between recognized student organizations and Belmont University. Involvement in a student organization often presents opportunities to work with off-campus third parties, such as vendors, venues and booking agencies. Most of these working relationships utilize professional agreements in the form of a contract. Contracts are binding agreements between two parties in which one party agrees to provide specific products or services in return for action or remuneration from the other. Student organizations do not have the authority in themselves to make any commitments on behalf of Belmont University and enter into contractual agreements only on their own behalf.

**Chartered & Affiliated Student Organizations**

Belmont University views Chartered organizations as “extensions of the University” and Affiliated organizations as organizations that “assist university departments in achieving their institutional objectives”. Thus, Chartered and Affiliated organizations are permitted to enter into contractual relationships with external third parties only if contracts are signed by the Office of the Dean of Students. The Office of the Dean of Students requires the signature of the Chartered or Affiliated organizations’ advisor prior to its endorsement.
Please allow for five to seven school days for approval. Contracts entered into without the prior written approval or endorsement from the Office of the Dean of Students are the exclusive responsibility of the student organization and/or its outside or inter/national entity.

**Registered & Fraternity/Sorority Student Organizations**

Registered and Fraternity/Sorority organizations are considered to be independent from the university and thus they do not have the authority to commit the university to any contractual agreements. Therefore, any contract between the student organization and the outside party binds only those parties and must not include Belmont University.

In cases where an organization incurs an expense by entering into a contractual agreement, it is the responsibility of that student organization to give an official written statement to the outside party indicating that the outside party may not rely upon Belmont University to fulfill the obligations of the contract in the event that the organization is unable to or unwilling to do so. Below is the written statement that must be included in all Registered, Fraternity/Sorority Organization contractual agreements:

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__________________ (name of student organization) is not owned, controlled, or managed by Belmont University. Belmont University assumes no responsibility for the contractual obligations of ____________________ (name of student organization).
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**Film Policy**

**Public Performance Exhibition**

The University has a copyright policy that addresses appropriate behavior regarding copyrighted works. ([http://www.belmont.edu/studentaffairs/bruinguide/conduct_code/copyright.html](http://www.belmont.edu/studentaffairs/bruinguide/conduct_code/copyright.html))

The Federal Copyright Act (Title 17 of the United States Code) governs how copyrighted materials (such as film) may be used. Buying a film, in most cases, does not give one the right to show the film outside of one’s home or residence hall room. Any public showing requires a license.

Motion picture titles are listed with certain corporations that license them for public viewing for colleges, hospitals, airlines, etc. These corporations have the authority to give customers the legal right to show movies. Films cannot be shown at meetings, events or in residence hall lounges without obtaining a public performance license, even if no admission fee is charged. If done “willfully and for purposes of commercial advantage or private financial gain,” they are a federal crime (Section 506). Even innocent or inadvertent infringers are subject to substantial civil damages (ranging from $500 to $20,000 for each illegal showing) and other penalties such as court costs and attorney’s fees (Sections 501-505).

“Face-to-face” teaching exemption: The “face-to-face teaching exemption” is valid only in situations where a teacher is present in a classroom, using a film for the purpose of teaching to students in a so-called “face-to-face” manner. This educational exemption is narrowly defined and only applies to full-time, nonprofit academic institutions. This would include classroom and Convocation programs but does not include recreational activities.
If you are planning a Convocation program that involves showing a movie, you MUST limit attendance to Belmont students, faculty and staff. Copyright laws do not allow non-university affiliated people to be in attendance for these types of programs. You will be required to obtain a public performance license on Convocation film programs that are open to the public.

**Film Policy Frequently Asked Questions**

- **What is a Public Performance Exhibition?** Any public showing of a copyrighted film that is not within the privacy of one’s home or residence hall room is a public performance.

- **How do we legally show a movie to a large group of people?** You have to pay for a license to show it.

- **If we don’t charge any admission or if I own the film, can we show it without paying for the license?** No, that still constitutes a public performance and it is illegal to have a public performance of a film if you have not secured the rights.

- **If I download or rent the movie can I show it as a public performance without paying for the license?** No, the “home use” versions of movies, obtained from film stores, retailers, etc., are not cleared for public performance use by colleges, schools, etc. because proper licensing fees to the copyright owners have not been paid for such use.

- **Who does Belmont typically use when ordering film?** Belmont uses SWANK Motion Pictures, Inc. for most of its movie needs including Program Board’s Monthly Movie Night Program and other public viewings.

- **Does Belmont receive a discounted rate to order movies from SWANK since Program Board has a contract with them for their Monthly Movie Nights?** No, the Program Board contract is completely separate and if an individual group/student organization wants to show a movie, they have to order their film selection with SWANK directly.

- **How much does it cost to show a movie on campus for a group of students?** Movies vary in cost. Belmont qualifies for the small school pricing level, but it still costs between $175-$600 to show a movie for public viewing.

**Ohio Valley Conference (OVC) Fan Code of Conduct**

The Ohio Valley Conference and its member institutions are committed to creating a safe, comfortable, and enjoyable experience for all fans attending OVC contests. We ask that all fans act in a responsible and courteous manner. Abusive language or disorderly conduct is unacceptable and unwelcome. When attending an OVC contest, fans are expected to refrain from the following behaviors:

- Behavior that is unruly, disruptive, or illegal in nature
- Intoxication or other signs of alcohol impairment that results in irresponsible behavior
- Vulgar, abusive, racist, sexist, demeaning or intimidating language or obscene gestures
- Interference with the progress of the game (including throwing objects onto the playing surface)
- Verbal or physical harassment of opposing teams and their fans
- Failing to follow instructions of stadium personnel

Guests will be treated in a consistent, professional and courteous manner by all facility and institutional personnel. Fans are encouraged to report any inappropriate behavior to the nearest usher, security guard or institutional administrator. Facility staff and/or security will promptly intervene to support an environment where fans and their guests can enjoy the event free from the above behavior. Fans that violate these provisions will be subject to removal from the contest site.
The Ohio Valley Conference and its member institutions thank you for adhering to the provisions of the Ohio Valley Conference Fan Code of Conduct.

**Solicitation Policy**

Student organizations looking for funding to support their programming often look to soliciting a company or individual to provide a financial or “in kind” donation/gift to support their work. Many local companies and individuals want to support student organization events. Oftentimes, these same companies are working with Belmont to establish scholarships, endowments, building funds or programming. When a student organization works together with the Office of Development the approach to donors can be coordinated and strategic to maximize the benefits to meet everyone’s needs.

Belmont’s Office of Development maintains an active solicitation plan for institutional priorities that benefits the largest number of people and programs possible. For this reason, solicitations or sponsorships by students and student organizations must be pre-approved by SELD and the Director of Corporate and Foundation Relations to insure that those being considered for gifts are not asked multiple times and that donors are stewarded in the appropriate manner.

**Solicitation Approval**

All student organizations are required to submit a Solicitation Form to SELD before any contacts are made with potential donors. The Assistant Director of Student Engagement & Leadership Development will review all requests and contact the Director of Corporate and Foundation Relations to ensure that the donor is available to solicit. In some cases an organization’s request may be denied if the business or donor has already been approached numerous times or is currently being asked for a gift. Belmont University believes that fundraising by student organizations can be a vital part of the student educational experience; however, because the institution is also engaged in fundraising, it is imperative that the policy is followed.

**Solicitation Guidelines**

Belmont University believes that fundraising by student organizations can be a vital part of the student educational experience; however, because the University is also engaged in fundraising, it is imperative to follow the solicitation policy. The following guidelines can help ensure a positive experience for both the student organization and the donor.

- **Prospect Research:** The key to soliciting companies is to find out information. The first step is to research the company/individual to determine why they choose to donate. Donors are interested in a benefit for them, from the donation. How does your organization’s need support the donors need? Does it increase their visibility on campus? Align with their mission? Promote their product?

- **Prospect Contact Timeline:** Remember that Nashville is a hub for non-profits and Universities. Your organization is not the only group asking for a donation from businesses and individuals. Make your request at least six weeks prior to your event. Planning ahead allows you to have your solicitation in early enough for the donor to plan accordingly. The Office of Development is willing to offer guidance regarding the frequency of donor contact.

- **The Ask:** There are varieties of ways to solicit a gift from an individual or company. If you are writing a letter make sure that it typed, has been proofread and is on appropriate letterhead
identifying your organization. After sending a letter or email follow up with phone calls and/or make an appointment to ask your donor in person. A personal relationship is essential when trying to meet one another’s needs. If permitted make an appointment to deliver your request in person make sure to dress for success.

- **The Gift:** When a gift/donation arrives on a master spreadsheet track the donor, amount and any other information such as contact name, manner of contact etc. This allows your organization to continue to build the relationship after you graduate. Inform the Office of Student Activities with the results of your solicitation to pass along to the Director of Corporate and Foundation Relations to update the database. In order for the gift to be a tax write-off it must be processed through the Office of Development. Make sure your donor indicates the organization name on the check, if it is mailed into the office.

- **Donor Stewardship:** The best way to ensure another gift from your donor is to say thank you! Send a handwritten note on letterhead that identifies that you have received the gift and the results that the gift had on the community. Make it personal. Get creative—include a picture or other take away from the event. Make sure to save a copy for your records.

Remember that the Office of Development is here to provide and training and support for the solicitation experience. Check with the Office of Student Activities for the best contact in the Office of Development to meet your organization’s needs.

**Travel Policies**

**Vehicle Travel**
In order to ensure the safety of everyone, reduce the risks, loss and liability involved in using and occupying motor vehicles and to prevent harm to Belmont property, staff, students and the public the university has created the following policies.

**Chartered and Affiliated Student Organizations**
Student groups recognized by the university as Chartered or Affiliated Organizations must provide the following information to SELD. Chartered Organizations must do so on an annual basis. Affiliated Organizations must do so any time organizational activity requires travel greater than 50 miles from campus.

- Organization Travel Registration Form (through BruinLink event registration)
- Proof of acceptable Motor Vehicle Record (MVR) for all drivers dated no more than one year before the date of the scheduled event (see below for MVR procedure)
- Copy of driver’s license for all drivers
- Copy of proof of auto insurance for all drivers
- Health Disclosure Form and Assumption of Risk and Release for each traveler (must travel with copies in case of emergency)
- Signed copy of Personal Vehicle Safety Form (located within MVR and Assumption of Risk and Release Form)

Note: If a Chartered or Affiliated organization travels overnight, their Advisor must accompany the organization.
Registered and Fraternity/Sorority Student Organizations

Student groups recognized by the university as Registered or Fraternity/Sorority organizations must submit to SELD a completed Organization Travel Registration form and the following supporting documents each time organizational activity requires travel greater than 120 miles one-way, or overnight:

- Organization Travel Registration Form (through BruinLink event registration)
- Proof of acceptable Motor Vehicle Record (MVR) for all drivers dated no more than one year before the date of the scheduled event (see below for MVR procedure)
- Copy of complete travel itinerary including arrival/departure time, mode of transportation, schedule of activities and lodging
- Copy of drivers license for all drivers
- Copy of proof of auto insurance for all drivers
- Health Disclosure Form and Assumption of Risk and Release Form for each traveler (must travel with copies in case of emergency)

Air and Mass-Transit Travel

In any case that a recognized student organization is traveling by air or mass transit, the student organization is required to submit to SELD a completed Organization Travel Registration form (through BruinLink event registration form) with the following supporting documents:

- Copy of complete travel itinerary including arrival/departure time, mode of transportation, schedule of activities and lodging.
- Assumption of Risk Form for each traveler
- Health Disclosure Form for each traveler (must travel with copies in case of emergency)

Student Organization Accountability Process

The following is an overview of the student organization adjudication process. Additionally, the university has the authority to take emergency action against an organization for alleged violations of our Code of Conduct, which is outlined within this overview.

In addition to addressing violations on an organizational level, Belmont University reserves the right to address individual students through the adjudication process.

For the purposes of this section, the Director of Community Accountability also includes his or her designee(s), which may be staff in Student Engagement and Leadership Development.

Reporting Code of Conduct Violations by Student Organizations

1. Any individual inside or outside of the Belmont community may report a possible violation by a student organization of the university's Code of Conduct.
II. Possible university violations should be reported directly to the Director for Community Accountability by emailing accountability@belmont.edu. Reports should include the following information:
   a. A narrative of the incident that describes what occurred;
   b. name of the organization(s) involved;
   c. names of individual students (if possible); and
   d. contact information of the individual reporting the incident.

III. Once a report has been made, the Director for Community Accountability may investigate the incident at his or her discretion.

Investigation
I. To begin the Investigation into an alleged organizational violation of the Director of Community Accountability or his or her designee(s) (Investigator) will contact individuals who may have information regarding what happened during an incident (Individual) to request a meeting time. When an Individual knows or reasonably should know of this request and fails to respond, the Investigator may take action to compel compliance. Such acts may include, but are not limited to, student affairs holds, fines, removal from leadership positions within the organization, removal from the organization, and alleging violations of the Failure to Comply Policy.

II. Once a request is made, the Individual should contact the Investigator within the two business days in order to schedule a meeting. The Investigator reserves the right to schedule a meeting time, date, and location at his/her sole discretion and may take under consideration such factors as his/her schedule, Individual’s schedule, prejudice to the organization of delaying the meeting, the time necessary to collect information, nature of the alleged violation(s) and other factors.

III. Conducting an Investigation:
   a. The Individual may participate in person (preferred), in writing, by phone, or electronically.
   b. When meeting with the Investigator, the Individual is entitled to:
      i. present information in any form (personal account, text messages, emails, etc.) regarding what happened during the alleged incident;
      ii. provide names of other individuals with information regarding what happened during the alleged incident to participate in the investigation;
      iii. not provide information in response to questions at his or her choosing.
   c. When meeting with the Investigator, the Individual is not entitled to:
      i. An advisor; or
      ii. Currently available University information about the incident
   d. The Investigator will determine whether information is relevant to what happened during an incident and may redirect a person if information is determined to be irrelevant.
   e. The Investigator may take action against an Individual who is interfering with the investigation in his or her sole discretion. Such action includes—but is not limited to—halting the Investigation, rescheduling the Investigation, permanent removal from the Investigation, and alleging a separate failure to comply violation.
f. The Investigator may meet with Individuals as many times as he or she reasonably believes is necessary to collect information.

g. Once the Investigator determines that the investigation into what happened is complete, the Investigator will document the information provided by each Individual involved (Documents).

Review

IV. The Director for Community Accountability and Director of Student Engagement and Leadership Development will review the Documents to determine if there is reasonable cause to continue.

V. Based on the review, the incident will either continue under the Student Organization Accountability Process, be referred for individual violations of the Code of Conduct, be closed, or result in other action within the administrative discretion of the Director for Community Accountability and Director of Student Engagement and Leadership Development.

VI. If the incident continues under the Student Organization Accountability Process, the Director for Community Accountability will assign an Accountability Officer(s) to adjudicate the organization’s alleged violation(s) of the Code of Conduct.

VII. If the incident continues under the Student Organization Accountability Process, the Director for Community Accountability may contact the organization regarding emergency action or other measures intended to insure the safety or orderly operation of the Belmont community.

Notice

VIII. When the review leads to violations being alleged against a student organization, the president or similar student leader of the organization (President) will be provided notice of the alleged violations via a Notice of Community Responsibilities.

IX. A Notice of Community Responsibilities must include the following information to be considered effective notice: the alleged violation(s), approximate date of the Incident(s), and instructions that information about the Accountability Process can be found in The Bruin Guide.

X. The President should be delivered a Notice of Community Responsibilities no later than 15 business days after the Director of President Conduct knows about the Incident barring institutional breaks or other reasonable delays.

XI. A Notice of Community Responsibilities delivered in person or to the President’s Belmont e-mail address is considered to provide the President with notice of the Incident. When delivery is not in person, notice is complete upon sending the Notice of Community Responsibilities, not upon receipt. In accordance with university policy, Presidents are expected to check their e-mail daily.

XII. Failure or refusal to respond to notice of the Incident (i.e. not checking campus mail, avoiding attempted contact efforts by University officials, etc.) may result in an Inquiry being conducted in the President’s absence and Consequences being assigned (see Pre-Inquiry).

Pre-Inquiry

I. Once notice has been provided, a President should contact the Community Representative indicated on the Notice of Community Responsibilities within the two business days following
Inquiry

I. If a President attempts to cancel a scheduled Inquiry prior to its commencement, he or she must provide documentation to the appropriate University Representative supporting a valid reason. Granting a postponement is at the discretion of the University Representative.

II. If a President fails to appear at a scheduled Inquiry, he or she waives the organization’s privilege to participate in the Inquiry. The organization will be accountable for the outcome of the Inquiry. If he or she needs to reschedule, the President should notify the Community Representative 1 working day prior to the Inquiry. Requests to reschedule are at the discretion of the Community Representative.

III. If the university needs to reschedule the Inquiry prior to its commencement, it will make a reasonable effort to notify the President of the new time, date and location of the Inquiry. The Community Representative will set a new Inquiry time, date and location at his or her sole discretion and may take under consideration such factors as President’s schedule, Accountability Officer(s) schedule, prejudice to the organization of delaying the Inquiry date, the time necessary to collect information, nature of the alleged violation(s) and other factors.

IV. An Inquiry is a closed meeting involving only those who have information regarding what happened during an incident and those responsible for the Accountability Process.

V. During an Inquiry, the President represents the organization and will have the opportunity to challenge or clarify University Information related to the Incident and present his/her own Information related to the Incident.

VI. The President will have the opportunity to question any person involved in the Incident who appears in person to provide information.

VII. The President may request permission to bring a person or persons who have information related to what happened during an incident to the Inquiry. The name of any person appearing on the President’s behalf must be submitted and approved by the Community Representative 1.
working day prior to the Inquiry. A President must complete a Witness Request Form (available from the Community Representative).

VIII. The Accountability Officer(s) will determine whether Information is relevant to what happened during an Incident and may redirect a person if Information is determined to be irrelevant.

IX. The Accountability Officer(s) may take action against a person who is interfering with the Inquiry in his or her sole discretion. Such action includes—but is not limited to—halting the Inquiry, rescheduling the Inquiry, or removing the person or Advisor from the Inquiry and proceeding in his or her absence.

X. At the conclusion of the Inquiry, the Accountability Officer(s) will deliberate responsibility if a President has denied responsibility on behalf of an organization for an alleged violation. A preponderance of the evidences standard will be used by the Accountability Officer(s) to make decisions regarding responsibility.

XI. An organization’s prior accountability record will be considered only during the Consequence phase of the Inquiry and will not be considered during the deliberation of responsibility.

XII. If an organization is responsible for a violation(s)—either by the President's own admission or the decision of the Accountability Officer(s)—the Accountability Officer(s) will assign Consequences. In some cases it may be necessary to schedule a second meeting in order to give the Accountability Officer(s) sufficient time to assign Consequences.

XIII. The decision(s) by the Community Accountability Council will be based on a simple majority vote by the board.

Community Accountability Outcome Letter

I. Decisions regarding responsibility and Consequences, if any, will be delivered to the President in writing through the President’s Belmont e-mail address or in person. When delivery is not in person, the President is considered to have received the Community Accountability Outcome Letter upon the letter being sent via e-mail.

Appeals

I. Accountability Officer(s) decisions related to responsibility or Consequences can be appealed, provided that one or more of the reasons for appeal is relevant to the case. The appellate officer varies depending on the initial Accountability Officer(s). The Accountability Officer(s) or Community Representative can direct a President to the appropriate appellate officer.

II. All appellate responses are final.

III. Appeal Request
   a. A written request should be completed and submitted to the appropriate appellate officer, within two business days from the date the President receives the Community Accountability Outcome Letter. The appeal request form is available from the President’s Accountability Officer(s) or Community Representative.
   b. The request should state the reason(s) for appeal and the supporting facts. In order for an appeal to be considered valid, the request and supporting facts must be directly connected to one or more of the reason(s) for appeal.
   c. An appellate officer will review the written request, appeal request form and any accompanying information and can decide whether or not to grant an appellate review.
   d. If the appellate officer finds no basis for an appeal review, then the original decisions regarding responsibility and Consequences will stand, and the President will be notified in writing sent via e-mail to the President’s Belmont e-mail address.

IV. The reasons for appeal are limited to:
a. Procedural error, which had a bearing on the original decisions.
b. New information that was not available at the time of the Inquiry which had a bearing on the original decision(s).
c. Information demonstrating that there is no way a reasonable person could have arrived at decisions similar to the original decisions absent bias.

V. Appellate Review
a. If the appellate officer grants an appellate review, he or she will review the request within 15 business days of the appeal submission.
b. On appeal, the President bears the burden to clearly state on the appeal request form and any supporting materials that an error has occurred during the Accountability Process.
c. The President is not required to be in attendance for the appellate review and will not be included in the review. The President may request to meet with the appellate officer.
Requests are granted at the discretion of the appellate officer.

VI. Appellate Decisions
a. If the Appellate Officer grants an appellent review, the Appellate Officer has the option of affirming the original decision(s) regarding responsibility and Consequences, affirming the original decision(s) regarding responsibility modifying the Consequences, or reversing the original decisions regarding responsibility and Consequences.
b. Appellate responses are communicated in writing and delivered in person or sent to the President’s Belmont e-mail address. When delivery is not in person, the President is considered to have received the appellate response upon the response being sent to the President’s Belmont e-mail address.

Accountability for Organizational Policies
Violations of policies that exclusively organizational in nature and do not restate, overlap, or interfere with Code of Conduct Commitments and Policies may be adjudicated by the appropriate person(s) within the organization (Organizational Leadership). Organizational Leadership may take additional action based upon the particular values or standards unique to that organization a member or organization found responsible for violating the Code of Conduct once the University’s Accountability Process is complete.

Withdrawal of University Recognition
Student organization recognition comes with many privileges. As the University grants these privileges upon conveying official recognition, it can withdraw them for cause. Any organization found not living into the written mission and purpose agreed upon by the organization and the Office of Student Activities, may lose privileges, may be placed on probation, or may lose official University recognition status. Additionally, any organization found responsible for a major violation of University policies or found responsible for a series of violations of University policies may lose privileges, may be placed on probation, or may lose official University recognition status.
How to Submit a Convocation Assembly Program to the BIC Calendar for Approval

1. Log in to your MyBelmont account. (only Faculty/Staff have access to this form)
2. Click on “Calendar Administrator” - top right of screen
3. Click “add” button (in blue on left at the top)
4. Then fill out the form. Most blanks are self-explanatory. Descriptions have been added to help clarify.

Office of Student Engagement & Leadership Development

1-615-460-6407 / www.belmont.edu/convocation/index.html

This is a longer version of your event’s name, if needed. Original Event Name can be listed here as well.

This is the name that will appear on the BIC calendar.

Category For all Convocation programs, select “Student Life” for Event Category and “Convocation” for Event Subcategory.

Description must be a thorough account of:

- What will take place during the event.
- Who will be presenting information at the event and their credentials (example on the back of this page).
- What the program hopes to accomplish in regards to learning outcomes?

There must be a Faculty/Staff Sponsor contact for any event to be approved. A faculty or staff member MUST be present at the Convocation program.

The contact name may be a student, faculty, or staff member. This will be posted on BIC for people.
Example of a good description for a convocation event:

- “We have all been imprinted by our families. This presentation explains what children learn while growing up in a healthy family system and what is learned in a troubled family. These insights equip us to live more consciously and to correct any negative thinking. This convocation is presented by Jim Kelly, LCSW, one of the therapists in the Belmont Student Counseling Center.”

This includes what the event will be about, what the student will learn and who the speaker is and how he is qualified to present the information.

Process

After you submit the program, you will see a message box that says the program is pending. Once the program is approved, it will automatically be posted on the BIC calendar and you will receive an e-mail saying it has been approved. As a safeguard, please double-check to make sure your event shows up in red on the BIC calendar.

You will be contacted via phone or e-mail if your program is not approved or if it meets a different category’s definition.

Programs must be submitted to the MyBelmont calendar for approval at least two weeks in advance of the program date.

***Always check the BIC calendar prior to selecting the date and time for your proposed program so that you do not schedule against a University Protected event. When an event is protected, no other programming can take place at the same time as the protected program. Programs can take place up to the start time of a protected event or can start immediately after the scheduled end time for a protected event. If you request an event that conflicts with an already scheduled Protected event, your event will automatically be disapproved.***

Convocation Scanners

When your event is approved, you will automatically have one scanner programmed for your event. Scanners are to be picked up from the Student Affairs Office (second floor Beaman Student Life Center) on the day of the program. You can pick up scanners for morning programs after 9:15 am, for afternoon programs after 1 p.m., for evening programs after 3 p.m., and for weekend programs after 3 p.m. on Friday afternoon. Feel free to call first to make sure the scanners have been prepared (x6407).

Please email convointern@belmont.ed 48 hours in advance if you need more than one scanner. Additional scanners will be provided based on availability.

Credit is not to be given if a student does not have his/her ID Card at the program or if he/she enters the program 10 minutes after it has started.

Scanners should be returned within 2 hours after the program ends to the Student Affairs Office the day of the program. If the program is an evening or weekend event, the scanner should be returned by 9 a.m. the next business day.

Once an event has been approved, any updates or revisions to a description, time, date or location of the program need to be e-mailed to amy.coles@belmont.edu or convointern@belmont.edu.
Student Government Association Grant Petitions

Purpose
Under the guidance and leadership of the Office of Student Engagement & Leadership Development at Belmont University, the Student Government Association aspires to ensure a vibrant campus community by providing opportunities for Belmont’s recognized student organizations to petition SGA for financial assistance through the Grant Petition process. Additionally, SGA desires to show their support for newly recognized student organizations by allowing them to petition for modest startup funds through the Grant Petition process. Since participating in SGA’s Grant Petition process is a benefit for recognized student organizations only, SGA encourages all recognized student organizations to participate in the Grant Petition process. Grant Petitions are available twice a semester; four opportunities within an academic year. Grant Petition dates can be found on both the BIC calendar and SGA’s BruinLink page.

Funding Priorities
SGA budgets up to $20,000 of their $41,000 operating budget for Grant Petition funding. In an effort to support the multitude of requests from student organizations and to stretch the Grant Petition budget as far as possible, SGA gives priority to the following requests with campus-wide programming receiving top priority:

1. Campus-wide Programming
   - Programming targeting the majority of campus
   - Students serving as the primary audience
   - Open to all students
2. New Student Organizations
   - Modest startup funds in order to get the organization off to a successful start
   - New recognized student organizations only
   - Must petition within one academic year of receiving new recognition status
3. Physical Resources
   - Equipment that will benefit student programming or the general student population at large
4. Conference & Registration Fees
   - Educational and professional development experiences through conference attendance
   - Must demonstrate potential positive impact to Belmont as a result participation
   - Student presentations at conferences are strongly encouraged

Guidelines
1. Petitions must be for one specific event – not multiple events
2. Petitioning organizations must be able to demonstrate other sources of income for the event (evidence of donations, discounts, fundraising activities, organization dues, etc.)
3. Petitioning organizations must have representation at the required Grant Petition Information meeting prior to the scheduled Congress/Grant Petition meeting
4. The representative that attends the Finance Committee Grant Petition Meeting must be the same as the individual who attended the required Grant Petition Information meeting.

Procedure
1. Grant petition dates can be found on the BruinLink calendar. SGA Grant Petition forms can be completed on-line through SGA’s BruinLink page. Petitions must be submitted on-line by the published deadline found on the BruinLink calendar or they will not be considered.
2. Once petitions are received, SGA’s Finance Committee will meet to review each petition and will vote on recommendations for funding to be presented to Congress.
3. At a pre-determined Congress meeting, funding allocations will be presented to the members of Congress by the Finance Committee Chair.
4. Once a final decision has been made, the SGA President and Treasurer will sign and give the organization representative a final award letter reflecting the final decision. This letter will need to be completed and signed by the organization President and Advisor. In order to receive the awarded funds, the organization must turn the
completed letter into the SGA office no later than two weeks after the date of the award. Check requests and/or agency account transfers may take up to two weeks to process from when the award letter is turned in.

5. Organizations that receive funding through the Grant Petition process are required to submit copies of all receipts within two weeks after the event to the SGA office.

6. If the organization is petitioning SGA retroactively, copies of receipts must be included in the Grant Petition request process and must have copies of receipts at the actual Congress/Grant Petition meeting.

Post Grant Petition Process
After each Grant Petition meeting, SGA will publish a comprehensive list of organizations that received funding, how much money they received and for what they received funding on the SGA BruinLink page. SGA will also provide a detailed post grant petition report to the Office of Student Engagement & Leadership Development.

For questions regarding the SGA Grant Petition process, contact SGA via email at sgatreasurer@belmont.edu or on the SGA BruinLink page.

To complete a grant petition form, go to the SGA BruinLink page

Grant Petition dates will be available on the BruinLink Calendar as well as on the SGA BruinLink page
University Copy Center
Belmont’s Copy Center is available for all quick copy service needs. The facility, located on the northeast corner of the Massey Business Center, can assist you with your copying and printing needs. Hours of operation are 8 a.m.-4:30 p.m. M-F.

The Copy Center at Belmont provides:
Digital copies (color and black/white)
Heat and saddle-stitch binding
Variety of paper colors and styles

Personal jobs are also accepted. Copies from electronic files submitted via e-mail at copycenter@mail.belmont.edu

Cash or a personal check made payable to Belmont University is accepted for all non-Belmont work. Should you have questions or wish to discuss your print project, please call 460-6630.

Off-Campus Retreat Locations
Below is a list of possible off-campus retreat locations. For specific location details, contact the retreat location directly.

<table>
<thead>
<tr>
<th>Camp/Retreat Site</th>
<th>Location</th>
<th>Phone</th>
<th>Dist. In miles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ambassador Campgrounds</td>
<td>Goodlettsville, TN</td>
<td>615-859-8923</td>
<td>20</td>
</tr>
<tr>
<td>Barren River</td>
<td>Lake Lucas, KY</td>
<td>800-325-0057</td>
<td>80</td>
</tr>
<tr>
<td>Beersheba Springs Assembly</td>
<td>Beersheba Springs, TN</td>
<td>615-327-1533</td>
<td>110</td>
</tr>
<tr>
<td>Bethany Hills Camp</td>
<td>Kingston Springs, TN</td>
<td>615-952-9184</td>
<td>25</td>
</tr>
<tr>
<td>Brandon Spring Resident Ctr.</td>
<td>Land Between the Lakes, TN</td>
<td>931-232-7405</td>
<td>100</td>
</tr>
<tr>
<td>Cedar Crest Camp</td>
<td>Centerville, TN</td>
<td>615-327-1533</td>
<td>45</td>
</tr>
<tr>
<td>Cedars of Lebanon</td>
<td>Lebanon, TN</td>
<td>615-443-2769</td>
<td>40</td>
</tr>
<tr>
<td>Chigger Ridge B&amp;B</td>
<td>Pegram, TN</td>
<td>615-952-4354</td>
<td>30</td>
</tr>
<tr>
<td>Cumberland Mtn. State Park</td>
<td>Crossville, TN</td>
<td>931-484-6138</td>
<td>115</td>
</tr>
<tr>
<td>Deer Run Retreat Center</td>
<td>Thompson Station, TN</td>
<td>615-566-0028</td>
<td>20</td>
</tr>
<tr>
<td>DuBose Conf. Center</td>
<td>Monteagle, TN</td>
<td>800-537-9968</td>
<td>85</td>
</tr>
<tr>
<td>Edgar Evins State Park</td>
<td>Silver Point, TN</td>
<td>800-250-9619</td>
<td>80</td>
</tr>
<tr>
<td>Fall Creek Falls State Park</td>
<td>Spencer, TN</td>
<td>800-250-8611</td>
<td>110</td>
</tr>
<tr>
<td>Garner Creek Camp</td>
<td>Dickson, TN</td>
<td>615-466-3279</td>
<td>40</td>
</tr>
<tr>
<td>Henry Horton State Resort Park</td>
<td>Chapel Hill, TN</td>
<td>800-250-8612</td>
<td>40</td>
</tr>
<tr>
<td>Hillmont Camp</td>
<td>White Bluff, TN</td>
<td>615-797-3616</td>
<td>40</td>
</tr>
<tr>
<td>Joe C. Davis YMCA Camp</td>
<td>Nashville, TN</td>
<td>615-360-2267</td>
<td>20</td>
</tr>
<tr>
<td>Lake Barkley State Park</td>
<td>Cadiz, KY</td>
<td>800-325-1708</td>
<td>100</td>
</tr>
<tr>
<td>Lakeside Resort</td>
<td>Smithville, TN</td>
<td>615-597-4298</td>
<td>65</td>
</tr>
<tr>
<td>Marymount</td>
<td>Fairview, TN</td>
<td>615-799-0410</td>
<td>20</td>
</tr>
<tr>
<td>Montgomery Bell State Park</td>
<td>White Bluff, TN</td>
<td>800-250-8613</td>
<td>30</td>
</tr>
</tbody>
</table>
When Planning a Program

Organizational activity significantly influences individual experience and the campus culture in general. For this reason, the activities of student organizations are expected to be congruent with the University’s Community Commitments and to abide by all University rules, policies and procedures. This expectation applies to all organizational activities both on and off campus.

Where program topic, content or conduct is provocative or potentially divisive to the campus community, the university reserves the right to refuse the program or to require adjustments in the program in the interest of hospitality, critical engagement, and/or consonance with the university’s mission and vision.

All organizational activity must be registered through the organization’s BruinLink page. BruinLink is the premier on-line platform to centralize, organize and advance co-curricular involvement opportunities for Belmont students.

Using Campus Facilities

When planning a meeting or an event, it is important to consider the many venues that Belmont University has to offer to accommodate your needs. Listed below are the various campus facilities available for reservation. When reserving campus space, please have your event date, event starting and ending times, how many are expected to attend and if your event will need catering. After scheduling your initial reservation, be sure to keep each office informed of any change in plans that may occur. If your event requires room design or audio/visual equipment please provide the appropriate Master Scheduler with that information no later than one week prior to the event date.

Campus Facility Use Guidelines

- Student organizations needing meeting space must be recognized by the Office of Student Engagement & Leadership Development before use of rooms may be granted.
- Student organizations need to designate one person to make arrangements and remain in contact with the Master Scheduler, Event Manager and Catering. Please notify these offices if any changes or cancellations need to be made.
- Any items brought into Belmont’s facilities must be removed promptly after event. Any items left behind will be thrown away. All rooms should be left in their original condition and ready for
the next scheduled event or class. Groups using campus facilities will be held responsible for any damages.

• Any facility that has been reserved through the Office of Event Services and is locked can be unlocked by calling Security at (615) 460-6617.

***It is important to have a copy of your event permit for weekend and evening programming in order to verify use of space if needed. This form can be printed off from your organization’s BruinLink page after receiving final approval for your event.***

*All individuals using Belmont University facilities are expected to adhere to all university policies, regulations and guidelines and all local, state and federal laws concerning health, safety and public order. Failure to comply with these regulations may result in forfeiture of the privilege of using the university facilities. Anyone using Belmont’s facilities will be held responsible for any damages done to the area during the time of scheduled use. For detailed information regarding campus facilities and catering information, go to enter http://emsweb/emswebclient/Default.aspx.

Recognized Student Organization Filming Projects
Recognized student organizations that wish to film on campus are exempt from requesting a filming location permit. Student organization projects that require the use of a classroom, event space, or outdoor location on campus must submit the request for space through the Virtual EMS system at least ten (10) business days in advance. Recognized student organization filming projects must align with the mission, values, and vision of Belmont University.

Planning a Convocation Program?

Program Criteria
Programs are considered for Convocation credit based on the following criteria:

• **The quality of their leadership**
  Convocation program speakers or presenters must demonstrate advanced expertise and credibility in the subject to be presented.

• **Their pertinence and accessibility to a broad campus audience**
  Convocation programs must be open to the entire campus community and address topics and/or experiences of interest and applicability to a wide variety of perspective and experience. (Programs may be offered for specific groups such as academic classification based programs since all students would have the opportunity to participate in those at some point in their academic career.) All Convocation programs must have a formal structure upon which participation can be determined and attendance accurately take and can strictly regulate or control attendance due to the flow of persons entering and exiting the area.

• **Their institutional alignment and strategic significance**
  Convocation programs must be sponsored by a university organization, department, faculty or staff member, and cannot be required as part of an academic syllabus. All program content and conduct
must be consonant with the University’s Governing Ideas and Community Commitments and must clearly address one of the specified Convocation categories.

- **Their contribution to learning and student development**
  Convocation programs must connect to and identify specific learning outcomes that are meaningful and achievable and must seek to promote intellectual, social, cultural, or spiritual development or intends to raise and/or address moral and ethical issues relevant to the university community.

  **Where program topic, content, or conduct is provocative or potentially divisive to the campus community, the university reserves the right to refuse the program or to require adjustments in the program in the interest of hospitality, critical engagement, and/or consonance with the university’s mission & vision.**

**Convocation Category Descriptions**

- **Academic Lecture:** A program with a primary focus on the presentation of topics relating to a field of scholarly significance, current event, or prominent issue.

- **Christian Faith Development:** A program with a primary focus on introducing a student to the Christian faith, exploring relationships between the Christian faith and life, or offering opportunities for worship and teaching.

- **Culture & Arts:** A program with a primary focus on cross-cultural experiences or the visual and performing arts. **Study Abroad Credit:** Students may receive two hours of credit in the "Culture & Arts" category for each academic credit hour completed in a Study Abroad program, up to a total of 10 convocation credits.

- **Personal & Professional Growth:** A program with a primary focus on enhancing students’ emotional development, personal skills, or professional competencies or opportunities.

- **Community Service:** Participation in an activity serving a charitable mission or cause which is 1) not required as part of an academic syllabus or academic honor society/service organization and 2) does not offer remuneration (pay, goods, services, future career advancement, etc.) to the student. **Note:** Community service must be done off-campus except for pre-approved on-campus service programs (blood drives, amnesty international letter writing, etc).

**Who May Sponsor**

Faculty, staff, students and student organizations may sponsor Convocation programs. No off-campus groups may sponsor a program on their own; they must be sponsored by one of the approved groups listed above. A faculty/staff member or a speaker who is identified as qualified to address the topic must lead the program. Students are not allowed to lead programs unless assisted by a faculty or staff member.

**Program Approval**

Convocation programs should be submitted to BIC by a faculty/staff person a minimum of two weeks prior to the date of the program. Once the submission is approved, an email will be sent to the faculty or staff person noting this and the event will appear in red on the BIC calendar. Convocation scanners will be available to be picked up the day of the program in the Student Affairs Office.
Chapter 6
Advisors

Introduction to Advising
An Advisor is an educator in a “non-traditional classroom.” The Advisor uses personal expertise and perspective to stimulate individual development of members and the overall development of the organization.


The Purpose of Having an Advisor
The knowledge, leadership and guidance that an Advisor can provide your organization is priceless. An Advisor can assist in designing and evaluating organization goals and activities. An Advisor can help provide continuity and serve as a signatory on official forms when other authorized representatives are not available. Also, in most cases, your Advisor will have more familiarity with the university and its extensive community of services and can be an advocate and support system for your organization and its members.

Selecting an Advisor
When selecting an Advisor, find someone that is a full-time faculty or staff member at Belmont University who will have the time to devote to your organization. Make sure that this person will take the role willingly and seriously and find someone who has knowledge or skills related to the mission/purpose of the organization.

Make certain that he/she has a clear understanding of the organization’s purpose. Discuss with the potential Advisor what is required of him/her, his/her duties and the time commitment involved. Be open and honest with the potential Advisor about the types of activities in which the organization may participate.

Allow the person a reasonable length of time to consider his/her decision.

If possible, choose someone who shares some of the same interests as the organization and who has previously interacted with the leadership of the organization.
The Role of the Advisor

By sharing both knowledge about the university and personal experiences, the Advisor can assist the organization in the conduct of its activities. Advisors should encourage and advise the organization in carrying on an active and significant program and work with the officers to promote the effective administration of the organization. In addition, valuable, mutually rewarding, co-curricular relationships between students and Advisors are fostered.

The relationship between an Advisor and an organization will vary from year to year and individual to individual. However, the student/advisor relationship can be crucial to the success of the organization. The list that follows contains possible roles of an Advisor. It is important that the Advisor and the organization communicate their expectations to each other. The Advisor should be very clear about the things he/she will do and the things he/she will not do. Of course, the expectations will vary according to the needs of the organization and the Advisor.

- The Advisor recognizes and supports participation in student organizations for its contributions to the educational and personal development of students.
- Advisors should work with student organizations but not dictate the group's programs or activities. However, Advisors should be frank in offering suggestions, considerations or ideas and discussing possible consequences.
- The Advisor should be well informed about the plans and activities of the organization. The expectation is that the Advisor will attend some meetings and will consult frequently with the organization's officers.
- The Advisor should know the goals and directions of the organization and should help the group evaluate its progress.
- The Advisor should be aware of the constitution and/or bylaws of the organization and help with interpretation, if applicable.
- The Advisor provides a source of continuity within the organization and is familiar with the organization's history.
- The Advisor should be familiar with university policies and procedures and help the organization comply with them.
- The Advisor should be aware of the general financial condition of the organization and encourage good record keeping.
- The Advisor should help in training new officers and help them develop their leadership skills.
- The Advisor should be prepared to deal with major problems or emergencies within the organization.
- The Advisor should warn the student organization of risks of injury and liability in connection with their activities, as well as provide warnings to the organizations or its officers if he or she is concerned with the organization’s operations.
- The Advisor should monitor group functioning and encourage members to fully participate, to assume appropriate responsibility for group activities, to maintain a balance between academic activities and to maintain a balance between academic activities and co-curricular commitments.
- The Advisor should NOT pledge his or her backing for the debts of the student organization.
- The Advisor should NOT run the organization, by reserving the right to approve or control its decision and activity.
• The Advisor should NOT serve as the student organization’s treasurer, bookkeeper, accountant or auditor.

Organization’s Responsibilities to the Advisor
Keep in mind that the Advisor is voluntarily associated with the organization. It is the organization’s responsibility to inform the Advisor on the activities of the organization.

• Notify the Advisor of all meetings and events
• Consult your Advisor in the planning of all activities.
• Consult him/her before any changes in the structure of the organization or in the policies of the organization are made and before major projects are undertaken.
• Understand that although the Advisor has no vote that he/she should have speaking privileges.
• Remember that the responsibility for the success or failure of the organization’s project rests ultimately with the group, not the Advisor.
• Talk over any problems or concerns with the Advisor.
• Follow through on any commitments to the Advisor.
• Attend all meetings and events scheduled with the Advisor.
• Acknowledge the Advisor’s time and energy are donated and express appreciation.
• Be clear and open about your expectations for your Advisor’s role.
• At the end of each semester, evaluate your Advisor and give appropriate feedback.