



What is SGA? Development, Leadership, and Advocacy

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Student governments (SGA) are the organizations on college campuses that _____ students, serve as their voice, and exists to enhance the educational experience for everyone that attends their college or university.

- I. **Roles and Responsibilities** may vary from campus to campus, but they may include:
- A. _____ of student needs, desires and concerns to faculty, administration, the community, and elected officials – **even when they may not be your own priorities!**
 - B. _____ of clubs and organizations to exist on campus, based on established criteria, allowing access to meeting facilities, posting of flyers, funding, etc.
 - 1. Who establishes the criteria at your campus?

 - 2. What benefits do Registered Student Organizations receive?

 - C. Budgeting and _____ of student activity fees.
 - D. Providing _____ and educational options to engage students and enhance campus life.
 - E. Participation on college/university _____ to provide student perspectives and to protect the rights and interests of students.
 - F. Involving all students, including _____ only.
 - G. What else?

II. Governing Documents

A. Constitution

1. Defines the _____ and principles of the organization
2. Spells out the _____
 - a. Typically, all students _____ at the college/university
 - b. Some schools have _____ SGAs for undergraduate and graduate students
 - c. There are campuses define members as students taking a _____ number of credit hours
 - d. _____ vs. _____ students may be another distinction
 - e. Other? _____

3. Establishes the basic structure of the organization
 - a. _____
 - b. Officers
 - i. Elections
 - ii. Term of office
 - iii. Powers
 - iv. _____ rules
 - v. Meetings
 - a. Who is the _____ and line of succession?
 - b. Creation of the _____ and deadlines
 - vi. Quorum
4. Must provide for _____ and procedures for _____

B. By-laws

1. Sets forth the _____ for operating the organization
2. Defines the criteria to be member
 - a. Requirements

- b. Responsibilities
- c. Guidelines for _____ of a member
- 3. _____ and other fees
- 4. Duties of the officers
 - a. _____
 - b. Responsibilities
 - c. _____ descriptions
 - d. Procedures for _____ vacant positions
 - e. _____ from office
- 5. Membership and duties of the _____ Board
- 6. _____
 - a. Standing
 - b. Creation of special committees
 - c. Selection of members'
 - d. Chair appointment and/or selection
 - e. Meetings
 - f. Powers and duties
- 7. Must provide for amendments and procedures for ratification

- C. _____ Rules and/or _____
 - 1. Defines procedures, _____ and _____
 - 2. Could include items such as:
 - a. _____ code
 - b. _____ hours
 - c. _____ and other compensation
 - d. Travel _____
 - e. Other? _____

D. Roberts Rules of Order, Newly Revision is typically defined as the resource for anything not covered in the governing documents

III. Student Government Legislation

A. Proposals

1. _____
2. _____
 - a. _____ – is the “whys” and “whats” of the proposal. There is no limit to the number of these you may have.
 - b. _____ – is the action to be taken. There is typically very few of these, but some proposals may require several actions.
 - c. “_____” – Further actions that the SGA requests be taken with the resolution such as distribution, posting on websites and social media, forums, etc.

B. What kind of proposals should SGA members make?

1. Items for _____ on campus
2. Support of causes and _____ of students and clubs/organizations
3. Positions on _____ at local, state, and national levels of interest to students
4. Honoring significant _____ of those in the campus community
5. Other? _____

IV. **Advocacy**

A. Forms and methods

B. Demands

1. Leave no room for negotiation, moderation, collaboration, adjustment, etc. They are _____ propositions.
2. Instead, offer “suggestions of _____” or “opportunities for _____”.
3. Don’t _____.

C. Critical Thinking in Leadership

1. Requires a _____ for the company, group, organization that _____ and directs the work of those involved.
2. _____ the problem-solving process in a _____, rather than _____ way.
3. Considers _____ and _____ of all decisions and which issues _____ action, while seeking collaboration.
4. Recognizes that _____ events and issues can affect local concerns and acknowledges the importance of _____.
5. Knows when to be a _____ and when to _____.

D. What to do:

1. Know what your position is and _____, and support it with facts, _____ evidence, and data. Be concise and focused.
2. _____ with members of the opposition is of little benefit: they have their constituencies to represent, just as you do. Learn their positions so you can _____ them, but don't hope to sway them to your side.
3. Work your side but be _____ of those on the other side. Your adversary on one issue may be your _____ on another.
4. If someone on the opposition chooses to make a _____ out of themselves, get out of the way and let them!
5. Just because you did not _____ on an issue does not mean that your voice was not heard. Take defeat _____ to preserve relationships for future issues.

E. What not to do:

1. Never _____! Integrity is all you have. Know your _____ and support it, even in the face of _____ from a decision maker. Sometimes they try to challenge you to see the level of conviction that you have.
2. Don't _____, _____, or lose your _____ with decision makers! They have the power to give you what you _____!
3. Calling _____ is never _____.