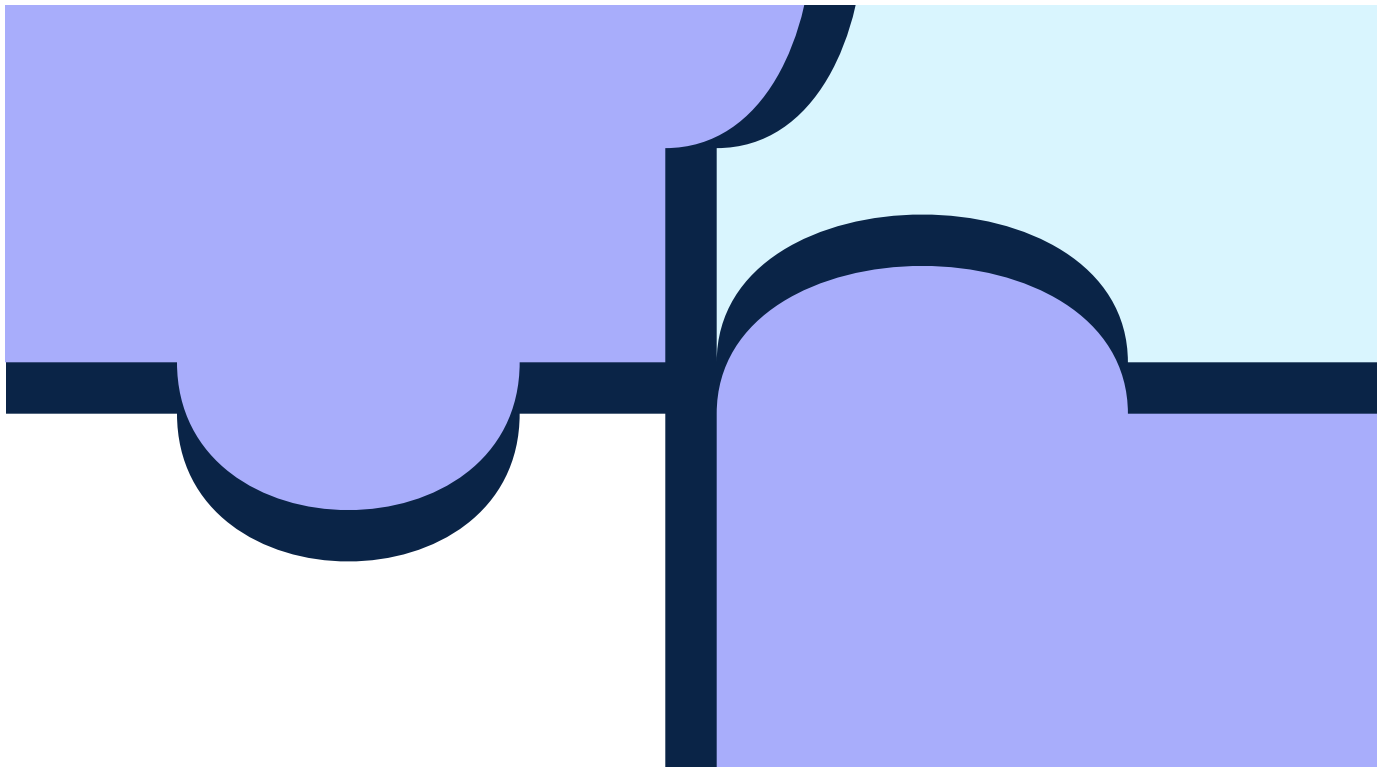


ASSEMBLY • COLLEGE

College organizations and institutional civics

Two resources to use alongside Assembly



Inside this guide

Two resources to use alongside Assembly

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College organizations and institutional civics

Two resources to use alongside Assembly

The first helps you decide whether to start an organization, bring an established organization to campus or work through a group that already exists. It separates campus recognition, parent-organization approval and departmental sponsorship before anyone makes commitments.

The second helps you understand campus decisions, read the policy behind an answer, find support and advocate for yourself, your organization or a wider community. It follows a proposal beyond the first encouraging response into approval, implementation and review.

Choose by the situation

Both resources have Getting involved and Already leading entry points. Use the same case and tools with the question that fits. Existing Assembly tools are referenced where they already do the job.

About the examples

The scenarios, characters, dialogue and example records were created for practice. They are not actual events, testimonials or stories from the author's life. Real institutional examples are identified in the source notes. Public and private campuses show what can vary; their office names, thresholds and deadlines are not universal rules. Check the institution, campus, policy scope and current cycle for your own decision. These resources do not grant permission, guarantee an outcome or replace qualified specialist advice when needed.



Start an organization or bring one to your campus

Getting involved

Use this when you have an idea, want to establish a chapter or have found a group at another institution that you wish existed at yours. Start with the students who would use it and the work they want to do. You do not need to have a committee, a logo or an answer to every form yet.

Already leading

Use the same checks before adding another campus, joining an external network or accepting departmental sponsorship. Expansion changes who can make decisions, who carries recurring work and what happens when current leaders leave. A model that worked at your first campus may need a different arrangement at the next one.

Decide what needs to exist

Describe an ordinary month. Who would take part? What would they actually do together? What is missing from the groups and services already available? A clear answer is more useful than a broad mission that could describe ten existing clubs.

Read the current directory, including inactive groups, and ask the relevant office what happens when a group wants to restart. A dormant organization may come with records, assets or unresolved commitments. Starting again under a new name is not a way around those questions or a previous restriction.

Compare three possibilities: join or improve an existing group, develop a project it genuinely wants to own, or establish a separate organization. If the activity only needs one event, a whole new organization may create work nobody wants afterward. A separate group may make sense where the purpose, participation or ongoing work really differs. Do not invent a difference merely to get through a form.

Keep the different approvals separate

Campus recognition or registration is the institution's process for granting a particular student-organization status. Find what that status actually allows and what still needs a separate application.

External affiliation is the relationship with a national, international or other parent organization. It may include permission to use a name, a charter, dues, reporting duties or rules about officers. Approval from the parent does not by itself grant campus recognition.

Departmental sponsorship is another possible relationship. A faculty member liking the idea or agreeing to advise does not automatically make a department the sponsor, pay the bills or provide a room. Ask what written agreement and decisions would establish that relationship.

An individual event, account, purchase or use of a university name can need its own permission too. Record exactly what each yes covers. “The department is interested; recognition is pending; the parent has approved a provisional chapter” tells the team much more than “We’re basically approved.”

Find the process for this campus and this kind of group

Use the institution’s current student-organization page and the office named there. Check the campus and student population it covers. Undergraduate, graduate, professional, sport, fraternity or sorority, and other groups can use different processes. Ask about a category you cannot place rather than choosing the quickest form.

Check the application window and what happens after submission: initial review, corrections, training, provisional status and final recognition may be separate stages. Work back from when you want the group to begin. A public page can still contain last year’s date, so ask which cycle applies before building a launch plan around it.

Campus examples show why this matters. Harvard College describes an annual application and training sequence. Michigan’s published FAQ says new organizations can form year-round after orientation. These are examples of different systems, not a calendar to copy. Stanford’s application page also describes limits on public activity before approval, so “run an informal launch while you wait” is not safe general advice. [O1, O2, O3]

Build a group of people who understand the commitment

Find out who can be a member or officer, how many people are required, what training applies and whether an advisor is required for the status you want. Keep the answer tied to the local source. For example, Michigan distinguishes voluntary groups, for which an advisor is recommended, from sponsored groups, which require one. [O4]

Ask potential members what they actually want to do. Someone agreeing to receive an update is different from agreeing to run meetings, manage money or take an officer role. Do not fill a roster with people who have not agreed to be listed. Use the institution’s approved process for the information it needs, rather than creating a public contact list.

With a possible advisor, discuss the work: likely activities, the decisions students will make, the checks or signatures the role requires, available time and who helps during an absence. Bring enough detail for them to make a real choice. If they cannot take it on, ask the relevant office about the permitted options; do not simply put their name on the application.

Write rules the next committee could use

Start with the campus’s current constitution requirements. Work through membership and voting, officer duties, selection, vacancies, removal, meetings, amendments and what happens if the group closes. Include the rules the campus actually requires rather than copying another club’s document unchanged.

Test the draft with an awkward situation: the treasurer graduates early, a vote ties, the group cannot meet a required condition or nobody wants to take over. Can someone find the next step without asking the founder? Assembly's election and handover sections help you examine those questions; they do not supply a universal voting rule.

If you are bringing an existing organization to campus

Get the parent organization's actual chapter terms before promising membership or paying a fee. A friendly recruitment call may leave out obligations that appear in the agreement. Ask what is required now, what repeats each year and what happens if campus recognition is delayed or refused.

Compare the documents side by side:

- Who selects or removes local officers, and who can change the local rules?
- Who may join or vote, what does membership cost, and what training applies?
- What use of the name, logo and materials is permitted, and when does it begin?
- What information must be sent to the parent, through which approved system and for what purpose?
- Which fees, insurance arrangements, reporting duties or service commitments continue after this year?
- Who can end the relationship, and what happens to funds, accounts, equipment and unfinished work?

Ask the campus and parent contacts to address any conflict in writing. Do not quietly delete a parent rule from the campus copy while leaving it in force elsewhere. Ohio State's chapter guidance is one concrete example: it requires evidence of the parent relationship and addresses conflicts between parent requirements and campus rules. Other campuses may categorize the relationship differently. [O5]

If you are extending your own organization to a second institution, start with a local student team there. Your first campus's approval does not answer the receiving campus's requirements. Agree what the shared organization can require, what the local students decide and how support will continue without one founder managing everything. Share only records and resources you are authorized to share; a successful chapter elsewhere is evidence of a possibility, not proof that the new campus has approved it.

Plan resources without counting a maybe as money

Write a first-term plan with start-up costs, recurring costs, required support, confirmed resources and the smallest version that could work. Ask how dues, reimbursements, banking, contracts and fundraising are handled for the status you are seeking. Use the proper finance or specialist advice for obligations you do not understand. Recognition is not a promise that the university will pay your costs or take responsibility for an agreement.

Keep these separate in the record: a funding opportunity, an application, an award and money that can actually be used for this purpose. Do the same for rooms, equipment and staff time. UW's School of Nursing, for example, requires university registration and a separate affiliation step for departmental affiliation, while explicitly stating that those statuses do not guarantee resources. [O6]

A sponsorship can also change the available choices. Michigan's published guidance excludes certain groups, including local chapters or affiliates of other incorporated organizations, from sponsored status. That is a local rule, but it is a good reason to check whether the chapter model and the kind of support you want can coexist. [O7]

Scenario

Maya and several students want to bring an established design-service network to their campus. The network offers training materials, a shared name and contact with other chapters. Its draft agreement requires annual fees, a monthly report and approval of local officers by the regional coordinator. A department lecturer likes the idea and says they would consider advising.

The students announce in their own draft plan that the new chapter will receive department space and launch next month. Neither is confirmed. A campus service society already does related projects. The receiving campus says applicants must explain their distinct purpose and meet its student-governance requirements. Its next review will happen after the proposed launch date.

Choose between models rather than collecting signatures

The students first ask what they would lose by working with the existing society. It already has project contacts, but it does not offer the network's training. They also ask what the network would add that is worth the annual fees and reporting work. The logo is not enough to answer that question.

They compare three real options: a campus chapter if both sets of requirements can be met; an independent local group with its own purpose and permitted materials; or a genuine collaboration the existing society chooses to undertake. The collaboration would need the proper approvals and honest ownership. Borrowing the society's name to obtain a room for an unapproved chapter would not resolve the problem.

A second decision after the reply

Suppose the parent agrees in writing to local student selection of officers, subject to the campus accepting that arrangement. That removes one conflict. It does not confirm campus recognition, fees, space or a launch date. The team now has to decide whether the training is worth the recurring commitment on the resources it can actually secure.

If the parent will not change a rule that the campus cannot accept, the team needs a different model or a pause. Calling the group independent while keeping the same external control is not a genuine alternative. If they choose an independent group, they must check which name and materials they may use and apply honestly on that basis.

If the existing society can meet the need, joining it can be a good outcome. If none of the options has enough committed people or support, record what would need to change before trying again. Founding a group does not require promising that students you have not met will carry it indefinitely.



A short first message to the campus office

"We're exploring a student organization focused on [specific work for specific students]. We found [related group or service] and think the remaining need is [difference]. We are considering [independent group or chapter], and have [current documents or questions]. Which process applies to our campus and student group? What may we do while exploring, what would recognition allow, and which deadline and decision stages should we plan around?"

Replace the brackets with checked facts. Ask a focused question rather than sending a polished launch announcement and hoping the office can approve it afterward.

A message to the parent organization

"Before our students commit, could you send the chapter agreement and the complete current requirements, including recurring fees, officer selection, reporting, permitted use of your name and materials, and the process if our campus approval is delayed or refused? We are checking those terms against our institution's requirements. We have not confirmed a campus launch or sponsorship."

Keep one launch record

For each item, record the requirement, source and date checked, person who can confirm it, evidence received, current status and next action. Include campus recognition, parent affiliation if relevant, advisor commitment, constitution, membership, training, finances, branding and the first activity. Mark "not required" only when you have checked; otherwise leave it open.

Before announcing a launch, be able to answer: which status has actually been granted, which conditions remain, what the first activity is allowed to do, who has accepted the work and what resources are confirmed? Keep the renewal or probation requirements and the next responsible person with that record.

When the answer is no or not yet

Read the decision and separate an incomplete submission from a decision on the proposal. Ask which requirement was not met and whether correction, a new application or an appeal is available. If there is an appeal, find its current grounds, decision-maker, deadline and required evidence. A reasoned response addresses the stated issue; sending the same application to a more senior title may not enter the process at all.

Some campuses publish a formal appeal route. Ohio State's published guidelines provide one; Stanford's page describes one but still displays a March 2026 appeal date. That past date must not become advice for a new application. Confirm the current cycle with the responsible office. [O3, O5]

A reasonable ending

Your next result may be a recognized chapter, an independent group, a supported project within an existing organization or a decision to wait. What matters is that the choice serves students, the permissions fit together and the people involved know what they have actually taken on.



Understand campus decisions and find the right support

You can get a supportive meeting, a successful vote and a warm email without knowing whether anything will change. Following a campus decision means finding out what each of those steps actually did, and what has to happen next. If you need help with a personal decision, start with “Use a policy and find the right support” later in this resource. For a shared proposal, follow the case through the decision and the work that comes after it.

Getting involved

Pick one issue you care about and follow it through a published agenda and meeting record. You could ask a student representative how to contribute, attend an open meeting or help prepare a short proposal. You don’t need an officer title to start learning how an issue moves.

Already leading

Bring a proposal that has stalled or a decision your group has already announced. Find its latest confirmed stage. Then check the next handoff, including who has accepted the work and when students should expect an answer.

Read the institution through the work

An organization chart helps you find people. To understand a decision, you also need the documents that distribute responsibility: board bylaws, delegations, faculty rules, committee charges and the applicable policy. Search the current official pages for the specific action. A dean of a school and a dean of students may sit in different decision routes. A familiar title alone won’t settle the question.

Stanford’s governance overview places budget and institutional policy responsibilities with its trustees, describes broad authority delegated to its president and certain academic authority delegated to faculty, and identifies its provost as chief academic and budget officer. Its Faculty Senate has academic and research policy responsibilities. These are connected responsibilities with defined limits, rather than one office deciding everything. [S1]

Michigan’s bylaws make another distinction: school and college faculties recommend some major regulations for Regents’ approval, while making certain internal rules themselves, subject to the board. Deans serve as executive officers of their units. [S2] The Ann Arbor provost has academic and budget responsibilities, with specified reporting relationships. [S3] Before approaching a senior office, ask which part of your request falls within its responsibility.

These public and private university examples help you ask questions. They don’t establish the route at your college. A public/private label, a diagram or last year’s practice can’t replace the current rules for the particular decision.



Listen for what the action actually means

Advice helps someone judge an option. A recommendation asks another person or body to act. A delegated decision settles something within a documented scope. Implementation turns an authorized decision into schedules, systems, staffing or instructions. An appeal asks for review through a procedure that specifies what can be challenged. Keep these words in your notes: they prevent 'people liked it' from becoming 'it was approved.'

Student government can have several of these functions. Cornell's February 2026 Student Assembly charter distinguishes legislation, recommendations and expressions of opinion, gives specified legislative authority, and includes presidential review. [S4] Read the actual motion and charter together before claiming what a student vote accomplished.

Shared governance also varies. Portland Community College's Educational Advisory Council bylaws include student voting members and describe recommendations to the president. [S5] A vote can therefore be meaningful without being final approval. PCC's broader governance framework is being redesigned; its published working definitions are explicitly unfinished. [S6] A newly posted framework may still need clarification before you use it.

Find the entry point and the handoffs

At Oregon, the university policy process allows community members to submit a policy concept. Academic policies involve the Senate and provost's office before presidential action; an assigned office handles implementation after adoption. Course and degree proposals use a different route. [S7] Even within one university, 'academic change' doesn't identify a single process.

Ask the committee secretary, policy office or relevant representative what makes a proposal ready for an agenda. Check the submission date, who can introduce it, required consultation and whether the item is for discussion, recommendation or decision. Read an earlier item of the same kind through to its recorded outcome. That can reveal a handoff an organization chart misses.

For a committee seat, check how students are selected, whether they vote, what they may share and how much preparation is expected. Ask for the papers early enough to consult others where permitted. Your own experience belongs in the discussion, but it doesn't cover every student's experience. Bring the limits of your evidence along with the evidence.



Students want course information before registration

Scenario

At Bellmere College, students want short course overviews before registration: likely assessment types, required attendance patterns and any scheduled off-campus activities. They want to plan around work and travel. Student government has 42 responses from three program chats. It votes to support a college-wide requirement, and a member drafts a post saying the new overviews are coming next term.

Nico, a student representative, pauses the post. The current local rules say student government can recommend academic changes. The Academic Policy Committee recommends changes to the Faculty Senate. A new requirement needs Senate approval within its delegated scope, plus a separately agreed implementation and resource plan with the provost's office. The registrar can publish approved information but can't create the requirement.

The committee secretary says the next agenda deadline is Friday. A dean can also support a voluntary pilot within existing policy if participating instructors agree and the work fits the school's resources. The registrar can add links to existing course pages this term, but a new registration-system field would take longer.

Your first decision

Would you put the available effort into the college-wide requirement, the voluntary pilot or a small amount of work on both? Before choosing, say who each option would help, what it would leave unresolved and which deadline matters.

If you pursue the requirement first Prepare the committee proposal with the student vote, the actual questions students answered, faculty concerns and a request for an implementation estimate. Ask for input beyond the three chats. You may establish a more consistent expectation across programs, but approval and delivery won't be ready for the next registration period. Tell students that now.

If you pursue the pilot first Ask the dean, participating instructors and registrar to confirm its scope and workload. You may help some students sooner and learn which information stays accurate. Participation will be uneven, and a successful pilot won't itself create a college-wide obligation. Keep the broader request visible.

Nico's team chooses a limited pilot while submitting a short policy concept for later consideration. One member can attend the committee meeting; another can gather feedback. Nobody has agreed to build a new website or maintain instructors' information. The team makes that limit clear before taking on the pilot.

The second decision changes who benefits

The dean offers twelve first-year seminars whose instructors have volunteered. None is an evening course, although students taking evening classes raised much of the original concern. Adding two evening courses would require more preparation and could miss registration. The dean asks for a public statement supporting the pilot by Thursday.

Accepting a small trial could produce useful information, but describing it as the answer would hide who is still waiting. Delaying could improve its relevance and leave everyone without the information this time. Neither option gives the team permission to speak for the students it hasn't consulted.

One defensible choice is to support the twelve-course pilot with an accurate description and request a separate review of evening-course needs. Another is to withhold endorsement until the scope better tests the original problem, while explaining why some earlier benefit will be lost. Ask affected students what they think before presenting either choice as theirs. Nico takes the narrower proposed position back to student government and confirms who can speak for it.

A message Nico could send

'We can support testing the overviews in these twelve seminars. We can't describe that as meeting the evening-course need. Could the announcement name the participating courses and this gap? We'd also like a date to review evening-course options, with someone responsible for bringing an answer. Who would maintain the overviews and handle corrections?'

The dean agrees to the narrower announcement and a review meeting, but promises no expansion. Two instructors later withdraw. Ten overviews go live, and one still has an outdated attendance note. The registrar routes that correction to its owner. The committee postpones the wider policy proposal because the implementation estimate is incomplete. Students get something useful, and the original request remains partly unanswered.

Example record

Current result: Ten voluntary course overviews are published. No college-wide requirement has been approved.

Unresolved need: Evening-course coverage and reliable updates.

Next handoff: Provost's office to provide the implementation estimate requested by the committee; confirm its delivery date.

Next check: Review the pilot with participating staff and affected students before the next agenda deadline.

What students can be told: The pilot's actual coverage, the correction route and the next agreed update. Expansion is undecided.



Keep a proposal moving without overstating it

Read one agenda item closely

Bring the proposal, committee charge and latest meeting record together. Mark these five things:

The exact text being considered and its version or date

The action requested at this meeting and what it would authorize

Who has been consulted and whose relevant perspective is still missing

What follows a favorable vote, including any further decision or condition

Where the outcome and next responsible person will be recorded

An agenda records intended business. Check the resulting decision record for amendments, referral, conditions or postponement. Ask for a correction if your proposal is described inaccurately. Don't infer approval from its presence on an agenda or from a chair's encouraging summary.

Send a precise follow-through request

'The minutes say [body] recommended [specific proposal] on [date]. Could you confirm who receives that recommendation, whether anything else is needed and the expected decision point? If it is approved, who will confirm the effective date and implementation arrangements? We plan to update students on [date], even if a decision is still pending.'

After approval, check the published wording, start date and a real example of the process working. A new rule can exist before a form is updated or staff receive instructions. Report the gap to the responsible office with the specific failure; don't quietly invent a workaround that changes the rule.

Choose the right route when the answer disappoints you

Ask whether you need missing information, reconsideration of a proposal, an implementation fix or an individual appeal. Stanford's academic grievance procedure, for example, covers specified decisions affecting an individual student and excludes general objections to university policy. It also defines appeal grounds and routes. [S8] 'We dislike this policy' and 'this decision was handled improperly' may need different processes.

Check eligibility, deadlines, required documents and whether an informal conversation affects the filing clock. Don't assume that emailing someone more senior constitutes an appeal. Keep individual records out of the group's campaign materials, and use specialist campus support for sensitive concerns.

You may finish the term with a rejection, a smaller change or an unanswered request. Record the reason given, what would justify returning and who has accepted any remaining work. That gives the next students a usable starting point without calling unfinished work a win.

Use a policy and find the right support

Start with whose problem you're trying to solve. For yourself, you might request correction of a decision or ask about an exception. For an organization, you might seek fair access to funding or space. For a wider community, you might seek a policy change. These can overlap, but a campaign shouldn't expose someone's private case or speak for them without permission.

Read the policy with a question beside it

Use these prompts on the full current policy, including linked procedures. Record the relevant section beside each answer; mark gaps as questions.

Source and version: Official URL, policy owner, effective date, date checked and any temporary or replacement rule

Scope and definitions: Who, which activities and which campus does it cover? What do its key terms mean?

Rights and responsibilities: What may you request or challenge? What notice, evidence, conduct or other steps does the procedure require of each party?

Discretion: What is required, what is optional and who may authorize an exception? Under what criteria?

Time: What starts each deadline? Are days defined? Where and how must a submission arrive?

Review: Who decides, what reasons must be provided, and what reconsideration or appeal is available?

A right to request review doesn't promise the outcome you want. Don't turn a discretionary option into an entitlement or a staff preference into a requirement. If two pages conflict, send both to the policy owner and ask which governs your situation. Keep the answer with the dated source.

Look for help by function

Office names, eligibility and availability vary. Use your campus directory and current service pages to look for:

Academic navigation Academic advising, your department and the registrar can be starting points for course, progress and registration questions. Ask who actually decides the exception you need.

Organization operations Student involvement, finance and space-booking offices can help you locate recognition, spending and event procedures. Support for a plan may still leave specific approvals outstanding.

Personal access and practical support Look for accessibility services, counseling or health services, basic-needs support, financial aid and housing support, depending on the issue. Check whom they serve, how to request help and any urgent-response route.



Community participation Student representatives, policy committees and community-engagement staff may help you find a route for a shared concern. Involve affected students or external partners before claiming to represent them.

Conflict and formal reporting Look separately for informal conflict help or an ombuds, student advocacy, and the office named in the applicable complaint or review procedure. Check each function rather than assuming one office does them all.

Cornell's Ombuds charter describes an informal resource that cannot accept formal complaints for the university or make binding decisions. Its confidentiality has stated exceptions, and its jurisdiction excludes Weill Cornell Medicine. [S9] That is why the office's charter matters before you share a sensitive account.

Ask before you disclose and keep a usable record

'Before I share details, can you explain who you support, your confidentiality limits and whether this contact starts a formal process? If I need to file elsewhere, what route and deadline apply?'

Don't assume informal help pauses a deadline. For a routine problem, ask the responsible office first, then use its published review or escalation route if needed. Safety concerns or a formal procedure may call for a direct specialist route; you don't have to work through every office in seniority order.

Keep a brief dated record of the decision or incident, relevant documents, what you requested, the reply and the next deadline. Distinguish facts from your interpretation. Preserve originals through permitted channels, share only relevant information and keep private case details outside the organization's shared files.

Sources for starting or bringing an organization to campus

These official examples illustrate variation. They are not a substitute for the current rules at the institution where a reader wants to act. Sources checked 5 October 2026. No source supports a promise of recognition, funding or sponsorship.

01 Harvard College New Org Application and Review Process

The page describes an annual new-organization cycle, required constitution, member roster and advisor, review, training and final recognition. It distinguishes approval of an application from completion of recognition.

Scope and freshness: Harvard College, not a rule for every Harvard school or another university. The published page refers to Spring 2027 recognition; readers must verify their own cycle.

<https://soco.college.harvard.edu/officer/application-and-review/>

02 University of Michigan Center for Campus Involvement Frequently Asked Questions

The new-organization section says orientation begins registration and that new groups may form year-round; it distinguishes this from the existing-organization re-registration window.

Scope and freshness: Use only the new-organization statements for this example. Other sections retain older academic-year references, so deadlines and signer requirements must be confirmed directly for a live application.

<https://campusinvolvement.umich.edu/basic-page/frequently-asked-questions>

03 Stanford Office of Student Engagement Application Process and Additional Information

The page separates preliminary and final approval, restricts activity before approval and describes reconsideration or reapplication.

Scope and freshness: The page still displays a March 5, 2026 appeal date. That date is past as of the check and must not be used as a current deadline. Specific requirements and permitted pre-recognition activity belong to Stanford's process.

<https://ose.stanford.edu/student-orgs/policies/operational/start-new-student-organization/application-process-additional>

04 University of Michigan Center for Campus Involvement Definitions

The page distinguishes voluntary and sponsored student organizations. An advisor is recommended for a voluntary organization but not required; a sponsored organization has a university unit relationship and an advisor.

Scope and freshness: These status names and advisor rules are Michigan-specific. An advisor's agreement is not itself the full sponsorship agreement.

<https://campusinvolvement.umich.edu/content/definitions>

05 Ohio State Student Organization Registration and Funding Guidelines approved May 2025

Pages 10-11 identify chapter-based community organizations, require evidence of the parent relationship and address conflicts between chapter terms and campus requirements. Page 9 describes a written appeal process.

Scope and freshness: The document states that its registration guidelines concern Columbus-campus organizations. Specialized categories have separate provisions. Recheck for a newer edition before a live submission; this module does not reproduce legal exceptions, local thresholds or deadlines.

<https://activities.osu.edu/documents/student-organization-registration-and-funding-guidelines-08-2025.pdf>

06 University of Washington School of Nursing Registered Student Organizations

Departmental affiliation requires university RSO status plus the School of Nursing's affiliation step. The page says those statuses do not guarantee resources.

Scope and freshness: School of Nursing affiliation is not a template for every UW unit. University and department steps need separate verification.

<https://students.nursing.uw.edu/student-success/community-belonging/rsos/>

07 University of Michigan Student Organizations Basics

Its sponsored-status guidance requires a formal university relationship and lists local chapters or affiliates of other incorporated organizations among groups ineligible for that status.

Scope and freshness: This concerns sponsored status in the published Michigan guidance; it is not a claim that chapters cannot be recognized at Michigan or elsewhere. Do not generalize the stated legal rationale into advice.

<https://campusinvolvement.umich.edu/content/student-organizations-basics>

08 University of Michigan University Sponsorship

University sponsorship is established through a written agreement; organization sponsorship and event sponsorship have different agreements.

Scope and freshness: Michigan-specific documentation. A supportive conversation does not substitute for the relevant process.

<https://campusinvolvement.umich.edu/content/university-sponsorship>



Sources for campus decisions policies and support

Official sources checked 5 October 2026. Read these as examples of institutional variation. Check your current local procedure before using a route. The Bellmere scenario, record, prompts and dialogue are original teaching material and do not describe any of these institutions.

[S1] Stanford University University Governance

<https://president.stanford.edu/university-governance>

[S2] University of Michigan Regents Bylaws Chapter V The Faculties and Academic Staff

<https://regents.umich.edu/governance/bylaws/chapter-v-the-faculties-and-academic-staff/>

[S3] University of Michigan Regents Bylaws Chapter II University Executive Officers

<https://regents.umich.edu/governance/bylaws/bylaws-chapter-02/>

[S4] Cornell University Charter of the Cornell University Student Assembly as Amended February 19 2026

<https://assembly.cornell.edu/sites/default/files/2026-05/SACCharter02192026.pdf>

[S5] Portland Community College Educational Advisory Council By-Laws

<https://catalog.pcc.edu/handbook/appendixb-educationaladvisorycouncilby-laws/>

[S6] Portland Community College Shared governance at PCC Our journey together

<https://www.pcc.edu/about/shared-governance/>

[S7] University of Oregon University Policies Policy I 03 01

<https://policies.uoregon.edu/vol-1-governance/ch-3-policies/university-policies>

[S8] Stanford University Student Academic Grievance Procedure

<https://bulletin.stanford.edu/academic-polices/grievances/academic-grievance-procedure>

[S9] Cornell University Charter for the Office of University Ombuds

<https://ombuds.cornell.edu/charter/>

Source availability note

The Cornell Ombuds charter was retrieved as full indexed official text. Direct opening returned a server error in both checks. Its recorded revision and approval dates are in the source register. Recheck the current charter before relying on its jurisdiction or confidentiality terms. PCC's broader governance redesign is a working framework rather than a settled delegation. Campus procedures and deadlines should always be checked for the relevant decision.

Scope and source notes

S1 Stanford University

Context: Private university

Relevant sections: The Board of Trustees; The President; The Provost; The Faculty Senate; The Professoriate

Version: Undated live page; accessed 2026-10-05

What this source supports: Responsibilities are distributed among trustees, president, provost and faculty bodies.

Limits: Official overview; consult controlling documents for a particular action. No inference about all private colleges.

How to use it: A connected example rather than a universal role glossary.

S2 University of Michigan

Context: Public university

Relevant sections: 5.02, 5.03, 5.05 and 5.06

Version: Live bylaws; governing-bylaws index says updated September 2026; individual subsections have separate histories

What this source supports: Faculty powers differ by matter; deans have executive roles within their units.

Limits: The distinction concerns these bylaws. Unit-specific documents and other approvals may matter.

How to use it: Recommendation and delegated decision can coexist in one institution.

S3 University of Michigan

Context: Public university; Ann Arbor scope for section 2.04

Relevant sections: 2.04; context checked in 2.01

Version: Section 2.04 revised September 2026

What this source supports: The Ann Arbor provost has academic and budget responsibilities and defined reporting relationships.

Limits: Do not extend the Ann Arbor description to Dearborn, Flint or another institution. No officeholder names are relied on.

How to use it: Check scope and reporting relationships rather than treating a title as sufficient authority.



S4 Cornell University

Context: Private land-grant university with statutory colleges; not used to infer a simple public/private rule

Relevant sections: Article III sections 1, 2 and 3; PDF pages 1-2

Version: Amended February 19 2026; current linked PDF checked 2026-10-05

What this source supports: Assembly action types, specified powers and presidential review are distinguished.

Limits: Current charter linked by the official governing-documents page when checked. It does not give every student government the same powers, or guarantee that a particular resolution is effective.

How to use it: Neither powerless by definition nor empowered to decide every campus policy.

S5 Portland Community College

Context: Public community college

Relevant sections: Object of the Organization; Membership; Standing Committee Guidelines

Version: Undated live catalog page; checked 2026-10-05

What this source supports: Student voting participation coexists with a recommendation route to the president.

Limits: Use the current EAC charter and confirm any transition arrangements. The broader redesign in S6 is not substituted for these published bylaws.

How to use it: Shared participation and final authority are separate questions.

S6 Portland Community College

Context: Public community college

Relevant sections: Where we are in the process; Questions without answers; Living FAQ

Version: Living page; no fixed revision date displayed; checked 2026-10-05

What this source supports: The broader governance framework is expressly still being designed.

Limits: Working framework, not an adopted delegation or settled operations manual. Meeting listings and details are changeable; no claim about completed implementation.

How to use it: Status and source maturity matter when reading official pages.



S7 University of Oregon

Context: Public university

Relevant sections: 4.3-4.10; 5.1-5.3

Version: Page history lists technical amendment June 15 2020; checked 2026-10-05

What this source supports: Proposal, academic consideration, presidential action and implementation are distinct stages; course proposals differ.

Limits: A compressed standard-route example. The policy includes board authority and emergency provisions; not every academic item follows this process. No legal interpretation is offered.

How to use it: Follow the category of change and its handoffs.

S8 Stanford University

Context: Private university

Relevant sections: 1 Application; 3 Appeal Procedures; 4 specified exceptions; 5 Standards for Review

Version: Live University Bulletin page; states periodic review and modification; checked 2026-10-05

What this source supports: Individual academic grievances have a defined scope and appeal route, distinct from general policy objections.

Limits: Not a complete procedural guide. No deadline or entitlement is generalized. Students must check current eligibility, exceptions, filing requirements and timing.

How to use it: An appeal is a specified procedure, not a generic escalation.

S9 Cornell University

Context: Private land-grant university; charter excludes Weill Cornell Medicine

Relevant sections: Jurisdiction; Confidentiality; Informality; Ombuds Authority

Version: Updated October 2022; University Assembly approval November 1 2022; presidential acceptance January 26 2023

What this source supports: An informal resource has limits on confidentiality, jurisdiction and formal authority.

Limits: Describes this charter, not every ombuds or support office. Check local terms before disclosure. This summary does not promise legal privilege or universal confidentiality.

How to use it: Support and formal notice or complaint routes can be different.

Full official charter text retrieved in the indexed web result on the checked date. Direct page open returned HTTP 502; a live end-to-end fetch was not verified. The indexed page displayed the revision and approval dates reported here.