AN ASSOCIATION FOR THE COLLEGIATE GOSPEL CHOIRS
IN THE STATE OF INDIANA

A CREATIVE PROJECT
SUBMITTED TO THE GRADUATE SCHOOL
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE
MASTER OF ARTS
IN
STUDENT AFFAIRS ADMINISTRATION IN HIGHER EDUCATION
BY
CLIFTON L. SNORTEN
ROGER D. WESSEL PH.D., ADVISOR

BALL STATE UNIVERSITY
MUNCIE, INDIANA
MAY 2010
Ball State University

Final Approval Sheet

For

Creative Project (CRPRJ 698) (3 HRS.)

Master’s Candidates

A copy of this form will accompany the two copies of the completed research paper or creative project when it is submitted to the Graduate School by the student or a faculty member. This form will not be signed until the student’s adviser and department head have approved the final research paper or creative project.

Student’s Name: Clifton L. Snorten

Current Address: 167 Whitcraft Hall Director Apt., Muncie, IN 47306

Major Area: Student Affairs Administration in Higher Education

Approved:

________________________________________
Roger D. Wessel, Ph.D., Advisor

________________________________________
Jayne R. Beilke, Ph.D., Department Chairperson

Title: AN ASSOCIATION FOR THE COLLEGIATE GOSPEL CHOIRS IN THE STATE OF INDIANA

_________ Research Paper (RES 697 – 3hrs.)

_____X_____ Creative Project (CRPRJ 698 – 3hrs.)

Graduate School:

________________________________________
Dean, Graduate School

*In the event that the adviser and the department chairperson or designate are the same person, another member of the department must also sign this form.
ABSTRACT

Title: An association for the collegiate gospel choirs in the state of Indiana

Student: Clifton L. Snorten

Degree: Master of Arts in Student Affairs Administration in Higher Education

College: Teachers College

Date: May 2010

Pages: 45

The purpose of this project was to create a leadership council for the collegiate gospel choirs in the state of Indiana that will help to develop students’ spiritual wellness and leadership skills. A need for this project exists because there is currently little to no communication between these campus organizations across the state and no governing body to provide guidance and strategies for success. These choirs are important for students because they can enhance their spiritual development as well as help in improving their student leadership skills.

The goal of this project was to provide a new method for students to gain leadership experience in spiritually-based organizations. A major reason of the formation of gospel choirs on college campuses was for students of faith to have a campus organization where they could gather and fellowship with students like them. In addition, gospel choirs also provided student leadership positions for its members. Serving on the executive board for a gospel choir should yield the same results in terms of leadership skills gained for students as other on-campus organizations do. However, at present time, a centralized governing board for gospel choirs does not exist in the state of Indiana. Unlike other campus organizations that currently have a centralized governing board, college gospel choirs do not possess the experienced leaders or connections to their peers around the state to help them develop. With the creation of a structured
governing organization for the college gospel choir of Indiana, hopefully, this void in the state will be filled.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE PAGE</td>
<td>i</td>
</tr>
<tr>
<td>FINAL APPROVAL</td>
<td>ii</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>iii</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>v</td>
</tr>
<tr>
<td>CHAPTER ONE: INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>Introduction of Project</td>
<td>1</td>
</tr>
<tr>
<td>Statement of Purpose</td>
<td>2</td>
</tr>
<tr>
<td>Significance of the Creative Project</td>
<td>2</td>
</tr>
<tr>
<td>Scope and Limitations</td>
<td>3</td>
</tr>
<tr>
<td>Organization of the Paper</td>
<td>3</td>
</tr>
<tr>
<td>CHAPTER TWO: REVIEW OF RELATED LITERATURE</td>
<td>5</td>
</tr>
<tr>
<td>Project Summary</td>
<td>5</td>
</tr>
<tr>
<td>Spiritual Health and Wellness of College Students</td>
<td>5</td>
</tr>
<tr>
<td>Wheel of Wellness</td>
<td>5</td>
</tr>
<tr>
<td>Importance of Spirituality</td>
<td>6</td>
</tr>
<tr>
<td>Benefits</td>
<td>7</td>
</tr>
<tr>
<td>African-American Student Spirituality</td>
<td>8</td>
</tr>
<tr>
<td>Leadership Development</td>
<td>11</td>
</tr>
<tr>
<td>Student Organizations</td>
<td>12</td>
</tr>
<tr>
<td>African-American Student Organizations</td>
<td>13</td>
</tr>
<tr>
<td>Gospel Choirs</td>
<td>14</td>
</tr>
<tr>
<td>Summary</td>
<td>15</td>
</tr>
<tr>
<td>Section</td>
<td>Page</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>CHAPTER THREE: METHODOLOGY</td>
<td>16</td>
</tr>
<tr>
<td>Statement of Purpose</td>
<td>16</td>
</tr>
<tr>
<td>Method</td>
<td>16</td>
</tr>
<tr>
<td>Design of Project</td>
<td>17</td>
</tr>
<tr>
<td>Summary</td>
<td>18</td>
</tr>
<tr>
<td>CHAPTER FOUR: AN ASSOCIATION FOR THE COLLEGIATE GOSPEL</td>
<td>19</td>
</tr>
<tr>
<td>CHOIRS IN THE STATE OF INDIANA</td>
<td>19</td>
</tr>
<tr>
<td>Project Summary</td>
<td>19</td>
</tr>
<tr>
<td>AICGC Constitution</td>
<td>20</td>
</tr>
<tr>
<td>Officer Descriptions</td>
<td>33</td>
</tr>
<tr>
<td>Tentative Calendar of Events</td>
<td>35</td>
</tr>
<tr>
<td>REFERENCES</td>
<td>36</td>
</tr>
</tbody>
</table>
CHAPTER ONE
INTRODUCTION

For many college students who participate in gospel choirs, there are two main contributory reasons: they enjoy singing, and they enjoying praising the Lord (Guiffrida, 2003). While, on face value, these surface level answers seem like good reasons to get involved, the purpose of these choirs is much deeper. College gospel choirs began in the 1870s at Fisk University. The formation of the Fisk University Gospel Singers was initially a fundraising effort by the school because of their financial hardships (Sablo, 2008). However, as years progressed the choir also expanded its mission to bring about an outlet for spiritual development for students on campus.

College gospel choirs have evolved to become a place where students can gather to sing praises to the Lord (Guiffrida, 2003), while at the same time, making strong connections with other students. The choirs are a great source of spiritual development while on a college campus. For many students, they have grown up singing in their church choirs and are accustomed to singing gospel music as a way to strengthen their faith. With their participation, they not only have the opportunity to sing songs they love, but they also are able to fellowship with other likeminded students who want to share similar experiences.

Student organizations are the places on campus that provide an outlet for students to further develop their leadership skills while participating in an activity they enjoy.
College gospel choirs can provide this experience for students who want to be leaders and also want to participate in an organization that will aid in their spiritual development. As student organizations, gospel choirs typically have officers that serve as the leaders in the choirs. The role of the officers is to be a governing board, to provide structure and direction to the choir, and to uphold the rules and regulations set forth in the group’s governing documents. Student gospel choirs have a vital role on college campuses because they serve a dual purpose of providing its members a place for spiritual development while gaining leadership experience.

**Statement of Purpose**

The purpose of this project was to create a leadership council for the collegiate gospel choirs in the state of Indiana that will help to develop students’ spiritual wellness and leadership skills. A need for this project exists because there is currently little to no communication between these campus organizations across the state and no governing body to provide guidance and strategies for success. These choirs are important for students because they enhance their spiritual development as well as help improve their student leadership skills.

**Significance of the Creative Project**

The goal of this project was to provide a new method for students to gain leadership experience in spiritually-based organizations. A major reason of the formation of gospel choirs on college campuses was for students of faith to have a campus organization where they could gather and fellowship with students like them. In addition, gospel choirs also provided student leadership positions for its members. Serving on the executive board for a gospel choir should yield the same results in terms of leadership
skills gained for students as other on-campus organizations do. However, at present time, a centralized governing board for gospel choirs does not exist in the state of Indiana. Unlike other campus organizations that currently have a centralized governing board, college gospel choirs do not possess the experienced leaders or connections to their peers around the state to help them develop. With the creation of a structured governing organization for the college gospel choir of Indiana, hopefully, this void in the state will be filled.

Scope and Limitations

This association will be constructed to exist in the state of Indiana. The project will be completed by gathering data from the choirs around the state. Data will be collected from conducting interviews and distributing questionnaires to their elected officers. All the choirs already have their own constitutions, executive boards, and overall general administration of the choir. There are approximately fifteen choirs in the state which will give a wide variety of viewpoints for a centralized governing structure. From existing individual documents, consultation with the choir members and a review of related literature, an overall governing document and structure for the board will be created. While a similar study and projected could be created for another state, this project’s scope is limited to gathering information only in the state of Indiana.

Organization of the Paper

This creative project is comprised of four chapters. This chapter serves as an introduction to the project and provides background information on the history and purpose of gospel choirs on college campuses. Chapter two summarizes the related literature on the importance of spiritual wellness and leadership development for college
students. Chapter three outlines the methodology used in this creative project and how it will be implemented in this project. The constitution, detailed description of each officer role, and tentative calendar of events for the governing board appear in Chapter four.
CHAPTER TWO
REVIEW OF RELATED LITERATURE

Project Summary

The Association for Indiana College Gospel Choirs was developed to give students additional leadership experiences within these spiritual based collegiate organizations. This project will provide students with the structural organization of the association and the overall governing document. A focal point of this project will be to provide strategies and techniques for maintaining the association based on research and information from other statewide student governing boards with similar goals.

Spiritual Health and Wellness of College Students

Wheel of Wellness

In the early 1990s the model of the Wheel of Wellness was prevalent on many college campuses. The Wheel of Wellness was first introduced by Thomas Sweeney and Melvin Witmer (1991) as a multidisciplinary approach to better understand human growth and behavior. The initial concept was based in the research of psychologist Alfred Adler who believed in the importance of holism in order to understand individuals. He noted that, “it is always necessary to look for these reciprocal actions of the mind on the body, for both of them are part of the whole with which we are concerned” (Ansbacher & Ansbacher, 1956, p. 225). Adler believed that human development could only be understood when looking at a person as a whole.
From this belief system of focusing on the entire person in order to gain insights on behavior patterns, Sweeney and Witmer (1991) were able to assemble the five life tasks (later expanded to seven) they considered to make up the Wheel of Wellness (Myers et al., 2000). The five life tasks were spirituality, self-regulation, work, friendship, and love. Because of Adler’s (Ansbacher & Ansbacher, 1956) principle that wellness encompassed the whole individual, Myers et al., (2000) believed that each spoke of the wheel was connected to the others and that, “changes in one area of wellness affect other areas, in both positive and negative directions” (p. 252). The first life task, spirituality, was listed because it was thought to be the core characteristic to which gave foundation to the other dimensions of wellness (Seaward, 1995). Sweeney and Witmer (1991) believed that this was an essential value in order for a person to develop in a holistic manner.

Importance of Spirituality

As the Wheel of Wellness lost its prominence of college campuses, many of the belief systems went with it. Spiritual development was no longer a mainstream concept that was prevalent on college campuses (Astin, 2004). However, there were college administrators and student development researchers that still believed in the importance of its principles. According to Alexander Astin, “virtually everyone qualifies as a spiritual being, and it’s my hope that everyone--regardless of the belief systems--can find some personal value and educational relevance in the concept” (p. 34). Astin believed as Sweeney and Witmer (1991) did that spirituality was a core value in developing the whole person. Astin (2004) defined spirituality as “the values that we hold most dear, our sense of who we are and where we come from” (p. 34). Patrick Love and Donna
Talbot (1999) provided a similar definition of spirituality, but also suggested that “spiritual development and spirituality are interchangeable concepts in that both represent a process” (p. 364). They further defined spiritual development as “involv[ing] an internal process of seeking authenticity, genuineness, and wholeness as an aspect of identity development” (p. 364). Both definitions embodied the idea that spirituality is an internal process but plays an important role in the development of a person’s identity.

In Astin’s (2004) opinion, spirituality/spiritual development deserved a central role in the realm of higher education. Love and Talbot (1999) believed that through spiritual development, individuals were able to develop greater connections with their inner selves. The development of one’s inner self was an important aspect of college. Moral development, self understanding, and spirituality are all tenets that encompass Astin’s (2004) ideas of the inner self. By making a more concerted effort to focus on developing these principles in college students lives, Astin believed that schools would be better embodying the spirit of a liberal education.

**Benefits**

In addition to the educational value that the role of spirituality can play in a student’s life, many researchers have noted the overall health and wellness attributes it can bring (Adams, Benzer, Drabbs, Zambarano, & Steinhardt, 2000; Astin, 2004; Dalton, 2001). In a study on the spiritual and psychological dimensions of wellness among college students, Adams et al., (2000) found a relationship between spiritual wellness and a person’s overall wellness. Through their research, they also found a person’s spirituality was linked to his/her sense of meaning and purpose in life. They were able to
draw parallels between people who were in good psychological health with those who practiced some type of spiritual behaviors.

Astin (2004) associated a person’s spiritual well-being as a contributing factor to a healthy overall self. In his study of college students perception of spirituality, Astin found that over 50% of the respondents placed high value on “integrating spirituality into my life” (p. 38). From the results of a study that Jennifer Lindholm (2007), along with Astin and his wife, conducted, she found that incoming college students generally do have high expectations of the role that higher education should have in their spiritual development. Nearly two-thirds of the students cited their spirituality as a source of joy in their lives. The study also revealed that regardless of a students personal connection to spirituality, many viewed spirituality as, “an integral, ‘everyday’ part of one’s life that encompasses ‘emotional feelings’ and an ‘individual connection’ to ‘an intangible something larger than yourself’” (p. 12). These researchers have found that for many students spirituality was not something they saw as an exterior component to their lives, but it was rather an integral component that they wanted to focus on and develop.

**African-American Student Spirituality**

African-Americans have been described as a cultural population where spirituality plays an important role in many of their lives. Studies demonstrate that religion and spirituality tend to play a greater role in the lives of African-Americans than Whites (Hunt & Hunt, 2001). Therefore, many African-American college students need to develop spiritually because it is an important factor in their lives. In 2003, Michael Herndon, conducted a study on thirteen African-American males at a predominately white institution (PWI) to look at the role spirituality played in their lives. Herndon was
interested in seeing the relationship between African-American student’s spirituality with their academics, social lives, and other aspects of the college experience. In 2008, a similar study was done; however, this study focused on African-American males at a Historically Black University (HBU) (Riggins et al., 2008). The researchers of this study wanted to see if the results that Herndon found on spirituality of African-American males at a PWI held true for those at an HBU.

In the first study, Herndon (2003) found that spirituality is often a coping mechanism in dealing with stressful situations for African-Americans. Among the group of males interviewed, Herndon noticed that they sought out spiritual guidance in dealing with all types of problems. African-American males have faced many different kinds of issues while attending PWIs (Launier, 1997). Financial problems were usually the top concern; though, they also endured academic, social, and many other types of problems. Herndon (2003) found that many students relied on their faith and sought guidance from spiritual leaders to help them encounter their situations.

The second study proved to be a confirmation of the results found in the first (Riggins, et al., 2008). One of the conclusions that the researchers drew was that, “regardless of the racial environment within college African-American college male students may hold on to their spirituality equally” (Conclusion section, para. 1). However, there were some differences in the results. An interesting difference among the studies was that students at the HBU expressed their spirituality verbally.

Overall, three major themes emerged from these two studies: prayer was used for guidance and coping, spirituality was being used in social contexts, and social support was given from religious institutions (Herndon, 2003; Riggins et al., 2008). In regards to
the first theme, students noted that they felt they received guidance and support from God by maintaining a healthy prayer life. For the second theme, the students were not only involved in activities dealing with spirituality; these activities were an important part of their college experience. These students were looking for ways to get involved that could enhance their spirituality. The third theme showed that students were looking for support from the people within religious institutions, such as: their home churches and other on-campus places of worship. One student described, “When you say church or the place of worship it’s the building but I believe that the church is really the congregation you know so in that aspect they have helped me tremendously” (Riggins et al., 2008, Findings section, para. 12). Students believed that it was the people from these religious organizations that were helping them develop spiritually.

These studies indicated that for many African-American male students their belief systems and spirituality greatly affected their decision to stay in school. Riggins et al., (2008) even noted that college administrators that may be having retention problems with African-American males should look at some of the conclusions of the studies. They suggested that implementing new programs on campus that promote spiritual support for students would yield a lower attrition rate and help to develop the whole aspect of the student.

The overarching point from all of the studies and research about spirituality was to emphasize its role and importance for college students (Astin, 2004; Herndon, 2003; Myers, et al., 2000; Riggins et al., 2008). As college should be a place for personal and identity development, the researchers believed that spirituality was an important tenet in a student’s life. Yet, some college students may be unaware of avenues on campus for them
to seek out others who share similar spiritual purposes. By establishing organizations for students to join to meet others interested in spiritual development, like minded students can come together. This also will help students grow in the other areas of the Wheel of Wellness (Myers et al., 2000; Sweeney & Witmer, 1991). Since all areas must work in congruence for the wheel to turn, it is necessary for students to develop in multiple areas at a time.

**Leadership Development**

Research demonstrates the effects of leadership development for college students. Many of the researchers have found that it is good for all students to have some kind of opportunity to develop their leadership skills (Komives, Lucas, & McMahon, 1998; Winston et al., 1997). Komives, Lucas, and McMahon suggested that leadership was a process that can involve all participants in a group or organization. This meant that students should be getting involved in student organizations so they can expand their leadership abilities. They defined leadership as, “a relational process of people together attempting to accomplish change or make a difference to benefit the common good” (p. 11). In order for students to have a beneficial experience, they have to be actively involved in this process.

According to Pascarella and Terenzini (1995), leadership development is a process that benefits the entire person. They believed that by being in leadership positions, students were benefiting their whole person. Leadership development should be a complementary experience for college students along with what they learn in the classroom. Stanford (1992) found that students who held leadership positions within
student organizations demonstrated positive attributes in involvement and their development.

While on the college campus, leadership opportunities are great experiences for students and aid in their personal development (Hernandez, Hagan, Hathaway, & Lovell, 1999). These experiences allow students to search within themselves for the answers to various questions. For many students, the organizations to which they belong are the places where they are able to apply the material they learn within the classroom (Winston et al., 1997). Instructors can give students theories and ask the students to solve problems based on them. Throughout the class time, the teachers are there for guidance and to give support to the students in need which does not give the student complete autonomy. Unlike in the classroom where the teacher is the ultimate authority to which they can go for solutions, student leaders must rely on their own judgment in making decisions while leading groups of their peers.

**Student Organizations**

College student organizations play a critical role on campus (Ozaki & Johnston, 2008; Sutton & Terrell, 1997). They are the outlet for students to gain leadership experience, and in turn, gain insight on their own identity development. Involvement in student organizations can have a larger impact of student than just the results visible on campus. They help to prepare students for life after graduation (Sutton & Terrell, 1997). With their participation in organizations, student can gain skills and practice in civil, political, and social affairs.

Student organizations provide an opportunity for students to get involved. As Stanford (1992) concluded, student that get involved do have the potential for higher
measures of leadership and personal identity development. By sifting through organizations, students can seek out the groups that will best fit their needs.

There are many factors why students choose to be involved on campus in student organizations (Ozaki & Johnston, 2008). Social organizations may appeal to certain interests that students have and draw them to a particular group. Academic organizations, such as honor societies or groups based around a specific major, interest students who are looking to make strong academic connection on campus. Faith-based organizations are another sect that can draw in certain populations. Students that are in tune with their spiritual identity seek out like-minded students on campus for friendship, togetherness, and support. According to a survey of student groups labeled as “identity based,” the members claimed that the groups provided them with a space to express and explore their identities with people who led similar beliefs.

**African-American Student Organizations**

For many African-American students, faith-based and other minority groups tend to be where they seek out positions of leadership (Sutton & Terrell, 1997). They found that African-American males have negative perceptions about large campus wide organizations and therefore often stay away from them. At many PWIs, African-American students do not seek out opportunities to be involved in these organizations because they may feel uncomfortable with the campus climate. Instead, they often look for leadership positions among groups with a majority of minority members.

Even though students of color choose to hold offices in minority student groups for the leadership experience, another important aspect of these groups are the support systems the students can build within the institution. Notwithstanding, a common
criticism of minority students feeling more comfortable and seeking out leadership positions within minority organization is that this practice promotes separatism. However, Mitchell and Dell (1992) reported that as students of color become more comfortable with their own identity, they are more likely to seek out leadership positions among mainstream organizations. This shows that these organizations help to lay the foundation for the personal identity of students of color. Furthermore, as they develop confidence in themselves, they can branch out and have new experiences with others across campus. As an important part of the identity for African-American students is spiritual development (Riggins et al., 2008; Sutton & Terrell, 1997), these minority student groups play a vital role in their college experience.

**Gospel choirs.** Across many college campuses, a common spiritual organization for African-American students to join is campus gospel choirs (Weekes, 2005). From their origins at Fisk University, being established by a university official as an opportunity for African-American to get involved, gospel choirs have become a staple on college campuses (Sablo, 2008). The purposes of these organizations are to bring together students who enjoy singing gospel music and want to fellowship with other similar students. These are typically student-led groups with a focus on spiritual development for their members. Collegiate gospel choirs can be a great place for students to gain leadership experience. Since spirituality is an important tenet of their lives, they have the opportunity to gain leadership experience in a group of their peers while also developing their spiritual self.
Summary

For many college students, spirituality plays an important role in their lives. They look inwardly for direction in dealing with stress and facing their problems.

Among African-American students, there is typically an even greater desire in cultivating their own spiritual wellness. As college students, they are looking for on-campus outlets such as student organization to develop their leadership skills. Collegiate gospel choirs are a great juxtaposition for students looking for a way to merge these two important aspects of their lives. They are able to serve multiple purposes by benefitting the student as a whole.
CHAPTER THREE
METHODOLOGY

Statement of Purpose

The purpose of this project was to create a leadership council for the collegiate gospel choirs in the state of Indiana that will help to develop students’ spiritual wellness and leadership skills. A need for this project exists because there is currently little to no communication between these campus organizations across the state and no governing body to provide guidance and strategies for success. These choirs are important for students because they enhance their spiritual development as well as help improve their student leadership skills.

Method

First, a literature review was conducted about spirituality and leadership development to understand their importance and role in the realm of higher education. The purpose of the literature review was to understand the need of this association by showing the important role spirituality and leadership development play in a college student’s life. Additionally, students and advisors from collegiate gospel choirs in Indiana were contacted and asked to provide copies of their constitution, mission statements, and any other governing document they utilize to be used as part of the initial framework of the association. They were also asked to provide information on how
successful the documents had been in shaping their organizations and the areas in which they had struggled.

After conducting research, no similar statewide association of collegiate gospel choirs from any state across the country could be found to provide a foundation for this project. Instead, another type of collegiate organization with statewide governing boards was utilized. Residence Hall Associations serve as the voice for students living within the residence halls. These organizations provide leadership opportunities for students at the campus level. They are then connected to statewide associations, such as: Indiana Residence Hall Organization, Wisconsin United Residence Hall Association, and Michigan Organization of Residence Hall Associations. The governing documents from these statewide organizations were used in part as references for this project.

**Design of Project**

The Association of Indiana College Gospel Choirs (AICGC) was designed to bridge the gaps between the collegiate gospel choirs in the state of Indiana. Because of the lack of communication among these organizations, this association will function to facilitate an open dialogue and a cooperative attitude to the choirs. The main components of this project will be to create the constitution for this association, descriptions of each of the officer positions, and a tentative schedule of events. With the creation of these documents, they will give a foundation to the association.

For a student organization, the constitution serves as the governing document that identifies its purpose and outlines its course of action to reach that goal. Beginning with the mission statement which summarizes the main importance of an organization, this document is created to present a clear idea of the intended purpose of AICGC.
One of the guiding principles of the creation of AICGC is the importance for college students to gain leadership experience. The executive board for this organization will be charged with the day to day operations of a statewide association, therefore much will be required of them. Outside of the officer descriptions provided in the constitution, this creative project will provide detailed descriptions of the role and responsibilities of each officer.

Without the formation of the actual individuals who will be elected to the leadership position, it would be difficult to create a finalized calendar of events for the group to pursue. Instead, this creative project will draft a tentative calendar. The intention of the calendar is to provide to officers with possible events that have already been researched and planned.

**Summary**

The Association for Indiana College Gospel Choirs was created specifically for the colleges and universities within the state of Indiana. The project takes information collected from choirs across the state and melds it to create an organization that is the summation of each individual school. It also brings in outside resources to provide examples for the framework of a statewide student-led governing board. The overall project is a culmination of many small parts, hopefully, to meet a need that has gone unfulfilled within the state.
CHAPTER FOUR
AN ASSOCIATION FOR THE COLLEGIATE GOSPEL CHOIRS
IN THE STATE OF INDIANA

Project Summary

This student organization for gospel choirs within Indiana was devised to give students additional leadership opportunities while providing activities to assist them in their spiritual development. This organization will provide students an opportunity to work with students from around the state to broaden their support network. The overall goal of this organization is to give students various opportunities to enhance their spiritual wellness.

This project includes the following items:

- AICGC Constitution..............pages 20-32.
- Officer Descriptions...............pages 33-34.
- Tentative Calendar of Events.........page 35.
ASSOCIATION OF INDIANA COLLEGE GOSPEL CHOIRS
CONSTITUTION

Article I: Description

SECTION ONE – Name
The name of this organization shall be the Association of Indiana College Gospel Choirs, herein referred to as AICGC.

SECTION TWO – Purpose
The purpose of the AICGC shall be to serve as the premier organization in the state of Indiana to provide for the spiritual and leadership development and opportunities for fellowship of its members in college gospel choirs at institutions of higher education.

SECTION THREE – Membership
A. Membership of an AICGC member school shall consist of any campus-wide student-led gospel choir at a college, university, or other institute of higher education in the state of Indiana that chooses to affiliate with it and have paid their annual dues. Membership of an AICGC member school is active upon payment of dues at the close of the AICGC conference. Membership expires upon the start of the following AICGC conference. The AICGC executive board and advisor(s) term shall last from their election through the end of the AICGC conference the next year to ensure the organization’s leadership is intact through the conference.

B. New member schools wishing to affiliate between annual AICGC conferences will pay full affiliation fee at the time of affiliation and again at the beginning of the annual AICGC conference. New member schools will be active members upon the receipt of the membership dues and appropriate paperwork by the Associate Director.

SECTION FOUR – Commitment to Spirituality
AICGC shall function to promote the importance of spiritual development while at an institution of higher education. All members should demonstrate a commitment to spirituality by submitting themselves to the will of Jesus Christ and actively seeking to develop a closer relationship with Him.

SECTION FIVE – Statement on Diversity
A. Students from any faith, religious belief, or background may affiliate with AICGC as long as they can agree to the commitment to spirituality.

B. Students may participate in AICGC must be without regard to arbitrary consideration of such characteristics as age, color, disability, ethnicity, gender, marital status, national origin, race or veteran status.
Article II: Voting Member: Communications Liaison
A. Each member school shall select an individual to represent it on the state level. This individual shall be titled the Communications Liaison (CL) and shall carry out all duties as specified in the AICGC Constitution.
B. The CL shall serve as the official liaison between his/her school and the AICGC.
C. The CL must submit a letter of good standing with the member school’s choir from the Advisor of the school choir to the AICGC Advisor within the first four weeks of each session.
D. The CL must attend all AICGC business meetings and the annual conference or send a proxy; the proxy must provide written documentation, or clarification from the school choir’s president, that they are in good standing with their choir to sit at the business table.
E. The CL of each member school in good financial standing shall make up the voting membership of AICGC.
F. Quorum shall be defined as 50% of the current CL’s.
G. The CL shall be responsible for submission of membership dues and registration materials. These shall be submitted to the Associate Director at the Annual AICGC Conference and are for the following fiscal year.
H. The CL shall be responsible for the coordination of their conference delegations.
I. The CL shall provide transition in office for the incoming CL from his/her school. This transition shall include but is not limited to a written report, assistance at the April Business Meeting, and notification to the Executive Board.

Article III: Officers

SECTION ONE – Elected Officers
A. The elected officers of AICGC shall be the Executive Director, Associate Director, Information and Technology Coordinator, Chair of Public Relations, Activities Coordinator, Historian, and the AICGC Advisor. The AICGC Conference Chair(s) are considered ex-officio members of the board.
B. These officers shall comprise the AICGC Executive Board and shall have authority to appoint such assistants as are appropriate to facilitate the operation of their offices.

SECTION TWO - Qualification of Officers
A. The elected officers of AICGC shall be the Executive Director, Associate Director, Information and Technology Coordinator, Chair of Public Relations, Activities Coordinator, and Historian shall be members from a member school in good academic standing and shall remain so throughout their term in office.
B. The AICGC Advisor and when applicable the AICGC Advisor-Elect shall be a faculty or staff member from a member school in good financial standing. The Advisor shall have been employed by a AICGC member school for at least one semester.
C. The Conference Chairperson(s) shall be from the member school chosen to host the next AICGC conference and shall remain until the close of the conference.
D. The Executive Director shall have served on the executive board of a campus-wide student-led gospel choir for at least one full semester.
E. There is a time period of six (6) months where an officer may be out of school due only to graduation mid-year, student teaching, or an internship.
F. The term of office of the AICGC executive board, excluding the AICGC Advisor, shall be from the close of one AICGC conference to the close of the next AICGC conference.
G. The term of office of the Advisor shall be for three years following the AICGC conference when elected.
H. No elected officer may concurrently serve as a CL with the exception of a timely transition period for a new CL to be found.
I. Every elected member of AICGC shall submit a letter of good academic standing to the AICGC Advisor within the first four weeks of each session. If CL’s or AICGC Officers are students and are unable to maintain a 2.0 grade point average (on a 4.0 scale) automatic resignation will occur only if the member school is opposed to the member remaining in their position.
J. Any AICGC member not turning in their letter of good academic standing within the first four weeks of each session, will receive the following consequences: both CL’s and AICGC Executive Board will lose their votes and voices completely in the meetings until the letter is received.

SECTION THREE - Duties of Officers
A. All officers shall carry out such directives as are adopted at scheduled AICGC meetings.
B. All officers shall adhere to the guidelines for their respective positions stated herein in Article 4.

SECTION FOUR - Election of Officers
A. AICGC Board
   1. The AICGC Board shall be comprised of the Executive Director, Associate Director, Information and Technology Coordinator, Chair of Public Relations, Activities Coordinator, and Historian.
   2. The AICGC Board shall be elected separately by position by the general voting members at the business meeting at the AICGC conference (or equivalent) by a secret ballot vote.
   3. Any individual bidding for a position on the AICGC Board shall submit a letter of intent to the Executive Director by the announced specified date.
   4. Any individual bidding for a position on the AICGC Board shall submit a written bid to the CL’s and the Executive Board members at the start of the annual conference.
   5. Any individual bidding for a position on the AICGC Board shall include the following: an introduction letter from the person bidding, positional and organizational goals, past student leadership and conference
experience, and past experience related to the position for which they are bidding.

6. Any individual bidding for a position of the AICGC Board shall be prepared to make an oral presentation at the general business meeting of the AICGC conference.

7. In the event that an office has no candidate after the AICGC conference business meeting, then letters of intent will be accepted no later than ten (10) days after the conference and bids at the April Business Meeting.

B. AICGC Advisor
   1. The AICGC Advisor shall serve a three-year term.
   2. The Advisor-Elect is to be elected by the voting members at the General Business Meeting of the appropriate annual AICGC conference by a secret ballot vote.
   3. Any individual bidding for the Advisor position shall submit a letter of intent to The Executive Director by a date specified by The Executive Director.
   4. Any individual bidding for the Advisor position shall submit a written bid to the CL’s and Executive Board members at the Annual Conference.
   5. Any individual bidding for the Advisor position shall prepare an oral presentation to be given at a board meeting at the AICGC conference.

C. Upon selection of conference site, the individual(s) specified as conference chairperson(s) in the chosen school’s bid will become the conference chairperson.

SECTION FIVE - Vacancies in Officer Positions
   A. If the Executive Director’s position is vacated, the Associate Director will become the Executive Director and a new Associate Director will be appointed and approved by a 50% + 1 vote of the AICGC voting member schools that are present.
   B. If any position, except that of the Executive Director is vacated, the Executive Director will appoint someone to fill the position pending a 50% + 1 vote of the AICGC voting member schools that are present.

Article IV: AICGC Board Responsibilities

SECTION ONE – Executive Director
   A. The Executive Director shall preside over all AICGC meetings.
   B. The Executive Director shall provide overall leadership and guidance to AICGC.
   C. The Executive Director shall work with the highest-elected officer of each member school to provide guidance and support.
   D. The Executive Director shall provide for both oral and written transition in office for the incoming Executive Director, including transfer of all files.
   E. The Executive Director shall oversee the AICGC checking account with consultation from the Advisor.
F. The Executive Director shall submit to the CL’s and the Executive Board a budget for approval by the CL’s for the upcoming fiscal year at the April Business Meeting.

G. The Executive Director shall submit to the CL’s and Executive Board a quarterly financial statement by the following month of the last month for which they were written.

H. The Executive Director shall be responsible for submitting an agenda for each business meeting. An unofficial agenda shall be emailed to the Executive Board two weeks prior to the business meeting, with the official agenda sent out after approval of AICGC Board.

I. The Executive Director shall serve as an Ex-Officio member of the Finance Committee.

SECTION TWO – Associate Director

A. The Associate Director shall be responsible for distributing a bill for AICGC dues to the member schools one month prior to the annual conference.

B. The Associate Director shall take minutes at all meeting and shall distribute them, via email, to the board and the CL’s within three (3) weeks of the meeting.

C. The Associate Director shall be responsible for maintaining an updated address list with the help of the membership forms.

D. The Associate Director, as directed by The Executive Director shall have the authority to make any changes to the Constitution that does not alter its meaning (i.e. spelling, grammar, obsolete, or offensive terms).

E. The Associate Director shall also be responsible for updating the Constitution after legislation is passed. New copies are to be sent out with the minutes.

F. The Associate Director shall be responsible for planning the CL training.

G. The Associate Director shall provide for both oral and written forms of transition, including transfer of files.

H. The Associate Director shall carry out such directives as assigned by The Executive Director.

I. The Associate Director shall chair the Finance Committee.

SECTION THREE – Information and Technology Coordinator

A. The ITC shall provide for both oral and written forms of transition, including transfer of files.

B. The ITC shall oversee all operations of the AICGC web page and all forms of social networking.

C. The ITC shall oversee all operations of each member schools web page and all forms of social networking.

D. The ITC shall be in charge of the AICGC calendar and coordinating dates with the member schools’ calendars.

E. The ITC shall carry out such directives as assigned by The Executive Director.

F. The ITC shall serve as a member of a standing committee.
SECTION FOUR – Chair of Public Relations
A. The Chair of PR shall act as a liaison between AICGC, other campus Christian organizations, and other Christian organizations within the state.
B. The Chair of PR shall be responsible for all outreach and partnership with other organizations.
C. The Chair of PR shall be responsible for recruiting new member schools to AICGC.
D. The Chair of PR shall create AICGC publicity material to publicize AICGC and our accomplishments.
E. The Chair of PR shall provide for both oral and written forms of transition, including transfer of files.
F. The Chair of PR shall carry out such directives as assigned by The Executive Director.
G. The Chair of PR shall chair the Recruitment/Retention Committee.

SECTION FIVE – Activities Coordinator
A. The AC shall plan two social activities per year for the entire AICGC membership.
B. The AC shall provide for both oral and written forms of transition, including transfer of files.
C. The AC shall obtain member school opinions on current campus issues.
D. The AC shall coordinate any action on school issues deemed necessary to be taken.
E. The AC shall carry out such directives as assigned by The Executive Director.
F. The AC shall serve as the chairperson for the annual AICGC Concert.

SECTION SIX – Historian
A. The Historian shall maintain and update the AICGC “scrapbook.”
B. The Historian shall assist with the planning of all AICGC meetings.
C. The Historian shall encourage participation and unity by member schools.
D. The Historian shall provide for both oral and written forms of transition, including transfer of files.
E. The Historian shall carry out such directives as assigned by The Executive Director.
F. The Historian shall chair the Recognition Committee.
G. The outgoing Historian shall submit an AICGC Annual/Accountability Report to the incoming Historian within ten (10) days of the AICGC Annual Conference.

SECTION SEVEN – Conference Chairperson(s)
A. The conference chairperson(s) shall serve as an ex-officio member of the Board, acting as the official liaison(s) between the host school and AICGC.
B. The conference chairperson(s) shall submit an oral report at AICGC business meetings, and attend Executive Board meetings at The Executive Director’s discretion.
C. The conference chairperson(s) shall be responsible for making sure the conference operates within all objectives set by the AICGC constitution.

D. The conference chairperson(s) shall provide transition in office for the incoming conference chairperson(s) and host school(s), including transfer of necessary files.

E. The conference chairperson(s) shall carry out such directives as assigned by The Executive Director.

SECTION EIGHT – AICGC Advisor

A. The Advisor shall act as an official liaison between AICGC and its professional counterparts.

B. The Advisor shall provide for an effective transition for the Advisor-Elect.

C. The Advisor shall be responsible for overseeing a checking account as directed by the board which The Executive Director, Associate Director, and Advisor have the power to sign checks.

D. The Advisor shall submit an Annual/Accountability Report, encapsulation their three-year term, to the Historian within ten (10) days of the AICGC Annual Conference.

Article V: Committees

SECTION ONE – Standing Committees

A. AICGC shall recognize the following Committees—each composed of interested members of the AICGC member schools, CLs, and AICGC Board.

1. The Finance Committee will work to fund AICGC. They will be charged with implementing fundraisers, generating supporting letter and donations, and finding ways to ensure that AICGC remains financial solvent.

2. The Recruitment/Retention Committee will generate and implement ideas that will help to recruit new AICGC member schools, and also help current AICGC member schools find new ways to benefit from the organization.

3. The Recognition Committee will recognize the achievements of AICGC members through the use of new and traditional awards periodically given out. This committee will also coordinate all awards given out at the annual AICGC conference.

SECTION TWO – Select Committees

The Executive Director shall have the authority to form select committees at his/her discretion for operation under a specific purpose.

Article VI- Financial Guidelines

SECTION ONE - Budget

A. The AICGC executive board shall be required to set and operate by an annual budget.

B. The annual budget shall be approved by a 2/3 majority of the voting members present at the AICGC spring business meeting.
C. Financial statements must be submitted at all AICGC business meetings for approval by a 2/3 majority of the voting body. Statements not receiving approval shall be revised by the Associate Director, The Executive Director, and the Advisor and be resubmitted to AICGC member schools for approval.
D. The budget shall contain but not be limited to consist of allotments for business meeting expenses, officer travel, supplies, copies, and postage as well as funding for programs instituted by the officers and/or member schools of AICGC.

SECTION TWO - Dues
The AICGC account shall devise its funds from annual dues from member schools at the rate of $50 per school per semester.

SECTION THREE - Approval of Expenditures
A. Expenditures not provided for in the annual budget shall be approved in the following manner:
   1. $.01-100 approved by The Executive Director and the Associate Director.
   2. $100.01-151 Approved by the majority of the board.
   3. $151.01+ Approved by a majority of all CL’s responding to a mail-in ballot.
B. The AICGC fiscal year shall run from the close of the annual conference (or equivalent) to the close of the next.

SECTION FOUR - Allocation of Funds
A. Meetings/Trainings
   1. The costs for regularly scheduled trainings and meeting shall be set in the annual budget.
   2. Any additional costs not set in the budget must be generated from fundraising.
B. Socials
   1. Costs for the social activities shall be at the expense of each member.
   2. The AC is permitted to work with the Finance Committee to raise funds to defray the costs of the social activities.
C. Annual AICGC Conference (or equivalent)
   1. The host school shall incur the registration costs for the Executive Board in the conference registration fee.
   2. Additional funds may be allocated for transportation from the AICGC budget.

Article VII: AICGC Calendar

SECTION ONE – Annual Conference
A. Shall be hosted by a member school of AICGC in good financial standing.
B. Shall be held between the third weekend of February and the first weekend in April, inclusive following the guidelines set in forth in Article VIII of the Constitution.
SECTION TWO – April Business Meeting  
A. Shall be held at an AICGC member school in good financial standing in during the month of April.  
B. Shall serve as the first meeting of the new AICGC year with the newly elected board presiding.  
C. The previous AICGC Executive Board excluding the outgoing Advisor (if applicable) must attend.

SECTION THREE – Summer Conference Call  
A. Shall be initiated during the months of either June or July.  
B. Shall be conducted as any other scheduled business meeting.

SECTION FOUR – CL Training  
A. Shall be held at a member school in good financial standing during late August/Early September.  
B. The AICGC Executive Board shall meet prior to the regular meeting.  
C. The training of the CL’s shall take place on the first night (Friday) and the first morning (Saturday) and remain closed to the AICGC Family.  
D. Normal business will occur Saturday at the time set in the agenda under the discretion of The Executive Director.

SECTION FIVE – September Business Meeting  
A. Shall be hosted by a member school in good financial standing during the month of September.  
B. The AICGC Executive board shall meet prior to the regular AICGC meeting.

SECTION SIX – Annual Concert  
A. Shall be hosted at a church or member school in good financial standing in the month of October of November.  
B. Shall follow the guidelines set forth in Article IX of the Constitution.

SECTION SEVEN – Winter Business Meeting  
A. Shall be hosted by a member school in good financial standing in late November or early December.  
B. The AICGC Executive board shall meet prior to the regular AICGC meeting.

SECTION EIGHT – Pre-Conference Training  
A. Shall be held at a member school in good financial standing at least 4 weeks before the start of the Annual Conference.  
B. AICGC Executive Board shall meet prior to the meeting.  
C. The Pre-Conference training shall take place on the first night (Friday) and the first morning (Saturday) and remain closed to the AICGC Family.  
D. Normal business will occur Saturday at the time set in the agenda under the discretion of The Executive Director.
SECTION NINE – Socials
A. There shall be two socials held per year.
B. The socials shall be held at anytime throughout the AICGC year.
C. The site of each social shall be chosen by the Activity Coordinator.
D. Funding for the socials shall follow the guidelines as stated in Article VI, Section 4.

ARTICLE VIII - AICGC ANNUAL CONFERENCE

SECTION ONE - Date
AICGC shall hold an annual leadership conference between the third weekend in February and the first weekend in April, inclusively.

SECTION TWO - Site Selection
A. Any member school or combination of member schools in good financial standing is eligible to bid for the conference.
B. Any school wishing to bid for the annual conference shall submit a letter of intent to the AICGC Director at least four (4) weeks prior to the annual conference at which they are bidding.
C. Any school(s) bidding shall include, but not be limited to, in its bid the following: possible conference dates, a preliminary budget, theme, schedule of events, and letters of support (both financial and moral).
D. An oral bid shall also be presented to the CL's and may include a video or slide show.
E. The AICGC conference site shall be determined by a majority of the voting member schools in attendance at the meeting when bids are presented.
F. If a conference site is not selected, bids will be accepted at the April Business Meeting, at which time a site may be selected.
G. Pending no annual conference, the majority of the voting CL's present shall determine an annual meeting site at the April Business Meeting.

SECTION THREE - Host School Responsibilities
A. The host school(s) shall present a final conference presentation at the Winter Business Meeting, including conference dates and registration costs. Registration materials will be made available during this presentation.
B. The conference host school(s) shall prepare a written conference wrap-up report following guidelines set by the Host School Responsibilities. This wrap up report shall be presented to the AICGC Director and the next host school, as well as each CL, at the April business meeting.

SECTION FOUR - Finances
A. The host school(s) must work into its conference budget a $5.00 per delegate/advisor add-on fee to be given to the outgoing Associate Director by the close of the hosted conference.
B. The conference host school(s) shall waive the registration fees for all the AICGC executive board members for the annual conference or its equivalent.
C. All conference excess money and financial receipts shall be turned over to the AICGC outgoing Associate Director within sixty (60) days of the end of the conference.
D. Any school in attendance at the conference must pay all fees before they are allowed to receive registration packets and room keys.

Article IX: AICGC Annual Concert
AICGC shall hold an annual concert in the month of October or November. All matters pertaining to the concert are at the discretion of the Activities Coordinator and his/her planning committee.

Article X: AICGC Awards/Bid Requirements and Restrictions

SECTION ONE – General Bid Information
A. All bids are to be typewritten.
B. All award bids are to be year specific (from the close of AICGC Conference to the close of AICGC Conference).
C. If bids are not submitted in a particular category, there will not be a recipient that year.
D. The AICGC Executive Board reserves the right to disqualify or not consider a submitted bid.
E. Plaques will be awarded purchased with AICGC funds.
F. The submitting school is responsible for ensuring that the appropriate numbers are made available for judging.
G. Recipients for all AICGC awards must be from member schools in good standing with AICGC.
H. Bid postmark is fourteen days prior to the annual conference and will be strictly enforced. All appropriate members of the board must be sent copies or the bid will be disqualified.
I. Letters of intent are due to The Executive Director by the date indicated during the Pre-Conference CL Training.

SECTION TWO - Awards
Each year, the AICGC Executive board shall be responsible for selecting the following awards recipients: Outstanding CL of the Year, Advisor of the Year, Member of the Year, and President of the Year.
A. CL of the Year Award
   1. Any CL who has served a minimum six (6) month term at a member school in good financial standing during the past year may be considered for CL of the Year Award.
   2. The CL of the Year shall be determined by a 50% + 1 majority vote of the AICGC Executive Board.
B. Advisor of the Year Award
   1. The recipient must be an advisor at an AICGC member school in good standing.
   2. The Advisor of the Year shall be determined by a 50% + 1 majority vote of the AICGC Executive Board.

C. Member of the Year Award
   1. The recipient must be a member in good standing from an AICGC member school in good financial standing.
   2. The Member of the Year shall be determined by a 50% + 1 majority vote of the AICGC Executive Board.
   3. The nominee shall not be a CL in the current year.

D. President of the Year
   1. The recipient must be a member in good standing, relative to each member school’s requirements.
   2. The President of the Year shall be determined by a 50% + 1 majority vote of the AICGC Executive Board.

SECTION THREE - Choir of the Year
Each year, the CL’s shall be responsible for the selection of the Choir of the Year.
A. Choir of the Year
   1. Any member school in good standing is eligible to bid for the AICGC Choir of the Year Award.
   2. Any school wishing to be considered for the AICGC Choir of the Year shall submit a typewritten bid to the CL’s and the Executive Board at the annual business meeting.
   3. The bid should cover all information from the previous conference to the present one.
   4. Any school bidding shall include in its bid the following: institutional description, governmental description, campus involvement, AICGC involvement.
   5. The AICGC Choir of the Year shall be determined by a majority of the voting member schools in attendance at the business meeting when the votes are presented by secret ballot.

SECTION FOUR – Dates for Bids
A. All bids to be submitted for the AICGC Conference require a letter of intent.
B. All letters of intent for bids are due to The Executive Director at least four (4) weeks prior to the annual conference, as directed during the pre-conference CL training.
C. All bids must be postmarked at least fourteen (14) days prior to the annual AICGC Conference to the AICGC Executive Board.
Article XI – Parliamentary Authority

SECTION ONE – Governing Procedures
Robert’s Rules of Order, Newly Revised, shall govern all proceedings except when inconsistent with this document, or with the Standing Rules of Order as established as a permanent document September 2002.

SECTION TWO - Conflict
In the event of a conflict, the AICGC Associate Director shall be the interpreter of Robert’s Rules of Order, Newly Revised. Pending no Associate Director, The Executive Director shall be the interpreter of the rules.

Article XII – Amendments
A. Amendments to this document shall be made at a scheduled AICGC Business Meeting.
B. A 2/3 affirmative vote of the member schools in attendance at the business meetings wherein the amendment is presented shall complete the amendment’s adoption.
C. Proposed amendments should be prepared and distributed to the CL’s and AICGC Executive Board at least two weeks prior to the business meeting at which it is to be voted.

Article XII – Termination
If, at anytime, time association ceases to exist, all association funds shall be donated to the last existing AICGC Philanthropy.
Officer Descriptions for the Association of Indiana Gospel Choirs

**Executive Director** – The Executive Director will be the leader of this organization. S/he is charged with determining the vision for the upcoming year and sharing that with the AICGC executive board and the entire organization. The Executive Director will have the ultimate authority on all matters relating to the organization. As s/he hears from God, it is The Executive Director’s responsibility to relay that message to the group in a clear and concise manner.

**Associate Director** – The Associate Director will be the second in command of this organization. This person is charged with handling all administrative responsibilities for the organization. S/he will need to keep records of all meetings/training/events and pass along the information to the correct people. In the absence of The Executive Director, the Associate Director will take charge of the organization.

**Information and Technology Coordinator** – The ITC will serve as the chief technology and information officer on the Executive Board. This person is charged with ensuring that a positive reflection of the AICGC and its member schools in going out to the public. The ITC will work with the technology officers in the member schools to keep their websites, Facebook, and other forms of social media up to date. It will also be the responsibility of the ITC to coordinate calendars with each member school, so that dates are not overlapping and there is communication between member schools regarding concerts and engagements.

**Chair of Public Relations** – The Chair of PR shall be responsible for coordinating all public relations efforts of the organization. This person is charged with recruiting new schools to join, maintaining the retention efforts of members schools, and reaching out to the community for cooperative opportunities. As the chair of the Recruitment/Retention Committee this person will work with his/her team to make sure that AICGC is well-known throughout the state of Indiana.

**Activities Coordinator** – The AC shall take the lead in all social endeavors within the organization. This person is charged with planning at least two socials per year and leading the committee to plan the annual concert. S/he is in charge, with the help of the committee, to plan all aspects of the concert, including: location, guest groups, theme, and overall logistics. The AC will work with member schools Choir Directors to select the music for the concert.

**Historian** – The Historian shall work to encapsulate all events AICGC during his/her term. This person is charged with taking pictures, saving all materials, and creating a scrapbook for the organization. Also, the Historian will coordinate all awards given out at the annual conference.
**Conference Chairperson(s)** – This person or persons will be from the host school selected to host the annual conference. They will be charged with attending all executive board meetings, keeping the executive board informed by giving reports and updates, and leading all efforts for the upcoming conference. The Chairpersons may convene a conference planning committee to assist them in their work.

**Advisor** – The role of the Advisor is to give oversight to this organization. The Advisor is charged to work with the members of the Executive Board to help them develop as leaders while performing in their position. The Advisor is not there to do the work for the executive board but to help them and provide support in whatever way they need.
Tentative Calendar of Events for the Association of Indiana College Gospel Choirs

March 27, 2010: First Annual AICGC Conference - At the conference the Executive Board for the 2010-2011 year will be elected and take office.

April 24, 2010: First April Business Meeting - This will be the first meeting of the Executive Board. Bids for hosting the next conference will be due at this meeting.

June 12, 2010: Conference Call - The call will serve to ensure that Executive Board members stay in contact over summer break and check up with each other regarding upcoming events.

August 20-21, 2010: CL Training - This training session will be for the newly selected Communication Liaisons from each member school.

September 18, 2010: September Business Meeting - This regularly scheduled meeting is to finalize plans for the concert and to discuss pertinent business.

October 16, 2010: Annual Concert - This will be the first annual concert of AICGC.

November 20, 2010: Social Activity - The details of this social will be planned by the Activity Coordinator.

December 10, 2010: Winter Business Meeting - This regularly scheduled meeting is to discuss any pertinent business.

February 11-12, 2011: Pre-Conference Planning Session - This planning session is to finalize details for the upcoming conference.

March 18-19, 2011: Second Annual Conference - This will be the second annual conference and will be expanded to two days.

April 8, 2011: April Business Meeting - This regularly scheduled meeting is to discuss the conference, select the host site for the next conference, and to discuss pertinent business.

April 30, 2011: Social Activity - The details of this social will be planned by the Activity Coordinator.
References:


