Council for the
Advancement of
Standards in Higher Education

Thank you for your interest in the Standards and Guidelines developed by the Council for the Advancement of Standards in Higher Education (CAS). This CAS member association has permission to post a link to these standards on their website. Standards are developed through a consensus model of member associations and other experts, including the association on whose page this link is found. You are invited to use the attached materials in the design and assessment of your programs and for your staff training and development. ***These materials may not be duplicated or redistributed for other purposes without permission from CAS.***

These standards and all other standards are available along with information on self-assessment procedures in the most recent edition of the book ***CAS Professional Standards for Higher Education***. You are particularly encouraged to examine the learning and developmental outcomes (see www.cas.edu/learningoutcomes) in the design and assessment of your programs.

This set of standards has an accompanying Self-Assessment Guide (SAG) available for purchase from www.cas.edu for use in program evaluation.

CAS MISSION STATEMENT

CAS, a consortium of professional associations in higher education, promotes the use of its professional standards for the development, assessment, and improvement of quality student learning, programs, and services

CAS STANDARDS AND GUIDELINES

Each set of CAS standards contains 12 common criteria categories (referred to as "general standards") that have relevance for each and every functional area, no matter what its primary focus. In addition to the general standards, all functional area standards are comprised of both specialty standards and guidelines. All standards use the auxiliary verbs "**must**" and "**shall**" and appear in **bold print** so that users can quickly identify them. Guidelines are designed to provide suggestions and illustrations that can assist in establishing programs and services that more fully address the needs of students than those mandated by a standard. CAS guidelines appear in regular font and use the auxiliary verbs "should" and "may."

OVER FORTY YEARS OF PROFESSIONAL SERVICES

The Council for the Advancement of Standards in Higher Education (CAS) has been the pre-eminent force for promoting standards in student affairs, student services, and student development programs since its inception in 1979. For the ultimate purpose of fostering and enhancing student learning, development, and success and in general to promote good citizenship, CAS continues to create and deliver a dynamic and credible book of professional standards and guidelines and Self-Assessment Guides that are designed to lead to a host of quality-controlled programs and services. These standards respond to real-time student needs, the requirements of sound pedagogy, and the effective management of over 45 functional areas, consistent with institutional missions. Individuals and institutions from more than 40 CAS member organizations comprise a professional constituency of over 115,000 professionals.

DISCLAIMER

The standards and guidelines published in *CAS Professional Standards for Higher Education* by the Council for the Advancement of Standards in Higher Education (CAS) and referred to in each of the CAS Self-Assessment Guides (SAGs) are developed through the voluntary efforts of leaders of professional associations in higher education. The purpose of the standards and guidelines is to identify criteria and principles by which institutions may choose to assess and enhance various areas of their academic, administrative, or student affairs programs and services. CAS specifically disclaims any liability or responsibility for any perceived or actual shortcomings inherent in the text or application of the standards. Further, CAS does not certify individuals nor accredit programs. No institution, whether it has met some or all of the CAS standards, is authorized to indicate that it is "approved, endorsed, certified, or otherwise sanctioned by CAS." Institutions that have conducted a self-assessment of one or more functional areas addressed by CAS Standards and Guidelines using the appropriate CAS Self-Assessment Guide (SAG) may, where that self-assessment provides evidence that an institution meets these standards, make accurate representations to the effect that the designated program or service meets the CAS Standards.

Please direct your questions to the CAS Executive Director (executive_director@cas.edu or 800-889-7270).

FRATERNITY AND SORORITY ADVISING PROGRAMS
CAS Contextual Statement

Advising undergraduate fraternities and sororities and communities is a multifaceted function within higher education. Fraternity and Sorority Advising Programs (FSAP) professionals support student development and advance organizational and community goals aligned with the educational mission of the institution. These professionals must have an understanding of the history and organizational norms of the organizations both on their campus and within North American higher education. This includes a working knowledge of their historical origins and the complex implication of those histories in relation to gender, race, sexual orientation and other forms of exclusionary practices (Gillon et al., 2019; Kimbrough, 2003). Additionally, as the types of fraternities and sororities on a campus often include cultural, professional, social and sometimes academic, service, and identity-based-organizations, it is vital for FSAP professionals to understand and advocate for the role each type of organization plays within a fraternity/sorority community (Barber et al., 2015; Hendricks & Whittier, 2020; Johnson et al., 2008; Kimbrough, 2002; 2003).

Fraternal organizations are distinctive in both their historic and contemporary function within higher education. These organizations have been a part of student life on some campuses for more than two centuries, and involvement can be a powerful force in a student's co-curricular learning experience. Pike (2020) found that members were significantly more engaged than non-members, reported greater gains in learning, and were more satisfied with their college experiences. Fraternity/sorority membership also indirectly improved learning gains, acting through higher levels of student engagement" (p. 1). FSAP professionals are a core part of helping to shape these experiences through their work advising chapters and student leaders.

The benefits of fraternity and sorority membership for undergraduate students are well documented, as are the challenges for colleges and universities that choose to host these organizations. The nature of this relationship and the role of fraternities and sororities, however, have also been the focus of much debate within higher education and society (Brown et al., 2005; Gregory, 2003; Kimbrough, 2003; Rudolph, 1990; Whipple & Sullivan, 1998). The history of this complex functional area influences how it is implemented today.

History of Fraternities and Sororities

Fraternities and sororities have been part of student life since the formation of Phi Beta Kappa in 1776 at the College of William and Mary (Johnson, 1972); fraternal organizations expanded quickly. By 1851 women's fraternities were being established and around 1870, came to be known as sororities. These organizations were primarily advised by faculty members in a volunteer capacity who had an interest in their activities (Guernsey Riordan, 2003). Shortly thereafter, culturally-based fraternities and sororities began to emerge. The establishment of African American fraternities and sororities began with Sigma Pi Phi, founded in 1871, and Alpha Phi Alpha in 1906, which is more commonly known as the first Black collegiate fraternity (Kimbrough, 2003). Although the first Asian Greek-lettered fraternity, Rho Psi was founded at Cornell University (Johnson, 1972), a Chinese fraternity, Flip Flap Fraternity preceded them in 1910 at Trinity University (Dosono et al., 2020). The origins of Latino/a/x organizations trace back to 1904 at Louisiana State University with Sigma Iota and Phi Lambda Alpha at Rensselaer Polytechnic Institute which, in 1931, merged to form Phi Iota Alpha Fraternity, Inc. (Johnson, 1972; Kimbrough, 2003; Miranda, Salinas, & Del Real, 2020). Next to emerge were organizations that would qualify themselves as distinctly multicultural, the first of which was Mu Sigma Upsilon Sorority, Inc. founded at Rutgers University in 1981 (Bryant, 2020). The final culturally-based groups to emerge were the Historically Native American Fraternities and Sororities (HNAFS) beginning with a sorority, Alpha Pi Omega, Inc., at the University of North Carolina at Chapel Hill in 1994 (Minthorn & Youngbull, 2020).

The formation and growth of more culturally-based fraternities and sororities has continued since then, emerging in an effort to "create a sense of validation and cultural relevance in light of the oppression and marginalization" underrepresented students were experiencing on college campuses around the nation (Gillon et al., 2019, p. 14).

After the creation of the individual organizations, associations were formed to unify like organizations. The first was The National Panhellenic Conference (NPC), an alliance of 26 women's fraternities or sororities (Weston, 2020). The North American Interfraternity Conference (NIC), formerly known as the National Interfraternity Conference, created in 1909, serves as a trade association representing over 65 men's fraternities (Collom, 2020). The National Pan-Hellenic Council (NPHC) was formed as the governing body for Black fraternities and sororities in 1930, "at a time when racial segregation and White supremacy were a way of life" in the United States (Gillon et al., 2019, p. 11).

Years later, the National Latino Greek Council, also known as the Concilio Nacional de Hermandades Latinas (CNHL), was formed in 1991 for organizations based on the east coast, while, unbeknownst to them, the Western Region Latino Greek Alliance was also forming in the west (Miranda, Garcia, & Guardia, 2020). The collective meeting of the aforementioned groups in the summer of 1996 led to the formation of the National Association of Latino Fraternal Organizations (NALFO). Although CNHL and NALFO co-existed for a few years, CNHL was dissolved in 2001. NALFO remains a unified umbrella association for Latino/a/x fraternities and sororities (Miranda, Garcia, & Guardia, 2020).

The National Multicultural Greek Council (NMGC) was founded in 1998 for multicultural fraternities and sororities under a shared definition of multiculturalism (Bryant, 2020). For Asian Greek-Lettered organizations the Asian Pacific Islander American (APIA) Greek Alliance began in 2004 as a partnership for a voter registration drive among APIA youth. This group later became known as the National Asian Pacific Islander Desi American Panhellenic Association (NAPA), becoming the de facto voice for the APIDA fraternal movement (Gee & Seoh, 2020).

Challenges of Fraternity and Sorority Advising

Postsecondary organizational culture is complex (Kuh & Whitt, 1988), and any organized group of individuals can provide challenges for student affairs professionals. Some, however, have argued that long-standing traditions in fraternities and sororities can make this culture particularly difficult to manage or change (Jelke & Kuh, 2003; Kimbrough, 2003; Whipple & Sullivan, 1998). Culture is shaped in part by students, but it is also molded by the influence of the multiple stakeholders involved with fraternities and sororities. Questions as to how fraternity and sorority life adds value to the student experience continue to weigh down the potential of these organizations, particularly since the negatives - hazing, alcohol misuse and abuse, sexual misconduct and assault, discrimination, homophobia - can create significant problems on a college or university campus.

Fraternity and sorority communities were built on the concept of self-governance by both the undergraduate chapters as well as governing councils. Self-governance, however, lacks the collaborative approach needed to ensure the success of contemporary fraternities and sororities. Scholars and practitioners now recognize that FSAP must embrace and promote a system of *shared* governance, collaborating among students, national organizations, and alumni to help chapters and councils live up to their espoused values and goals. In an ideal scenario, every undergraduate chapter of a fraternity or sorority would have the support of informed undergraduate members, well trained chapter advisors, a highly effective FSAP professional, and an engaged national/international organization.

A question to be answered by fraternity/sorority professionals is: to what extent do fraternities and sororities align with the institution's mission? FSAP professionals who have developed the necessary skills (such as those outlined in these standards and the AFA Core Competencies) can help their students

address this question and are a vital element in the success of the undergraduate fraternity and sorority experience. FSAP personnel must also contend with the pervasive racism; hegemonic patriarchy, and hyper-segregation that continue to occur on increasingly diverse college campuses (Asel et al., 2009; Cabrera, 2014; Garcia, 2019). Successful FSAP professionals are encouraged, through use of the CAS Standards, to keep these questions in the forefront of their minds as they enact programs and deliver resources and services for the fraternity and sorority community on their campus.

History of FSAP Advising

The function of managing fraternity and sorority advising was first entrusted to the dean of students on college and university campuses (Guernsey Riordan, 2003; Steiner, 2017). The model of the "student personnel version of the fraternity advisor...evolved from the creation of the college dean position in 1870 by Harvard University" (Guernsey Riordan, 2003, p. 215). Over time, the dean's role evolved from that of controlling the students to more specialized functions, such as admissions and activities officers (Guernsey Riordan, 2003). Fraternity and sorority advising positions were created in the 1960s and campuses such as Indiana University, Kansas State University, and Indiana State University appear to be some of the earliest adopters of having staff specifically to support the fraternity and sorority community (Guernsey Riordan, 2003).

In 1970, the Fraternity Executives Association (FEA) developed the Interfraternity Institute (IFI), likely the first gathering for professionals working with fraternities and sororities - both on campuses and at the national/international level. IFI was developed as a professional opportunity to enhance and forge communication and collaboration amongst campus professionals and national organization staff (Steiner, 2017).

In 1974, members from the North American Interfraternity Conference (NIC), the FEA, and the Fraternity Advisors Association (a small organization of advisors that had been organized really only as a newsletter and a meeting in conjunction with the NIC) saw the need for collaboration among the different groups. This led to a joint meeting in 1976 in Williamsburg, VA to commemorate the bicentennial of the fraternity movement. At this meeting it was decided that an organization would be started for those working professionally with fraternities and sororities, and the Association of Fraternity Advisors (AFA), which would later become the Association of Fraternity/Sorority Advisors, was born (Bureau, 2006). In its first year, approximately 30 people were involved in AFA; AFA now has over 1,600 members.

The current mission of AFA is "to enhance its members' abilities to foster impactful fraternity/sorority experiences" (AFA, 2020). The Association is the only organization providing education, support, and advocacy for campus-based and national/international fraternity and sorority staff and volunteers, and works in active partnership with several other higher education associations and interfraternal entities.

Today, fraternity and sorority advising positions require a range of skills. Unfortunately, on many campuses the FSAP advising position is often an entry-level role for new professionals, who bring more limited knowledge and experience. This misaligned pairing of inexperience with a highly demanding role, in turn, results in high levels of attrition (Koepsell & Stillman, 2016; Williams, 2020). FSAP professionals must particularly attend to the relationships necessary to manage and support undergraduate fraternal organizations (Williams, 2020) and work with a range of stakeholders. Stakeholders include students, parents, alumni, parent-alumni, chapter advisors, corporation boards, national/international fraternity/sorority staff and volunteers, fraternal umbrella organizations (NALFO, NAPA, NIC, NMGC, NPC, and NPHC), police and fire officials, and community members, among others (Mamarchev et al., 2003). While the student experience is the central focus for many of these

entities, FSAP professionals must engage with multiple stakeholders in the shared pursuit of aligning the actions of members with the purpose of fraternities/sororities.

Theoretical Foundations and Frameworks for Effective Practice
Fraternities and sororities can be powerful forums for learning and development. It is the responsibility of those who work with these organizations to apply practices that, and engage stakeholders who, enable success at the student and organizational level, while supporting the holistic development of fraternity and sorority members and promoting the positive and enduring principles of fraternities and sororities in higher education.

Student development theory is widely applied in student affairs to aid in the explanation of how students learn and grow during the college experience (Hamrick et al., 2002; Johnson et al., 2008). Organizational theory can also guide FSAP practice (Jelke & Kuh, 2003). When practitioners intentionally apply the theoretical foundations of student affairs, they can create an environment that supports student learning and development, as well as organizational development. FSAP professionals must be purposeful in their support of the healthy development of students who are members of fraternities and sororities.

In addition to understanding theories, FSAP professionals can be most effective in their roles if they understand the frameworks that guide good practice (Barber et al., 2015; Gregory, 2003; Mamarchev et al., 2003). One effective framework is that of assessment, which helps student affairs professionals to be intentional in how they conduct their work (Sandeen & Barr, 2006). If FSAP professionals aspire to be more aligned with higher education priorities, it is particularly vital to place the assessment of student learning and development as a top priority in the FSAP's overall agenda (Bureau, 2011). The *Core Competencies* of the Association of Fraternity/Sorority Advisors (n.d.) provide a critical foundation for professionals seeking to assess their practice and ensure intentionality in this work.

The value of professional standards (such as CAS), student affairs competencies (such as the ACPA and NASPA Professional Competencies), and specific skills related to fraternity and sorority advising (such as the AFA Core Competencies) have been articulated and reinforced in literature and practice (Steiner, 2017). CAS has provided a framework for guiding and measuring effective practice in the field through the FSAP Standards since 1986, with comprehensive revisions in 1996, 2012, and 2020. These standards and accompanying resources provide a useful tool for FSAP professionals to evaluate the extent to which they are meeting the needs of fraternities and sororities and other stakeholders.

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CONTEXTUAL STATEMENT CONTRIBUTORS

Current Edition
Kevin Bazner, Texas A&M University - Corpus Christi, AFA
Dan Bureau, University of Memphis, AFA
Mónica Lee Miranda, University of South Florida, AFA
Carolyn Whittier, Valparaiso University, AFA

Previous Editions
Dan Bureau, Indiana University, AFA
Tanner Marcantel, Vanderbilt University
Mónica Lee Miranda, University of Rochester
Emily Perlow, Worcester Polytechnic Institute
Jeremiah Shinn, Indiana University
AFA Executive Board and Staff

FRATERNITY AND SORORITY ADVISING PROGRAMS
CAS Standards and Guidelines

Guiding Principle: Students and Their Environments

Part 1. MISSION

1.1 Programs and Services Mission

The mission of Fraternity and Sorority Advising Programs (FSAP) must be to promote the learning, development, and success of students who affiliate with fraternities and sororities. FSAP must support the purpose of fraternity and sorority communities and their efforts to augment and contribute to the mission of the institution.

FSAP must develop and define its mission.

The FSAP mission must be consistent with the mission of the department, college, division, institution, and applicable professional standards.

FSAP must complement and demonstrate support of the educational mission of the institution.

The FSAP mission must be appropriate for the institution's students, designated clients, and other constituents.

Whether centralized or decentralized in its administration, FSAP must advance its mission.

1.2 Mission Statement

FSAP must implement, disseminate, regularly review, and update its mission statement.

Mission statements must reference student learning, development, and success.

Part 2. PROGRAM AND SERVICES

2.1 Program and Services Goals

Fraternity and Sorority Advising Programs (FSAP) must be guided by a set of written goals and objectives that are directly related to the stated mission.

FSAP must promote the intellectual, physical, emotional, social, spiritual, ethical, civic, and career development of members.

FSAP must work collaboratively with campus partners to provide opportunities and experiences for students to engage in interpersonal relationships, leadership, group dynamics, and organizational development.

FSAP must promote member involvement in co-curricular activities throughout the campus community.

FSAP must promote sponsorship of and participation in community service, service-learning, and philanthropic projects.

FSAP should encourage members and chapters to develop and maintain programs and relationships with the campus community and local nonprofit organizations for service and philanthropic pursuits.

FSAP must help the fraternity and sorority community to identify gaps or areas of improvement around equity and inclusion.

FSAP must help the fraternity and sorority community to implement educational experiences that facilitate members' commitment to diversity, equity, and inclusion and the development of cultural competence and humility.

FSAP must help chapters meet their responsibility to
- **align actions with espoused organizational mission, values, goals and objectives**
- **act in accordance with institution-wide standards and values**
- **advance the well-being of individual members, chapter, and community at large**

FSAP must help implement leadership development throughout FSAP experiences.

The FSAP goals must be aligned with institutional priorities and expectations of the functional area.

FSAP must regularly develop, review, evaluate, and revise its goals.

FSAP must communicate goals and progress toward achievement to appropriate constituents.

2.2 Program Information and Services

FSAP must provide relevant information, services, and resources consistent with its mission and goals.

To support a positive experience that emphasizes the learning, development, and success of members, FSAP must include advising services and support chapter and member development.

FSAP should advise and work with both the chapters of national/international groups as well as local organizations, which may be unique to that institution.

Supporting Chapter and Member Development

FSAP must provide, assist, and guide councils and chapters in providing, or collaborate with others to provide, in-person or virtual resources, workshops, programs, retreats, and seminars on relevant topics for members. Topics must include, but are not limited to:
- **alcohol and other drug abuse prevention**
- **alumni relations**
- **civic engagement, service, and philanthropic activities**
- **consent, healthy relationships, and preventing sexual misconduct**
- **cultural competence and humility**
- **diversity, equity, and inclusion**
- **fire safety, safety, and risk prevention**
- **hazing prevention**
- **health and well-being**
- **leadership development**

- **local laws and ordinances, including those around noise control, parking, and trash removal**
- **methods of engaging communities for social connection and development**
- **recruitment and intake activities, and new member education**
- **social events, contracts, and travel and transportation**

FSAP may support chapters in evaluating chapter development and recommend programs or processes for improvement.

FSAP must enhance members' knowledge, understanding, and skills necessary to promote social responsibility and sustain a safe and healthy environment for social and recreational programming within the fraternity and sorority community.

FSAP must educate chapters, councils, and community members about the various forms and effects of hazing, assist them in implementing strategies for hazing prevention, and help them understand laws, policies, and potential penalties around hazing.

FSAP must advise and work with chapters, councils, and community members to identify healthy, constructive, and hazing-free ways for councils and chapters to facilitate new and general member orientation and involvement.

<u>Advising Services</u>

FSAP must publish or share documents that focus on current events, leadership opportunities, trends, and other information regarding fraternity and sorority life.

FSAP must provide chapters and councils with resources on financial management, reporting, budgeting, and other processes.

FSAP professional personnel must not be signatories on off-campus council and chapter bank accounts.

FSAP should have an on-campus banking option for organizations when off-campus accounts are not feasible.

In conjunction with local agencies, FSAP must support members in coordinating life safety, facility management, and risk management programs.

FSAP may assist chapters and house corporations to identify appropriate levels of insurance.

FSAP must encourage chapter members' attendance at their organization's regional, national, and international conferences and conventions.

FSAP must assist members in understanding their responsibilities to the group and to the overall community, including emphasis on demonstrating espoused community and institutional values.

FSAP must assist members and chapters in understanding their rights and responsibilities as part of the institution's approach to shared governance.

FSAP may assist chapters and councils with
- interpreting institutional policies

- administering a conduct system that addresses inappropriate behavior in a manner that safeguards procedural fairness and is consistent with institutional conduct policies
- providing outreach programming to familiarize other departments and community agencies with fraternity and sorority life
- addressing and solving problems facing their organizations

FSAP must maintain a strong relationship with the institution's student conduct office so they can support members, chapters, and councils going through a student conduct process.

FSAP may attend new member and chapter meetings as appropriate.

FSAP must develop and implement strategies for outreach and promotion.

FSAP must gather and disseminate information via meetings, websites, newsletters, social media venues, and/or information bulletins to the stakeholders involved in fraternity and sorority life.

2.3 Program Structure and Framework

FSAP must have clearly stated, current, relevant, and documented
- **goals and outcomes**
- **policies and procedures**
- **responsibilities and performance expectations for personnel**
- **organizational charts demonstrating clear channels of authority**

FSAP must require a documented relationship statement that articulates the reciprocal relationship between the institution and fraternity or sorority national/international office.

FSAP must require chapters and councils to adhere to institutional processes for registration or recognition of organizational status.

FSAP must support chapters' development of standards and expectations for members.

FSAP must be purposefully structured and resourced to balance efficiency and effectiveness and to achieve programmatic and student learning and development outcomes.

FSAP leaders should report to the senior student affairs officer or designee.

Regardless of organizational structures, FSAP must work in close consultation and collaboration with others with expertise and resources to meet the needs and interests of students and designated clients.

FSAP should maintain active partnerships with departments that help achieve its mission. These may include
- academic affairs and student success
- alumni and development
- athletics
- campus activities
- campus police and public safety
- civic engagement and service-learning
- college unions
- housing and residential life programs

- offices supporting diverse student populations
- public relations offices
- student conduct and Title IX offices

FSAP must collaborate with stakeholders including undergraduate and graduate/alumni members, chapter advisors, and when applicable the national/international or local organizational staff, and/or its volunteers.

FSAP should provide ongoing support and training for chapter advisors.

FSAP must collaborate with colleagues and departments across the institution to promote student learning, development, and success.

2.4 Program Design

FSAP must be intentionally designed to
- **achieve predetermined student learning and development outcomes**
- **incorporate research and theories on student learning, development, and success**
- **respond to needs of individuals, constituents, and populations with distinct needs**
- **ensure access for students and designated clients**

FSAP must provide opportunities for students to gain membership into a wide range of fraternities and sororities, including those that are cultural, professional, and social in nature.

FSAP must have protocols for managing chapters without international, national, or regional affiliation, oversight, and support.

Part 3. STUDENT LEARNING, DEVELOPMENT, AND SUCCESS

3.1 Program Contribution to Student Learning, Development, and Success

Fraternity and Sorority Advising Programs (FSAP) must contribute to students' formal education, which includes both curricular and co-curricular experiences.

FSAP must assist chapters in identifying goals and desired learning outcomes for members.

FSAP must advise chapters on implementing educational experiences that facilitate key learning and development outcomes, including
- **strategies to integrate in-class and out-of-class learning**
- **identifying and applying leadership, conflict resolution, and teamwork skills learned in the classroom**
- **identifying how co-curricular skills learned through FSAP experiences complement and apply to the curriculum**

FSAP must enhance members' knowledge, understanding, skills, and responsibilities associated with being a member of a pluralistic and global society.

FSAP must provide educational experiences to fraternity and sorority leaders that aid in their overall success as college students.

FSAP must help chapters to identify and develop opportunities to enhance all members' knowledge and understanding of competencies essential for academic success, personal and moral development, and the practice of leadership.

FSAP must complement the efforts of educational programs implemented by international, national, and/or regional organizations when applicable.

FSAP should support the development of academic skills and the creation of environments that encourage academic success.

FSAP should facilitate the application of knowledge and skills through experiential opportunities provided by the chapters and the fraternity and sorority community.

FSAP must contribute to students' progression and timely completion of educational goals.

FSAP must meet with chapter leaders to review progress toward and timely completion of educational and other chapter goals.

FSAP must help students and designated clients prepare for their careers and meaningful contributions to society.

FSAP leadership experiences should prepare members to implement group processes, particularly the relevant aspects of shared governance, change management, problem solving, dynamics of power and influence, cultural competence and humility, accountability, and integrity.

FSAP must encourage members to engage in leadership opportunities at the institution, in the local community, and within their national or international organizations.

FSAP should assist members with evaluation and assessment of their chapter and its programs.

FSAP must work with the institution to identify relevant and desirable student success outcomes.

FSAP must identify relevant and desirable student learning and development outcomes.

FSAP should identify student learning and development outcomes related to intellectual, physical, emotional, social, spiritual, ethical, civic, and career development.

FSAP must implement strategies and tactics to achieve these outcomes.

3.2 Student Learning and Development Domains and Dimensions

FSAP must align predetermined student learning and development outcomes with the CAS learning outcomes model or other recognized student learning and development models.

FSAP must align predetermined student learning and development outcomes with the institutional framework for student outcomes.

The CAS student learning and development outcomes model includes six broad categories (called domains), meant to identify the aspects of learning experienced by students through engaging with programs, disciplines, or other learning opportunities. The domains are further clarified through

dimensions. The dimensions of student learning and development allow for a more focused assessment approach and opportunities for alignment with institutional mission and priorities.

Domain: knowledge acquisition, integration, construction, and application

- Dimensions: understanding knowledge from a range of disciplines; connecting knowledge to other knowledge, ideas, and experiences; constructing knowledge; and relating knowledge to daily life

Domain: cognitive complexity

- Dimensions: critical thinking, reflective thinking, effective reasoning, and creativity

Domain: intrapersonal development

- Dimensions: realistic self-appraisal, self-understanding, and self-respect; identity development; commitment to ethics and integrity; and spiritual awareness

Domain: interpersonal competence

- Dimensions: meaningful relationships, interdependence, collaboration, and effective leadership

Domain: humanitarianism and civic engagement

- Dimensions: understanding and appreciation of cultural and human differences, social responsibility, global perspective, and sense of civic responsibility

Domain: practical competence

- Dimensions: pursuing goals, communicating effectively, technical competence, managing personal affairs, managing career development, demonstrating professionalism, maintaining health and wellness, and living a purposeful and satisfying life

[Learning and Development Outcomes: See the Council for the Advancement of Standards Student Learning and Development Outcomes (www.cas.edu/learningoutcomes) for examples of outcomes related to these domains and dimensions.]

3.3 Assessment of Student Learning and Development

FSAP must assess the student learning and development outcome domains and dimensions relevant to the functional area.

FSAP must provide evidence of the extent to which student learning and development outcomes are achieved.

FSAP should require each chapter to assess and provide evidence of the extent to which FSAP's student learning and development outcomes are achieved.

FSAP must provide evidence of the extent to which student success outcomes are achieved.

FSAP must use evidence to create strategies for improving student learning, development, and success.

FSAP should require each chapter to assess and provide evidence of its own learning, development, and success outcomes.

Part 4. ASSESSMENT

4.1 Establishing a Culture of Assessment

Fraternity and Sorority Advising Programs (FSAP) must develop assessment plans and processes that document progress toward achievement of mission, goals, outcomes, and objectives.

FSAP must design assessment plans that incorporate an ongoing cycle of assessment activities.

FSAP assessment plans should be informed by assessment efforts endorsed by professional associations and organizations.

FSAP should be aware of the assessment efforts of national organizations and their governing bodies.

FSAP must have fiscal, human, professional development, and technological resources to develop and implement assessment plans.

4.2 Program Goals, Outcomes, and Objectives

FSAP must identify goals, outcomes, and objectives to guide its work.

FSAP must identify assessment methods that will allow for the collection of relevant data on its goals, outcomes, and objectives.

FSAP must compile and monitor chapter and community data including
- **membership numbers**
- **academic performance at the individual chapter level**
- **academic performance (i.e., cumulative GPA) across chapters**
- **academic performance as compared to non-affiliated students**
- **chapter service efforts, philanthropic hours, and dollars raised**

FSAP should provide reports on member academic performance to the chapter's scholarship or academic officer.

FSAP should conduct periodic assessment and evaluation of chapter and governing council needs, goals, and objectives. These may include chapter viability and sustainability, evaluations of each chapter's leadership, self-sufficiency, accountability to purpose, and community service and philanthropic activities.

When collaborating with other departments on assessment activities, these activities must be consistent with the FSAP mission and assessment plan.

FSAP should collaborate with other departments on assessment efforts that address key issues and concerns, including alcohol and drug use, sexual violence-related behaviors, academic integrity, and diversity, equity, and inclusion.

4.3 Assessment Plan and Process

FSAP must structure assessment initiatives using the steps of the assessment cycle:
- **set program goals, outcomes, and objectives**
- **develop and implement assessment plan**
- **review and interpret findings**
- **develop a plan for data use, continuous improvement, and reassessment**
- **implement an improvement plan**
- **review and monitor changes that have been made**

FSAP must implement the assessment process with methods that reflect universal design principles.

FSAP must employ ethical practices in the assessment process.

FSAP must implement assessment processes in a way that is culturally responsive, inclusive, and equitable.

FSAP must engage students, faculty, staff, administrators, and other relevant constituents in assessment activities.

4.4 Gathering Evidence

FSAP must identify priorities for assessment, including both formative and summative approaches.

FSAP must employ multiple methods and measures of data collection.

FSAP must develop manageable processes for gathering, interpreting, and evaluating data.

FSAP must adhere to institutional policies related to data access and management.

FSAP must ensure measures and methods are rigorous and reflect characteristics of validity, reliability, and trustworthiness.

4.5 Review and Interpret Findings

FSAP must use methods to analyze and interpret data that correspond with objectives and questions considered within overall assessment goals.

FSAP must disaggregate data to address the objectives and questions considered in the assessment project.

4.6 Reporting Results and Implementing Improvement

FSAP must use assessment results to demonstrate student learning, development, and success.

FSAP must use assessment results to demonstrate effectiveness and continuous improvement.

FSAP must use evidence from assessment activities to inform decision-making and planning for continuous improvement.

FSAP must monitor improvements implemented based on assessment results.

FSAP must apply results for future planning.

FSAP must inform constituents of assessment results and how data have been used for continuous improvement.

FSAP should provide its constituents with regular reports on chapter learning, development, and success.

Guiding Principle: Advocating for Diverse, Equitable, and Inclusive Communities

Part 5. ACCESS, EQUITY, DIVERSITY, AND INCLUSION

5.1 Inclusive and Equitable Educational and Work Environments

Within the context of each institution's mission and in accordance with institutional policies and applicable codes and laws, Fraternity and Sorority Advising Programs (FSAP) must create and maintain educational and work environments for students, faculty, staff, administrators, designated clients, and other constituents that are welcoming, accessible, inclusive, equitable, and free from bias or harassment.

FSAP must not discriminate on the basis of race; color; national origin; sex; disability; age; cultural identity; ethnicity; nationality; citizenship; family educational history (e.g., first generation to attend college); political affiliation; religious affiliation; sexual orientation; gender identity and expression; marital, family, social, economic, place of residence, or veteran status; or any other basis included in codes, laws, and institutional policies.

5.2 Organizational Aspects of Access, Equity, Diversity, and Inclusion

FSAP must provide equitable access to facilities and resources for all constituents.

FSAP must advise councils and chapters to promote recruitment and intake processes that are inclusive with regard to race, gender expression, sexual orientation, age, disability status, and student status.

FSAP should encourage chapters to provide education that focuses on implicit bias in the membership selection process.

FSAP should advise councils and chapters to promote fraternity and sorority membership to diverse student groups.

FSAP should respect a fraternity or sorority's right to select membership based on Title IX criteria and its status as a private organization.

FSAP must respond to the needs of all constituents when establishing hours of operation and developing methods for delivering programs, services, and resources.

FSAP must identify and address actions, policies, and structures within its operation that perpetuate systems of privilege and oppression.

FSAP must address aspects of the fraternity and sorority community that are currently and historically problematic and affect students' access to educational opportunities, including
- **sexual misconduct**
- **racism and intolerance based on religion, sexual orientation, and gender identity and expression**
- **other practices and attitudes that diminish human dignity, demean physical and social ability, or threaten security**

5.3 Advocating for Access, Equity, Diversity, and Inclusion

FSAP must advocate for accessible facilities and resources, and address issues that impede access.

FSAP must advocate for inclusion, multiculturalism, and social justice within the institution.

FSAP must enact culturally responsive, inclusive, respectful, and equitable practices in the provision of services.

FSAP must develop plans for ongoing professional development on cultural competence and workplace inclusion.

5.4 Implementing Access, Equity, Diversity, and Inclusion

FSAP must establish goals for access, equity, diversity, and inclusion.

FSAP should track racial demographic information of chapters in comparison with institutional demographics.

FSAP must enhance members' knowledge, understanding, skills, and responsibilities associated with being a member of a pluralistic and global society.

FSAP must work in collaboration with chapter and council leaders and other campus departments to create chapter environments that foster inclusion, multiculturalism, and social justice.

FSAP must address the characteristics and needs of diverse constituents when establishing and implementing culturally relevant and inclusive programs, services, policies, procedures, and practices.

FSAP must ensure that personnel are trained in diversity, equity, access, and inclusion and are held accountable for applying the training to its work.

FSAP must have an established protocol for, and foster expectation of, bias incident reporting.

Personnel within FSAP must cultivate understanding of identity, culture, self-expression, and heritage.

Personnel within FSAP must promote respect for commonalities and differences among people within their historical and cultural contexts.

When educational and/or workplace accommodations are requested, FSAP must provide individuals with an interactive process to determine reasonable accommodations.

Guiding Principle: Organization, Leadership, and Human Resources

Part 6. LEADERSHIP, MANAGEMENT, AND SUPERVISION

6.1 Leadership

Fraternity and Sorority Advising Programs (FSAP) leaders must model ethical behavior and demonstrate alignment with institutional mission, goals, and ethical practices.

Leaders with organizational authority for FSAP must provide management and supervision as well as lead strategic planning and program advancement.

FSAP leaders must
- **create a vision for the functional area**
- **communicate goals**
- **model and expect commitment**
- **build teams, coalitions, and alliances**
- **influence others to contribute to the effectiveness and success of the unit**
- **advance diversity, equity, access and inclusion goals in the workplace**
- **incorporate data and information in decision making**
- **develop a risk management plan for the organization**
- **incorporate sustainable practices in the design of programs, services, and facilities**
- **develop and empower new leaders from within the organization**
- **collaborate with colleagues and departments across the institution**
- **adhere to organizational constraints**

FSAP leaders should work with various stakeholders to formulate goals and directions for the chapters and community that are consistent with institutional policies.

FSAP leaders must advance the functional area by
- **advocating for and actively promoting the functional area's mission and goals**
- **communicating with constituents about current issues affecting the profession**
- **identifying and addressing individual, organizational, and environmental conditions that foster or inhibit mission achievement**
- **facilitating discussion and decisions regarding program advancement**
- **advocating for representation in strategic planning processes at departmental, divisional, and institutional levels**

FSAP leaders may be the principal representative of the administration to the fraternity and sorority community as well as the principal advocate for the fraternity and sorority community within the administration.

FSAP leaders should serve on committees that focus on institutional issues and policies affecting the fraternity and sorority community.

6.2 Management

FSAP managers must
- **be empowered to demonstrate effective management**
- **plan, allocate, and monitor the use of fiscal, physical, human, intellectual, and technological resources**
- **develop plans for scholarship, leadership, and service to the institution and the profession**
- **engage diverse perspectives from within and outside the unit to inform decision making**

6.3 Supervision

FSAP supervisors must
- **incorporate institutional policies and procedures in the development of strategies for recruitment, selection, professional development, supervision, performance planning, succession planning, evaluation, recognition, and reward of personnel**
- **consult with institutional HR personnel to access and receive education and training that influence successful performance of personnel**
- **provide feedback on personnel performance**
- **identify and resolve workplace conflict**
- **follow institutional policies for addressing complaints**
- **provide reports and activity updates to management**
- **work with personnel to develop plans for scholarship, leadership, and service to the profession and institution**
- **provide supervision and support so that personnel may complete assigned tasks**

6.4 Strategic Planning

FSAP leaders, managers, and supervisors must facilitate ongoing strategic planning processes that
- **facilitate continuous development, implementation, assessment, and evaluation of program effectiveness and goal attainment congruent with institutional mission and ongoing planning efforts**
- **support ongoing assessment activities that improve student learning, development, and success**
- **utilize philosophies, principles, and values that guide the work of the functional area**
- **promote environments that provide opportunities for student learning, development, and success**
- **develop, adapt, and improve programs and services in response to the needs of changing environments, populations served, and evolving institutional priorities**
- **engage many diverse constituents and perspectives from within and outside the unit to inform the development and implementation of the planning process**
- **result in a vision and mission that drive short- and long-term planning**
- **set goals and objectives based on the needs of the populations served, intended student learning and development outcomes, and program outcomes**

Part 7. HUMAN RESOURCES

7.1 Staffing and Support

Fraternity and Sorority Advising Programs (FSAP) must identify the level of staffing necessary to achieve its mission and goals.

The level of FSAP staffing must be established and reviewed regularly with regard to demands, enrollment, diversity of services offered, institutional resources, and other services available on the campus and in the community.

FSAP must be staffed by individuals qualified to accomplish its mission and goals. Personnel include full-time and/or part-time faculty, staff, administrators, and paraprofessionals (e.g., student employees, interns, graduate assistants, and volunteers).

FSAP may expand staffing capabilities by supplementing staffing with students or volunteers with an interest in FSAP.

FSAP must have access to technical and support personnel to accomplish its mission.

FSAP professional personnel either must hold an earned graduate or professional degree in a field relevant to their position or must possess an appropriate combination of educational credentials and related work experience.

Appropriate educational preparation and related work experience for FSAP professional positions may include graduate level coursework in: organizational behavior and development, oral and written communication, research and evaluation, ethics, appraisal of educational practices, group dynamics, budgeting, counseling techniques, leadership development, learning and human development theories, student development theories, higher education administration, performance appraisal and supervision, application of information technology, legal issues in higher education, and student affairs.

Professional preparation for FSAP personnel may include assistantship and/or internship experience in fraternity and sorority life.

FSAP professional personnel should be knowledgeable in areas such as budgeting and financial management, safety and risk management, student conduct, Title IX, alumni relations, and student events programming.

7.2 Employment Practices

FSAP must establish procedures and expectations for personnel recruitment, selection, training, supervision, performance, and evaluation.

FSAP leaders must
- ensure that all personnel have written position descriptions
- regularly review position descriptions
- maintain copies of up-to-date resumes/curriculum vitae for all currently employed personnel
- implement recruitment and selection/hiring strategies that demonstrate a deliberate effort to diversify the workforce
- develop promotion practices that are fair, inclusive, proactive, and non-discriminatory

FSAP leaders must establish, in partnership with personnel and aligned with institutional policies, work arrangements (e.g., schedules, remote work) that achieve department objectives.

Personnel within FSAP must have written performance goals, objectives, and outcomes for each performance cycle to be used to plan, review, and evaluate work and performance. The performance plan must be updated regularly to reflect changes during the performance cycle.

Results of individual personnel evaluations must be used to recognize personnel performance, address performance issues, implement individual and/or collective personnel development and training programs, and inform the assessment of FSAP.

7.3 Personnel Training and Development

FSAP personnel must receive training when hired and professional development throughout their employment.

FSAP personnel must engage in continuing professional development activities to keep abreast of the research, theories, legislation, policies, and advancements that affect its programs and services.

FSAP supervisors should encourage all professional personnel to hold membership in relevant professional associations.

FSAP must provide personnel with appropriate professional development opportunities or resources that facilitate individual professional development goals and improve competence, skills, and leadership capacity.

FSAP personnel must have access to resources and receive specific training on policies, procedures, and laws related to
- the programs and services they support
- privacy and confidentiality
- student records and sensitive institutional information
- systems and technologies necessary to perform their assigned responsibilities
- sexual misconduct, harassment, and workplace violence

FSAP personnel should maintain current knowledge of student demographics and characteristics on their campus and higher education in general.

FSAP personnel must be trained on how to recognize and address systems of oppression in the workplace and facilitate a welcoming, inclusive work environment.

FSAP personnel must be trained on how and when to refer those in need of additional assistance to qualified personnel, and must have access to a supervisor for assistance in making these judgments.

FSAP leaders must ensure that personnel are knowledgeable about and trained in safety, emergency procedures, identifying threatening conduct or behavior, crisis prevention, response, and reporting.

7.4 Paraprofessional Personnel

Paraprofessionals working in FSAP must be enrolled in an appropriate field of study and/or have relevant experience.

Paraprofessionals working in FSAP must be carefully selected, trained, supervised, and evaluated by personnel who possess applicable educational credentials, work experience, and have supervisory experience.

FSAP supervisors must engage graduate students, as applicable, in assistantships, practica, and internship experiences to understand the field and prepare them to be effective professionals.

FSAP leaders must accommodate the dual roles paraprofessionals may have as both student and employee.

FSAP leaders must
- adhere to parameters of paraprofessionals' job descriptions
- articulate intended student learning and development outcomes in student employee job descriptions
- adhere to agreed-upon work hours and schedules
- offer flexible scheduling options as needed by the student employee
- work with paraprofessionals to determine suitable compensation if circumstances necessitate additional hours

Part 8. COLLABORATION AND COMMUNICATION

8.1 Collaboration

Fraternity and Sorority Advising Programs (FSAP) personnel must collaborate and consult with institutional leaders, faculty, individuals, and departments essential to the success of the program.

FSAP must collaborate with individuals, groups, communities, and organizations to
- establish, maintain, and promote understanding and effective relations
- garner support and resources
- meet the needs of students, designated clients, and other constituents
- achieve program and student outcomes
- engage diverse populations to enrich the educational environment
- disseminate information about programs and services
- solve problems pertinent to the student population, designated clients, or the organization

FSAP should emphasize a team approach to advising and working with members and chapters.

FSAP must develop and maintain relationships with the fraternity and sorority community and its immediate stakeholders, including chapter advisors, house corporation members, chapter presidents, institutional administrators, and other volunteers as well as international organization staff and volunteers.

FSAP should involve stakeholders in the administration of policies specific to the fraternity and sorority community.

FSAP must collaborate with national/international organizations and their umbrella organizations when appropriate.

FSAP must facilitate connections between faculty, staff, and administrators and fraternity and sorority members.

FSAP should help chapters in the recruitment of chapter advisors who will contribute to members' personal and professional development.

FSAP should assist chapters in establishing relationships with nonprofit organizations for the purpose of involving members in service and philanthropic activities.

Processes used by FSAP must emphasize the importance of developing positive working relationships with members and stakeholders.

FSAP must refer students, designated clients, and other constituents to appropriate resources when assistance is needed beyond the functional area's scope.

8.2 Communication

FSAP must provide relevant information, services, and resources that explain its mission and goals.

FSAP must be transparent in providing reports of chapters' performance and metrics.

FSAP should provide stakeholders with access to policies, procedures, standards, and relevant fraternity and sorority community documents pertaining to chapters' performance.

FSAP must be available as an information resource for members, alumni, faculty, staff, and administrators.

FSAP must make reasonable efforts to mitigate any negative influence of groups without institutional recognition, and must inform stakeholders about the institution's position on these groups.

FSAP must develop and implement strategies for outreach and promotion.

FSAP should establish a process for monitoring public discussions and informal communications, including social media and mobile networks.

FSAP may assist members' families in accessing resources relevant to fraternity and sorority life as questions arise.

FSAP must establish and coordinate communication with alumni volunteers and national/international organization staff to assist with information exchange and collaborative efforts toward chapter development.

FSAP promotional and descriptive information must be accurate and free of deception and misrepresentation.

8.3 Procedures and Guidelines

FSAP must have and follow procedures and guidelines consistent with institutional policy for
  ● **communicating with the media**

- **distributing information through print, broadcast, and online sources**
- **the use of social media**
- **contracting with external organizations for delivery of programs and services**
- **developing relationships with donors**
- **dissemination of relevant information in a timely manner to all constituents**

FSAP must record and archive information about the fraternity and sorority community and encourage chapter leaders to do the same for their organizations.

Guiding Principle: Ethical Considerations

Part 9. ETHICS, LAW, AND POLICY

9.1 Ethical Statements

Fraternity and Sorority Advising Programs (FSAP) must review and adopt appropriate standards of ethical practice including those of applicable professional associations.

FSAP must have clearly defined and documented ethical statements addressing
- **conflicts of interest, or appearance thereof, by personnel in the performance of their work**
- **management of institutional funds**
- **acceptance, in gratis, of cash or merchandise in accordance with institutional advancement reporting policies**
- **solicitation of gifts, in accordance with institutional advancement reporting policies**
- **research and assessment with human participants or animal subjects**
- **confidentiality of research and assessment data**
- **personnel, student, and other designated clients' rights and responsibilities**
- **disclosure of information in student, personnel, and other designated clients' records**

FSAP must have clearly defined and documented ethical statements addressing management of student organizational funds.

FSAP must adopt a statement of ethics intended to
- **treat fairly prospective students who wish to affiliate with a fraternity/sorority**
- **eliminate illegal discrimination associated with the selection of members**
- **uphold applicable standards of conduct expressed by the institution and by the respective national or international organization**

9.2 Ethical Practice

FSAP personnel must employ ethical decision making in the performance of their duties.

FSAP personnel should examine the distinct ethical challenges that come with serving the fraternity and sorority community, determine and implement appropriate approaches for addressing such challenges, and model relevant ethical standards in their everyday practice.

FSAP professional personnel must not be signatories on off-campus council and chapter bank accounts.

FSAP personnel must recognize and avoid conflicts of interest that could adversely influence their judgment or objectivity and, when unavoidable, recuse themselves from the situation.

FSAP personnel must avoid situations or actions that create the appearance of preferential treatment.

FSAP personnel must be honest, objective, and impartial in their interactions.

FSAP must demonstrate responsibility for sound and ethical assessment, research, evaluation, and program review.

FSAP must encourage and provide a forum for personnel to address and report unethical behavior.

FSAP must address issues surrounding scholarly integrity.

FSAP personnel must perform duties within the scope of their position, training, expertise, and competence.

FSAP personnel must make referrals when issues presented exceed the scope of their position.

9.3 Legal Obligations and Responsibilities

FSAP must comply with laws, regulations, policies, and procedures that relate to its respective responsibilities and that pose legal obligations, limitations, risks, and liabilities for the institution as a whole.

FSAP must monitor and support chapter and council compliance with policies addressing
- **hazing**
- **sexual misconduct**
- **alcohol and other drug abuse prevention**
- **physical violence**
- **health and well-being**

FSAP contracts with outside vendors must adhere to ethical standards and institutional policies.

FSAP must address specific legal and policy issues of chapters without national/international or regional organization affiliation, oversight, and support.

FSAP must advocate that common rooms owned, rented, or otherwise assigned to fraternities and sororities for their use be managed in accordance with all applicable regulatory and statutory requirements of the host institution, national/international organization, and governmental authorities.

FSAP must monitor issues such as fire safety, facility and property maintenance and security, and safety and health code compliance.

FSAP should ensure, to the extent possible, that property-owning chapters comply with laws and ordinances around property taxes.

FSAP should monitor issues such as noise control, parking, and trash removal.

FSAP expectations of fraternities and sororities should not infringe upon the legal rights of student organizations.

In accordance with governmental laws, institutional policy, and standards of good professional practice, FSAP personnel who are concerned about students' well-being must ensure that they are referred to appropriate resources.

FSAP must have a process for accessing legal advice needed for personnel to carry out their assigned responsibilities.

FSAP must not discriminate based upon institutional policies, codes, or governmental laws.

FSAP must purchase or obtain permission to use copyrighted materials and instruments. References to copyrighted materials and instruments must include appropriate citations.

9.4 Policies and Procedures

FSAP must have written policies and procedures on operations, transactions, or tasks that have legal implications.

FSAP must have and follow a timeline for reviewing policies and procedures. The creation and revision of policies and procedures must be informed by available evidence, and policies and procedures that inform the management of higher education.

FSAP must have policies and procedures consistent with institutional policy for responding to threats, emergencies, and crisis situations.

9.5 Communication of Ethical and Legal Obligations

FSAP must educate new personnel to relevant ethical standards, statements of ethical practice, and related institutional policies and procedures.

FSAP must inform its users of ethical and legal obligations and limitations emanating from codes and laws or from licensure requirements.

FSAP must ensure chapters without international, national, or regional affiliation understand applicable laws and policies.

FSAP personnel must provide students, designated clients, and constituents with information about student privacy rights and personnel's disclosure obligations.

FSAP must create ongoing opportunities to explore and examine basic ethical beliefs important to the functional area.

FSAP must inform personnel about internal and external governance organizations that affect the functional area.

FSAP must inform personnel about professional liability insurance options and refer them to external sources if the institution does not provide coverage.

9.6 Addressing Harassment and Hostile Environments

FSAP personnel must neither participate in nor condone any form of harassment or activity that demeans persons or creates an intimidating, hostile, or offensive environment.

FSAP must adhere to institutional policies and procedures regarding sexual misconduct, harassment, and workplace violence.

Guiding Principle: Learning-Conducive Structures, Resources, and Systems

Part 10. FINANCIAL RESOURCES

10.1 Funding

Fraternity and Sorority Advising Programs (FSAP) must have the funding that is necessary to accomplish its mission and goals.

FSAP may supplement institutional funding from sources such as development, fundraising, grants, and fees for services.

FSAP should keep accounts that include student fees for department operations separate from governing council accounts.

FSAP must determine with administrative leadership what funding is necessary.

10.2 Financial Planning

In establishing and prioritizing funding resources, FSAP must conduct comprehensive analyses to determine
- **unmet needs of the unit**
- **relevant expenditures**
- **external and internal resources**
- **impact on students and the institution**

FSAP must use the budget as a planning tool to reflect commitment to the mission and goals of the functional area and of the institution.

FSAP financial reports must provide an accurate financial overview of the organization and provide clear, understandable, and timely data upon which personnel can plan and make informed decisions.

10.3 Financial Management

FSAP must manage funds in accordance with established governmental laws and institutional policies, procedures, and guidelines.

FSAP must demonstrate responsible stewardship and use of fiscal resources.

FSAP must have procedures and guidelines consistent with institutional policy for applying to and managing funds from external resources.

FSAP must be provided with the institutional and financial resources to assist with professional development of personnel.

FSAP procurement procedures must
- be consistent with institutional policies
- ensure that purchases comply with laws and codes for usability and access
- ensure that the institution receives value for the funds spent
- consider information available for comparing the ethical and environmental impact of products and services purchased

Part 11. TECHNOLOGY

11.1 Systems Management

Fraternity and Sorority Advising Programs (FSAP) must have current technology to support the achievement of its mission and goals.

FSAP must have access to student information deemed essential to monitoring and assessing performance of members and their chapters.

FSAP must have access to essential student information including
- members' academic performance (i.e., cumulative and term GPA)
- members' academic progress toward degree (i.e., class status and credit hours)
- members' academic standing (i.e., probation or honors status)
- membership demographics

FSAP must incorporate accessibility features into technology-based programs and services.

FSAP must ensure that personnel and constituents have access to training and support for technology use.

FSAP must back up data on a cycle established in partnership with the institution's information technology department.

FSAP must implement a replacement plan and cycle for all technology with attention to sustainability.

11.2 User Engagement

FSAP must use technology to enhance the delivery of programs and services for all constituents.

FSAP must ensure that technology addresses constituent needs.

FSAP must employ technologies that facilitate user interaction.

FSAP must provide secure remote access.

FSAP must train chapters to use membership reporting and chapter recruitment technology.

11.3 Compliance and Information Security

FSAP must have policies on the appropriate use of technology that are clear and easily accessible.

FSAP must comply with governmental codes and laws and with institutional technology policies and procedures.

FSAP must provide a secure platform when conducting financial transactions, in accordance with industry best practices.

11.4 Communication

FSAP must have updated websites that provide information to all constituents in accessible formats.

FSAP should centralize fraternity and sorority community resources with one website providing links to the websites of each recognized chapter and council along with other relevant sites.

FSAP must use technology that allows users to communicate sensitive information in a secure format.

FSAP must evaluate relevant social media platforms and techniques for communication, and implement those that best meet constituent needs.

FSAP must evaluate multiple modes of communication including, but not limited to, phone, text, and web chat.

Part 12. FACILITIES AND INFRASTRUCTURE

12.1 Design of Facilities

Fraternity and Sorority Advising Programs (FSAP) facilities must be located in suitable spaces designed to support the functional area's mission and goals.

FSAP facilities must be intentionally designed to engage various constituents, promote learning, and provide accessible and safe spaces.

FSAP office space should be located near other institutional student services.

FSAP facilities must be designed to protect the security and privacy of records and ensure the confidentiality of sensitive information and conversations.

FSAP must incorporate universal design principles.

FSAP facilities must be designed and constructed to be energy-efficient and sustainable.

12.2 Work Space

FSAP personnel must have equipped and well-maintained workspaces designed to support their work and responsibilities.

FSAP personnel must be able to safeguard the privacy of their work.

12.3 Equipment Acquisition

When acquiring capital equipment, FSAP must take into account expenses related to regular maintenance and life cycle costs.

FSAP must incorporate sustainable practices when purchasing equipment.

12.4 Facilities and Equipment Use

FSAP facilities and equipment must be inspected on an established cycle and be in compliance with codes, laws, and established practices for accessibility, health, safety, and security.

FSAP should advocate that chapters that maintain facilities have those living units assessed annually including life safety, sanitation, and quality of life inspections of all housing facilities, kitchens, building electrical systems, heating systems, and fire safety equipment.

FSAP must promptly report broken, malfunctioning, defective, unusable, or faulty facilities and equipment to the entity responsible for maintenance.

FSAP must develop sustainable practices for facilities use.

FSAP must assess the effectiveness of its facilities to ensure they are meeting facilities and equipment goals.

FSAP personnel must advocate for appropriate, consistent, and fair assignment of facilities and equipment.

FSAP should work to ensure that all groups have equitable access to meeting and programming facilities.

Carolyn Whittier, Valparaiso University, AFA