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

This standard has a 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 CAS standard 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 THIRTY 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 achievement and in general to promote good citizenship, CAS continues to create and deliver a dynamic and credible 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 45 functional areas, consistent with institutional missions. Individuals and institutions from more than 40 CAS member organizations comprise a professional constituency of over 100,000 professionals.

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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, are free to make accurate representations to the effect that the designated program or service meets the CAS Standards.

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FRATERNITY AND SORORITY ADVISING PROGRAMS

CAS Contextual Statement

Advising undergraduate fraternity and sorority organizations is a multifaceted function within student affairs. Professionals support individual student development and advance organizational and community goals that hopefully align with the educational mission of host institutions. Professionals who advise these organizations must have an understanding of the history and organizational norms of the fraternities and sororities on their campus. Additionally, as the types of fraternities and sororities on a campus often include cultural, professional, and social as well as sometimes academic, service, and identity based (i.e. sexual orientation), it is vital for those who work with these organizations to have a grasp of the role that each chapter can play within a diverse fraternity/sorority community (Barber, Espino, & Bureau, 2015; Johnson, Bradley, Bryant, Morton, & Sawyer, 2008; Kimbrough, 2002; 2003).

Fraternities and sororities are distinctive in their historical and modern day function within higher education. They have been a part of the fabric of student life on some campuses for more than two centuries, but the nature of this relationship is debated (Brown, Parks, & Phillips, 2005; Gregory, 2003; Kimbrough, 2003; Rudolph, 1990; Whipple & Sullivan, 1998). A question to be answered by fraternity/sorority professionals is to what extent these organizations augment the institution's educational mission (Hevel & Bureau, 2015; Barber et al., 2015). Effective Fraternity and Sorority Advising Programs (FSAP), as explained in the CAS Standards, keep this question in the forefront of their mind as they enact programs and deliver resources and services for the fraternity and sorority community on their campus.

Individuals working with Fraternity and Sorority Advising Programs (FSAP) work with a range of stakeholders within and outside of the institution (Association of Fraternity/Sorority Advisors, 2015). Stakeholders include students, alumni, national and international fraternity/sorority staff, volunteer governing bodies of these organizations (e.g., the National Pan-Hellenic Council), parents, police and fire officials, and community members, among others (Mamarchev, Sina, & Heida, 2003). Recent edits to the CAS FSAP Standards reflect the evolving nature of the role of a fraternity/sorority life campus professional (FSL) and have aimed to capture the way in which the position has evolved since the very early days of the functional area: it is no longer acceptable to simply work with chapter leaders. To be successful, a FSAP must engage many in the shared pursuit of aligning the espoused purpose of these organizations to the actions of members.

With this charge in mind, we present the context of supporting fraternity and sorority advising programs using the following model: identify the issues, generate ideas, and act with intention. While simplistic, this model can provide a basis for enacting the CAS Standards for FSAP as professionals support the holistic development of students and promulgate the positive and enduring principles of fraternities and sororities in higher education.

Issues

Postsecondary organizational culture is certainly complex (Kuh & Whitt, 1988). Any collection of organized individuals can provide challenges for student affairs professionals; however, some argue the long-standing traditions in fraternities and sororities can make this culture particularly difficult to manage (Jelke & Kuh, 2003; Kimbrough, 2003; Whipple & Sullivan, 1998). Culture is shaped in part by students but is also molded by stakeholders' influence. Therefore, multiple agents influence issues and opportunities within a fraternity and sorority community. A simple way to look at the issues would be to examine them as internal and external to the fraternity and sorority community.

Internal issues are those that immediate stakeholders must address to support student needs, organizational functions, and community-wide advancement. These include the challenges associated with alcohol misuse and abuse, hazing, recruitment and intake activities, and membership education practices. These issues can be made more complex when there is a lack of collaboration amongst diverse fraternal organizations in the enactment of community policies and procedures.

There are also issues within the international fraternity/sorority system that impact fraternities and sororities on campuses: the management role of umbrella groups, ensuring that professionals have the skills necessary to support fraternities and sororities (such as those outlined in the CAS Standards for Fraternity and Sorority Advising Programs and the AFA Core Competencies for Excellence in the Profession) and a sometimes politically charged and potentially disjointed effort to assess the quality of the undergraduate experience.

There are also opportunities to take an ordinary college experience and transform it into a powerful learning experience. Students learn through involvement in civic engagement, community service, philanthropic activities, leadership development, academic support, and friendships built upon common values. Additionally, some organizations contribute to an individual's personal identity development (Guardia & Evans, 2008). Ultimately these experiences offer students a unique challenge of managing individual and organizational expectations.

External issues are those that influence fraternities and sororities and the FSAP in the larger scope of student affairs, higher education, and society. Challenges include institutional funding and staffing of student affairs functions, accountability and assessment in higher education, assessment of student learning outcomes, and the role of student affairs in supporting the mission of higher education (Sandeem & Barr, 2006). Student Affairs must align its activities with the goal of student learning, development and overall success (Schuh & Upcraft, 2001); therefore, as a part of a larger student affairs division, FSAP must demonstrate the degree to which this important task is accomplished.

Within society, the perceptions of fraternities/sororities vary. Ardent supporters value the role these organizations can play in the development of students. Critics question how fraternity and sorority life adds value to the student experience (Hevel & Bureau, 2014; Kimbrough, 2003; Parks, 2008). Ultimately, fraternities and sororities influence and are influenced by discourse on all of these issues. Efforts to solve the problems and accentuate the contributions of FSL require new and innovative ideas.

Ideas

If the consistently problematic issues could be easily solved, then the ills of fraternities and sororities would have been cured years ago. There are certainly individuals committed to improving these organizations and aligning them with the mission of higher education. However, students bring with them a world of ideas and expectations about fraternities and sororities. These perceptions and expectations will be difficult to alter. A list of action steps is beyond the scope of this contextual statement; however, the accomplishment of any new idea must involve collaboration, embrace the never-ending process of change, and apply creativity and innovation.

As professionals support the advancement of their respective fraternity and sorority community, some comfort may be found in the idea that many are invested in the future of fraternities and sororities. Partnerships with fellow staff, faculty, alumni volunteers, national/international/fraternity/sorority professionals and volunteers, parents, and local service agencies and businesses can be forged to support the development of the students and the organizations. The FSAP standards certainly can be a launching point for such collaborations.

Applying new ideas can be tricky. However, innovation is required to make change stick in the interfraternal community (Koeppell, 2008). Tactics such as grounding policy discussions in a values-perspective, implementing activities that let students and stakeholders imagine reinventing the fraternity and sorority community, and transforming educational efforts to move from a *symptom approach* (for example, alcohol misuse and abuse) to a broader *disease approach* (people drink too much because they have low self-esteem) could be viewed as innovative. Even small tactics of innovation can make a difference in how fraternities and sororities contribute to the campus environment (Barber, Espino, & Bureau, 2015).

Intentionality

With these issues and ideas in mind, we must be purposeful in our support of the positive development of students in fraternities and sororities. Student development theory is widely applied in student affairs to aid in the explanation of how students function (Hamrick, Evans, & Schuh, 2002; Johnson et al., 2008). Additionally, organizational theory can guide practice in FSAP (Jelke & Kuh, 2003). When practitioners intentionally apply the theoretical foundations of student affairs, they can be most focused on providing opportunities for student learning and development in the context of the fraternity and sorority community.

In addition to theories, FSAP professionals can be effective in their roles if they understand the models and frameworks that guide good practice. There are many to consider (Barber, Espino, & Bureau, 2015; Gregory, 2003; Marmarachev, Sina, & Heida, 2003). One effective framework is that of assessment. Assessment is one way to be most intentional in how student affairs professionals conduct their work (Sandeen & Barr, 2006). Schuh and Upcraft (2001) provide guidance on how to support assessment in fraternity and sorority communities. If Fraternity and Sorority Advising Program (FSAP) leaders aspire to be more aligned with higher education priorities, it is particularly vital to place the extent to which student learning occurs in fraternities and sororities as a top priority in a FSAP assessment agenda (Bureau, 2011).

Conclusion

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 enable success at both the student and organizational level. The *CAS Standards for Fraternity and Sorority Advising Programs* can be a framework for good practice and an assessment tool to determine the extent to which FSAP meet the needs of the students and other stakeholders with whom they work.

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FRATERNITY AND SORORITY ADVISING PROGRAMS

CAS Standards and Guidelines

Part 1. MISSION

The mission of the Fraternity and Sorority Advising Programs (FSAP) is to promote the learning and development of students who affiliate with fraternities and sororities. FSAP must support the fraternity and sorority community in efforts to be a relevant and contributing part of the institution.

To accomplish its mission, FSAP must

- promote the intellectual, physical, emotional, social, spiritual, ethical, civic, and career development of members
- provide education and experience in interpersonal relationships, leadership, group dynamics, and organization development
- promote member involvement in co-curricular activities
- promote sponsorship of and participation in community service, service-learning, and philanthropic projects
- promote an appreciation for differences and development of cross-cultural competencies
- recognize and encourage learning experiences that occur as a result of a diverse fraternity and sorority community
- advocate academic success of all members and for opportunities through which students can integrate in-class and out-of-class learning
- support members' efforts to align actions with espoused organizational mission and values
- collaborate with stakeholders who support the mission, including undergraduate and graduate/alumni members, faculty and other advisors, and organizational staff and/or volunteers

FSAP must develop, disseminate, implement, and regularly review their missions, which must be consistent with the mission of the institution and with applicable professional standards. The mission must be appropriate for the institution's students and other constituents. Mission statements must reference student learning and development.

Part 2. PROGRAM

To achieve their mission, Fraternity and Sorority Advising Programs (FSAP) must contribute to

- students' formal education, which includes both the curriculum and the co-curriculum
- student progression and timely completion of educational goals
- preparation of students for their careers, citizenship, and lives
- student learning and development

To contribute to student learning and development, FSAP must

- identify relevant and desirable student learning and development outcomes
- articulate how the student learning and development outcomes align with the six CAS student learning and development domains and related dimensions

- assess relevant and desirable student learning and development
- provide evidence of impact on outcomes
- articulate contributions to or support of student learning and development in the domains not specifically assessed
- use evidence gathered to create strategies for improvement of programs and services

STUDENT LEARNING AND DEVELOPMENT DOMAINS AND DIMENSIONS

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

[LD Outcomes: See *The Council for the Advancement of Standards Learning and Development Outcomes* statement for examples of outcomes related to these domains and dimensions.]

FSAP must be

- intentionally designed
- guided by theories and knowledge of learning and development
- integrated into the life of the institution

- reflective of developmental and demographic profiles of the student population
- responsive to needs of individuals, populations with distinct needs, and relevant constituencies
- delivered using multiple formats, strategies, and contexts
- designed to provide universal access

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

To support a positive experience that emphasizes the learning and development of members, the FSAP must include educational programming, advising services, and social and recreational programming.

FSAP focus on education must

- enhance new-member and member knowledge, understanding, and competencies essential for academic success, personal and moral development, organizational development, and the practice of leadership
- complement the academic mission of the institution
- complement the efforts of educational programs implemented by international, national, and/or regional organizations when applicable
- address aspects of the fraternity and sorority community that are currently or historically problematic, including applicable laws and institutional policies, housing safety, hazing, alcohol and other drug abuse, sexual harassment, sexual assault, racism, intolerance based on religion or sexual orientation, and other practices and attitudes that diminish human dignity or physical and social security

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 member's chapter and the overall fraternity and sorority community.

Leadership experiences should prepare members to effectively understand and support group processes, particularly the relevant aspects of self-governance, change management, problem solving, dynamics of power and influence, responsibility, accountability, and integrity. Leadership experiences also should enable members to gain knowledge about assessing leadership and management skills.

In their focus on individual chapters, FSAP must

- monitor academic performance of chapter members individually and collectively and recommending programs for scholastic improvement
- meet with chapter leaders to aid in the development of member and chapter goals
- assist members to understand their responsibilities to the group and to the overall community, including emphasis on demonstrating espoused organizational values
- attend new member and chapter meetings as appropriate
- evaluate chapter development and recommend programs for improvement
- provide assistance and advice in planning chapter programs (e.g., new member education, intake activities)

- encourage chapter members' attendance at their organization's leadership conferences and conventions
- support the development of standards and expectations for members
- complement efforts of educational programs offered by international, national, and/or regional organizations when applicable
- attend to the specific needs of chapters without international, national, or regional affiliation, oversight, and support

FSAP focus on the fraternity and sorority community and its immediate stakeholders (e.g., chapter advisors, house corporation members, chapter presidents, institutional administrators, faculty advisors) must include

- advising governing councils and organizations
- advising financial processes
- coordinating life safety, facility management, and risk management programs in conjunction with local agencies
- facilitating or providing resources, including potential presenters of campus or national renown to conduct workshops, programs, retreats, and seminars on relevant topics (e.g., multicultural competence, leadership development, recruitment and intake, risk management)
- monitoring of membership statistics and academic retention by chapter and community (fraternity/sorority and non-fraternity/sorority) for purposes of improving academic support and recommending intervention strategies
- gathering and disseminating information via meetings, websites, newsletters, social media venues, and/or information bulletins to the various entities involved in fraternity and sorority life (e.g., campus involvement and service opportunities)
- providing assistance and advice in planning and assessing fraternity and sorority community programs (e.g., recruitment activities, stepshows, philanthropies, and alumni events)
- organizing and facilitating leadership programs/retreats/workshops
- connecting members to leadership opportunities across campus, in the local community, and within their national or international organizations
- publishing or sharing documents that focus on current events, leadership opportunities, trends, and other information regarding fraternity and sorority life
- providing for recording and archiving information about the fraternity and sorority community and encouraging chapter leaders to do the same for their organizations

FSAP focus on other stakeholders must include

- collaborating with national or international organizations when applicable and appropriate
- connecting faculty, staff, and administrators to fraternity and sorority members
- establishing and coordinating communication with local alumni volunteers
- providing resources for parents/guardians of members
- helping alumni and national and international volunteers support members' meeting of standards
- being available as an information resource for members, alumni, faculty, and administrators

In their focus on social and recreational programming, FSAP must enhance the members' knowledge, understanding, and skills necessary to promote social responsibility and develop a safe and healthy social culture within the fraternity and sorority community.

FSAP must develop appropriate processes for recognition of organizational status or registration by the institution.

Campus chapters should participate in the same student organization registration and recognition process as other campus student groups.

Because fraternities and sororities often have unique relationships with their institutions and operate under dual-authority structures, institutions may assign responsibility for fraternities and sororities to specific offices, departments, or personnel. In such cases, it may be important to articulate how fraternities and sororities are to contribute to the institution and vice versa. This may require a documented relationship statement. When applicable, the relationship statement should be formalized, signed, and disseminated.

The relationship between the institution and its chapters should be defined based upon the unique circumstances for the campus. Areas for consideration may include

- a description of each chapter's responsibility to recognize the shared expectations of and contributions to a productive fraternity/sorority community
- historical relationships
- educational role of fraternities and sororities
- conditions, privileges, and responsibilities of affiliation
- housing and other facilities
- support and program orientation
- governance and authority (e.g., national and international organization affiliation and expansion, self-governance)
- reference to comprehensive policy documents
- expectations of the institution and the fraternity and sorority community
- accountability to other student governing bodies
- support for organization growth

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

FSAP at campuses where chapters exist without institutional recognition should mitigate any negative influence of these chapters on the campus community and inform stakeholders about the institution's position on these groups.

Part 3. ORGANIZATION AND LEADERSHIP

To achieve program and student learning and development outcomes, Fraternity and Sorority Advising Programs (FSAP) must be purposefully structured for effectiveness. FSAP must have clearly stated and current

- **goals and outcomes**

- policies and procedures
- responsibilities and performance expectations for personnel
- organizational charts demonstrating clear channels of authority

Leaders must model ethical behavior and institutional citizenship.

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

Strategic Planning

- articulate 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
- facilitate continuous development, implementation, and assessment of program effectiveness and goal attainment congruent with institutional mission and strategic plans
- promote environments that provide opportunities for student learning, development, and engagement
- develop, adapt, and improve programs and services in response to the changing needs of populations served and evolving institutional priorities
- include diverse perspectives to inform decision making

Management and Supervision

- plan, allocate, and monitor the use of fiscal, physical, human, intellectual, and technological resources
- manage human resource processes including recruitment, selection, professional development, supervision, performance planning, succession planning, evaluation, recognition, and reward
- influence others to contribute to the effectiveness and success of the unit
- empower professional, support, and student personnel to become effective leaders
- encourage and support collaboration with colleagues and departments across the institution
- encourage and support scholarly contributions to the profession
- identify and address individual, organizational, and environmental conditions that foster or inhibit mission achievement
- use current and valid evidence to inform decisions
- incorporate sustainability practices in the management and design of programs, services, and facilities
- understand appropriate technologies and integrate them into programs and services
- be knowledgeable about codes and laws relevant to programs and services and ensure that programs and services meet those requirements
- assess and take action to mitigate potential risks

Program Advancement

- advocate for and actively promote the mission and goals of the programs and services
- inform stakeholders about issues affecting practice

- **facilitate processes to reach consensus where wide support is needed**
- **advocate for representation in strategic planning initiatives at divisional and institutional levels**

FSAP must assist members and chapters in understanding their rights and responsibilities as part of the institution.

This may include 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, and providing outreach programming to familiarize other departments and community agencies with fraternity and sorority life.

Staff members must avoid situations or actions that may pose conflicts of interest or create the appearance of preferential treatment.

Part 4. HUMAN RESOURCES

Fraternity and Sorority Advising Programs (FSAP) must be staffed adequately by individuals qualified to accomplish mission and goals.

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

Within institutional guidelines, FSAP must

- **establish procedures for personnel recruitment and selection, training, performance planning, and evaluation**
- **set expectations for supervision and performance**
- **provide personnel access to continuing and advanced education and appropriate professional development opportunities to improve their competence, skills, and leadership capacity**
- **consider work/life options available to personnel (e.g., compressed work schedules, flextime, job sharing, remote work, or telework) to promote recruitment and retention of personnel**

Administrators of FSAP must

- **ensure that all personnel have updated position descriptions**
- **implement recruitment and selection/hiring strategies that produce a workforce inclusive of under-represented populations**
- **develop promotion practices that are fair, inclusive, proactive, and non-discriminatory**

Personnel responsible for delivery of FSAP must have written performance goals, objectives, and outcomes for each year's 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 programs and services.

FSAP personnel, when hired and throughout their employment, must receive appropriate and thorough training.

FSAP personnel, including student employees and volunteers, must have access to resources or receive specific training on

- **institutional policies pertaining to functions or activities they support**
- **privacy and confidentiality policies**
- **laws regarding access to student records**
- **policies and procedures for dealing with sensitive institutional information**
- **policies and procedures related to technology used to store or access student records and institutional data**
- **how and when to refer those in need of additional assistance to qualified personnel and have access to a supervisor for assistance in making these judgments**
- **systems and technologies necessary to perform their assigned responsibilities**
- **ethical and legal uses of technology**

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

Administrators of FSAP must ensure that personnel are knowledgeable about and trained in safety, emergency procedures, and crisis prevention and response. Risk management efforts must address identification of threatening conduct or behavior and must incorporate a system for responding to and reporting such behaviors.

FSAP personnel must be knowledgeable of and trained in safety and emergency procedures for securing and vacating facilities.

PROFESSIONAL PERSONNEL

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 preparatory graduate level coursework may include 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, higher education administration, performance appraisal and supervision, application of information technology, legal issues in higher education, and student affairs.

Effective supervision is critical to the success of the program, with knowledge often required in the areas of housing, dining, accounting, safety and risk management, student conduct, alumni relations, and programming. In addition, professional staff members should have experience in the development and

implementation of educational programs for members. FSAP staff should be qualified to work with various internal and external agencies in formulating goals and directions for the chapters and community that are consistent with institutional policies.

INTERNS OR GRADUATE ASSISTANTS

Degree- or credential-seeking interns or graduate assistants must be qualified by enrollment in an appropriate field of study and relevant experience. These students must be trained and supervised by professional personnel who possess applicable educational credentials and work experience and have supervisory experience. Supervisors must be cognizant of the dual roles interns and graduate assistants have as both student and employee.

Supervisors must

- **adhere to parameters of students' job descriptions**
- **articulate intended learning outcomes in student job descriptions**
- **adhere to agreed-upon work hours and schedules**
- **offer flexible scheduling when circumstances necessitate**

Supervisors and students must both agree to suitable compensation if circumstances necessitate additional hours.

FSAP should utilize paraprofessionals such as graduate assistants and graduate student interns to expand staff capabilities and provide valuable experience for individuals who have an interest in the field of fraternity and sorority advising.

STUDENT EMPLOYEES AND VOLUNTEERS

Student employees and volunteers must be carefully selected, trained, supervised, and evaluated. Students must have access to a supervisor. Student employees and volunteers must be provided clear job descriptions, pre-service training based on assessed needs, and continuing development.

The level of FSAP staffing services 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 local community.

Part 5. ETHICS

Fraternity and Sorority Advising Programs (FSAP) must

- **review applicable professional ethical standards and must adopt or develop and implement appropriate statements of ethical practice**
- **publish and adhere to statements of ethical practice and ensure their periodic review**
- **orient new personnel to relevant ethical standards and statements of ethical practice and related institutional policies**

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**

Statements of ethical standards must

- **specify that FSAP personnel respect privacy and maintain confidentiality in communications and records as delineated by privacy laws**
- **specify limits on disclosure of information contained in students' records as well as requirements to disclose to appropriate authorities**
- **address conflicts of interest, or appearance thereof, by personnel in the performance of their work**
- **reflect the responsibility of personnel to be fair, objective, and impartial in their interactions with others**
- **reference management of institutional funds**
- **reference appropriate behavior regarding research and assessment with human participants, confidentiality of research and assessment data, and students' rights and responsibilities**
- **include the expectation that personnel confront and hold accountable other personnel who exhibit unethical behavior**
- **address issues surrounding scholarly integrity**

FSAP personnel must

- **employ ethical decision making in the performance of their duties**
- **inform users of programs and services of ethical obligations and limitations emanating from codes and laws or from licensure requirements**
- **recognize and avoid conflicts of interest that could adversely influence their judgment or objectivity and, when unavoidable, recuse themselves from the situation**
- **perform their duties within the scope of their position, training, expertise, and competence**
- **make referrals when issues presented exceed the scope of the position**

FSAP staff members 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.

Part 6. LAW, POLICY, AND GOVERNANCE

Fraternity and Sorority Advising Programs (FSAP) must be in compliance with laws, regulations, and policies that relate to their respective responsibilities and that pose legal obligations, limitations, risks, and liabilities for the institution as a whole. Examples include constitutional, statutory, regulatory, and case law; relevant law and orders emanating from codes and laws; and the institution's policies.

FSAP must have access to legal advice needed for personnel to carry out their assigned responsibilities.

FSAP must inform personnel, appropriate officials, and users of programs and services about existing and changing legal obligations, risks and liabilities, and limitations.

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

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

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

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

Contracts with outside vendors must include adherence to ethical standards and institutional policies.

FSAP must regularly review policies. The revision and creation of policies must be informed by best practices, available evidence, and policy issues in higher education.

FSAP must have procedures and guidelines consistent with institutional policy for responding to threats, emergencies, and crisis situations. Systems and procedures must be in place to disseminate timely and accurate information to students, other members of the institutional community, and appropriate external organizations during emergency situations.

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

FSAP must inform personnel about internal and external governance organizations that affect programs and services.

FSAP must provide information on laws pertinent to the operation of chapters to fraternity and sorority community stakeholders.

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

FSAP must attend to the specific legal and policy issues of chapters without international, national, or regional affiliation, oversight, and support.

FSAP at campuses where chapters exist without institutional recognition should mitigate any negative influence of these chapters on the campus community and inform stakeholders about the institution's position on these groups.

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

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

Issues such as fire safety, noise control, parking, trash removal, security, facility and property maintenance, and life safety and health code compliance are of particular importance and should be monitored regularly.

FSAP staff members 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.

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

These relationships may be fostered through the advising and administrative processes used by the FSAP.

The administrative organization of FSAP should reflect the mission and size of the institution. FSAP should be a fully integrated institutional component and organized, resourced, and administered in a manner that permits its stated mission to be fulfilled. The administrative leader of the program should be responsible to the senior student affairs officer or designee.

Part 7. DIVERSITY, EQUITY, AND ACCESS

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 that are welcoming, accessible, inclusive, equitable, and free from harassment.

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

FSAP must

- **advocate for sensitivity to multicultural and social justice concerns by the institution and its personnel**
- **ensure physical, program, and resource access for all constituents**

- **modify or remove policies, practices, systems, technologies, facilities, and structures that create barriers or produce inequities**
- **ensure that when facilities and structures cannot be modified, they do not impede access to programs, services, and resources**
- **establish goals for diversity, equity, and access**
- **foster communication and practices that enhance understanding of identity, culture, self-expression, and heritage**
- **promote respect for commonalities and differences among people within their historical and cultural contexts**
- **address the characteristics and needs of diverse constituents when establishing and implementing culturally relevant and inclusive programs, services, policies, procedures, and practices**
- **provide personnel with diversity, equity, and access training and hold personnel accountable for applying the training to their work**
- **respond to the needs of all constituents served when establishing hours of operation and developing methods of delivering programs, services, and resources**
- **recognize the needs of distance and online learning students by directly providing or assisting them to gain access to comparable services and resources**

FSAP should cultivate a range of opportunities for students to gain membership into fraternities and sororities that have diverse purposes, including those that are cultural, social, and professional in nature.

FSAP must address the characteristics and needs of a diverse campus population when establishing and implementing policies and procedures.

FSAP must enhance members' knowledge, understanding, skills, and responsibilities associated with being a member of a pluralistic and global society. The program must provide educational efforts that develop appreciation of differences and cross-cultural competencies.

The FSAP should work with members to ensure recruitment and intake processes are accessible to all who choose to take part.

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

FSAP should work with members to promote fraternity and sorority membership as a viable involvement option for all student populations. The FSAP should not interfere with the fraternity/sorority's right to select membership based on Title IX criteria and its status as a private organization.

Part 8. INTERNAL AND EXTERNAL RELATIONS

Fraternity and Sorority Advising Programs (FSAP) must reach out to individuals, groups, communities, and organizations internal and external to the institution to

- **establish, maintain, and promote understanding and effective relations with those that have a significant interest in or potential effect on the students or other constituents served by the programs and services**
- **garner support and resources for programs and services as defined by the mission**
- **collaborate in offering or improving programs and services to meet the needs of students and other constituents and to achieve program and student outcomes**
- **engage diverse individuals, groups, communities, and organizations to enrich the educational environment and experiences of students and other constituents**
- **disseminate information about the programs and services**

Promotional and descriptive information must be accurate and free of deception and misrepresentation.

FSAP must have procedures and guidelines consistent with institutional policy for

- **communicating with the media**
- **distributing information through print, broadcast, and online sources**
- **contracting with external organizations for delivery of programs and services**
- **cultivating, soliciting, and managing gifts**
- **applying to and managing funds from grants**

A team approach in working with members in the local chapters should be a common goal of the FSAP when it collaborates with advisors, alumni, house corporations, national or international representatives, and other community stakeholders.

Because alumni can serve as valuable resources, program staff members should encourage and enlist a productive level of alumni involvement and assist with information exchange and collaborative programming efforts.

FSAP should engage faculty and staff members to serve as chapter advisors and serve on committees that focus on institutional issues and policies affecting the fraternity and sorority community.

The FSAP should establish relationships with local nonprofit organizations that provide opportunities for service and philanthropic pursuits and involvement. Programs focused on philanthropic activities and community service/volunteer involvement, that have been traditional components of fraternity and sorority programs, should be developed, maintained, and encouraged. The FSAP should connect fraternity and sorority chapters to opportunities to serve their community.

Part 9. FINANCIAL RESOURCES

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

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 programs and services and of the institution.

FSAP must administer funds in accordance with established institutional accounting procedures.

FSAP must demonstrate efficient and effective use and responsible stewardship of fiscal resources consistent with institutional protocols.

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.

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

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

Part 10. TECHNOLOGY

Fraternity and Sorority Advising Programs (FSAP) must have technology to support the achievement of their mission and goals. The technology and its use must comply with institutional policies and procedures and with relevant codes and laws.

FSAP must use technologies to

- provide updated information regarding mission, location, staffing, programs, services, and official contacts to students and other constituents in accessible formats
- provide an avenue for students and other constituents to communicate sensitive information in a secure format
- enhance the delivery of programs and services for all students

FSAP must

- back up data on a regular basis
- adhere to institutional policies regarding ethical and legal use of technology
- articulate policies and procedures for protecting the confidentiality and security of information

- **implement a replacement plan and cycle for all technology with attention to sustainability**
- **incorporate accessibility features into technology-based programs and services**

When providing student access to technology, FSAP must

- **have policies on the use of technology that are clear, easy to understand, and available to all students**
- **provide information or referral to support services for those needing assistance in accessing or using technology**
- **provide instruction or training on how to use the technology**
- **inform students of implications of misuse of technologies**

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 should provide access to policies, procedures, standards, and relevant fraternity and sorority community documents. These documents provide insight into the operations and performance of the community and should be accessible to stakeholders.

Part 11. FACILITIES AND EQUIPMENT

Fraternity and Sorority Advising Programs' (FSAP) facilities must be intentionally designed and located in suitable, accessible, and safe spaces that demonstrate universal design and support the program's mission and goals.

Chapters that maintain facilities should 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.

Facilities must be designed to engage various constituents and promote learning.

Personnel must have workspaces that are suitably located and accessible, well equipped, adequate in size, and designed to support their work and responsibilities.

FSAP space should be integrated with other institutional student services.

The design of the facilities must guarantee the security and privacy of records and ensure the confidentiality of sensitive information and conversations. Personnel must be able to secure their work.

FSAP must incorporate sustainable practices in use of facilities and purchase of equipment. Facilities and equipment must be evaluated on an established cycle and be in compliance with codes, laws, and accepted practices for access, health, safety, and security.

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

Part 12. ASSESSMENT

Fraternity and Sorority Advising Programs (FSAP) must develop assessment plans and processes.

Assessment plans must articulate an ongoing cycle of assessment activities.

Plans should complement assessment efforts initiated by organizations including the Association of Fraternity/Sorority Advisors (AFA) and umbrella groups.

FSAP must

- **specify programmatic goals and intended outcomes**
- **identify student learning and development outcomes**
- **employ multiple measures and methods**
- **develop manageable processes for gathering, interpreting, and evaluating data**
- **document progress toward achievement of goals and outcomes**
- **interpret and use assessment results to demonstrate accountability**
- **report aggregated results to respondent groups and stakeholders**
- **use assessment results to inform planning and decision-making**
- **assess effectiveness of implemented changes**
- **provide evidence of improvement of programs and services**

Assessment should be conducted to determine the strength of leadership, the fulfillment of the community's purposes and priorities, academic performance (including chapter performance and contributions to retention), the effectiveness of self-governance procedures, individual chapter congruence with institutional and system purposes, the effectiveness of programs, and the availability and stability of resources.

Periodic assessment and evaluation of chapter and governing council needs, goals, and objectives should include chapter vitality and evaluation of each chapter's leadership, self-sufficiency, accountability to purpose, and productive activities.

An institutionally developed annual awards, recognition, or local accreditation program should be used to gauge chapter progress toward community goals.

When research is conducted, topics could include

- **how student development is influenced by fraternity or sorority membership**
- **influence of participation on members' values, ethics, and actions**
- **skill development among members at various stages of membership**
- **the effect of participation in fraternities and sororities on members' matriculation, retention, and academic performance and progression**
- **involvement and influence of alumni advisors**
- **organizational and community development over time**

Results of research and assessment initiatives should be shared with constituents and stakeholders (e.g., students, advisors, alumni, parents, national and international organizations, faculty, staff, and administrators).

FSAP must employ ethical practices in the assessment process.

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

General Standards revised in 2014;

FSAP content developed/revised in 1986, 1996, & 2012