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](http://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](http://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](mailto:executive_director@cas.edu) or 202-862-1400).
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). Within society, the perceptions of fraternities/sororities can vary. Ardent supporters value the role these organizations can play in the development of students. 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). There are also opportunities to take an ordinary college experience and transform it into a powerful learning experience.

Ultimately, these experiences offer students a unique challenge of managing individual and organizational expectations. 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 accentuate the contributions and solve the problems of fraternity and sorority life require new and innovative ideas. A question to be answered by fraternity/sorority professionals is to what extent do these organizations augment the institution’s educational mission (Barber et al., 2015; Hevel & Bureau, 2015). Effective Fraternity and Sorority Advising Programs (FSAP), as explained in the CAS Standards, keep this question in the forefront of their minds as they enact programs and deliver resources and services for the fraternity and sorority community on their campus.

Individuals working in FSAP work with a range of stakeholders, both within and outside of the institution. 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 (FSL) campus professional and have aimed to capture the way in which these positions have evolved since the very early days of the functional area. It is no longer acceptable to simply work with chapter leaders. To be successful, FSAP professionals must engage with many stakeholders in the shared pursuit of aligning the espoused purpose of these organizations with the actions of members.

With this charge in mind, the context of supporting FSAP is presented using the following model: act with intention, identify the issues, and generate ideas. While simplistic, this model provides a basis for FSAP professionals to enact the CAS Standards while seeking to support the holistic development of students and promulgate the positive and enduring principles of fraternities and sororities in higher education.
Intentionality
FSAP professionals must be purposeful in their 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 most effective in their roles if they understand the models and frameworks that guide good practice. There are many to consider (Barber et al., 2015; Gregory, 2003; Mamarchev et al., 2003). One effective framework is that of assessment. Assessment is one way for student affairs professionals to be intentional in how they conduct their work (Sandeen & Barr, 2006). Schuh and Upcraft (2001) provide guidance on how to support assessment in fraternity and sorority communities. If FSAP leaders 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 assessment 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.

Issues
Postsecondary organizational culture is complex (Kuh & Whitt, 1988), and any collection of organized 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 (Jelke & Kuh, 2003; Kimbrough, 2003; Whipple & Sullivan, 1998). Culture is shaped in part by students, but it 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 these standards and the AFA Core Competencies), and a sometimes politically charged and potentially disjointed effort to assess the quality of the undergraduate experience.

**External issues** are those that influence fraternities and sororities and 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 (Sandeen & Barr, 2006). Student affairs must align its activities with the goal of student learning, development, and overall success (Schuh & Upcraft, 2001). As a part of a larger student affairs division, FSAP must therefore demonstrate the degree to which these important tasks are accomplished.

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 many individuals committed to improving these organizations and aligning them with the mission of higher education. Students, however, bring with them a world of ideas and expectations about fraternities and sororities. These perceptions and expectations will be difficult to alter. While a list of action steps is beyond the scope of this contextual statement, the accomplishment of any new ideas 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 knowledge that many are invested in the future of fraternities and sororities. Partnerships with fellow staff, faculty, alumni volunteers, national and 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 (Koepsell, 2008). Innovative tactics may include ground policy discussions from a values-based perspective; implementing activities that let students and stakeholders imagine reinventing the fraternity and sorority community; and transforming educational intervention efforts. Even small tactics of innovation can make a difference in how fraternities and sororities contribute to the campus environment (Barber et al., 2015).

**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 are a framework for good practice and can provide a useful assessment tool for practitioners to determine the extent to which FSAP meet the needs of the students and other stakeholders with whom they work.

**REFERENCES**


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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 the Fraternity and Sorority Advising Programs (FSAP) must be 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.

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 the academic 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 provide education and experience in interpersonal relationships, leadership, group dynamics, and organization development.

FSAP must promote member involvement in co-curricular activities.

FSAP must promote sponsorship of and participation in community service, service-learning, and philanthropic projects.
FSAP must promote an appreciation for differences and development of cross-cultural competencies.

FSAP must recognize and encourage learning experiences that occur as a result of a diverse fraternity and sorority community.

FSAP must advocate academic success of all members and for opportunities through which students can integrate in-class and out-of-class learning.

FSAP must support members’ efforts to align actions with espoused organizational mission and values.

FSAP should advocate for the development of a description of each chapter’s responsibility to recognize the shared expectations of and contributions to a productive fraternity/sorority community.

FSAP must collaborate with stakeholders who support the mission, including undergraduate and graduate/alumni members, faculty and other advisors, and organizational staff and/or volunteers.

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 and development of members, FSAP must include educational programming, advising services, and social and recreational programming.

FSAP must facilitate or provide resources, workshops, programs, retreats, and seminars on relevant topics for members (e.g., multicultural competence, leadership development, recruitment and intake, and risk management).

FSAP may engage presenters of campus or national renown on relevant topics.

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

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

FSAP must gather and disseminate 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).
FSAP must provide assistance and advice in planning chapter and community programs, including:

- recruitment activities
- new member education and intake activities
- stepshows
- philanthropies
- alumni events

FSAP must advise members on financial processes.

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

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

FSAP must attend new member and chapter meetings as appropriate.

FSAP must encourage chapter members’ attendance at their organization’s leadership conferences and conventions.

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

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.

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

FSAP must develop and implement strategies for outreach and promotion.

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.

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

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

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 should be organized in a way that reflects the mission and size of the institution.

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

FSAP should be a fully integrated institutional component.

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

- 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

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.

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 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 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 attend to the specific needs of 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 enhance new-member and member knowledge, understanding, and competencies essential for academic success, personal and moral development, organizational 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 member’s chapter and the overall fraternity and sorority community.

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

FSAP must meet with chapter leaders to aid in the development of member and 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 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.

FSAP must connect members to leadership opportunities across campus, in the local community, and within their national or international organizations.

FSAP leadership experiences should enable members to gain knowledge about assessing leadership and management skills.

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 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 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.

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

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 monitor membership statistics, academic performance, and academic retention by chapter and community (fraternity/sorority and non-fraternity/sorority) for purposes of improving academic support and recommending intervention strategies.

FSAP must evaluate chapter development and recommend programs for improvement.

FSAP should conduct assessment to determine
- strength of leadership
- fulfillment of the community’s purposes and priorities
- effectiveness of self-governance procedures
- individual chapter congruence with institutional and system purposes
- effectiveness of programs
- availability and stability of resources

FSAP should conduct periodic assessment and evaluation of chapter and governing council needs, goals, and objectives. These may include chapter vitality and evaluation of each chapter’s leadership, self-sufficiency, accountability to purpose, and productive activities.

FSAP research topics may 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

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

FSAP should use institutionally developed annual awards, recognition, or local accreditation programs to gauge chapter progress toward community goals.

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

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

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 should work with members to ensure recruitment and intake processes are accessible to all who choose to take part.
FSAP should work with members to promote fraternity and sorority membership as a viable involvement option for all student populations.

FSAP should not interfere with a fraternity/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 or historically problematic, including

- applicable laws and institutional policies
- housing safety
- hazing
- alcohol and other drug abuse
- sexual harassment and sexual assault
- racism and intolerance based on religion or sexual orientation
- other practices and attitudes that diminish human dignity or physical and social 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 must enhance members’ knowledge, understanding, skills, and responsibilities associated with being a member of a pluralistic and global society.

FSAP must provide educational efforts that develop appreciation of differences and cross-cultural competencies.

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 internal and external agencies 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 personnel 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 personnel should advocate to 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 local 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 should utilize paraprofessionals such as graduate assistants and graduate student interns to expand staffing capabilities and provide valuable experience for individuals who have an interest in the field of 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 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, higher education administration, performance appraisal and supervision, application of information technology, legal issues in higher education, and student affairs.

**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 supervisors should be knowledgeable in the areas of housing, dining, accounting, safety and risk management, student conduct, alumni relations, and programming.

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

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

FSAP should emphasize a team approach in advising and working with members and chapters. FSAP should collaborate with advisors, alumni, house corporations, national or international representatives, and other community stakeholders.

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 faculty advisors.

FSAP must collaborate with governing councils and organizations (national and international) when applicable and appropriate.
FSAP must connect faculty, staff, and administrators to fraternity and sorority members.

FSAP should engage faculty and staff to serve as chapter advisors.

FSAP must help alumni and volunteers (national and international) support members' meeting of standards.

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

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

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

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

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.

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 must provide resources for parents/guardians of members.

FSAP must establish and coordinate communication with local alumni volunteers and assist with information exchange and collaborative programming efforts.

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

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 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 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 contracts with outside vendors must address adherence to ethical standards and institutional policies.

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

FSAP must advocate that common rooms that are 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, international/national organization, and governmental authorities.

FSAP should monitor issues such as fire safety, noise control, parking, trash removal, security, facility and property maintenance, and life safety and health code compliance.

FSAP expectations of fraternities/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.

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

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 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.

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 space should be integrated with 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.

General Standards revised in 2018;
FSAP content developed/revised in 1986, 1996, & 2012

The FSAP Standards and Guidelines should be considered in conjunction with the FSAP Contextual Statement, CAS Glossary of Terms, and CAS Guiding Principles.