

# CAS Self-Assessment Guide

---

FRATERNITY AND SORORITY ADVISING PROGRAMS  
2015

---

Council for the Advancement of Standards in Higher Education. (2015). *CAS self-assessment guide for fraternity and sorority advising programs*. Washington, DC: Author.

---

---

## Table of Contents

---

### Contextual Statement

Gives a functional and historical perspective to the area

### Instructions

Instructions for conducting self-assessment using the SAG

### Self-Assessment Instrument

Instrument comprised of criterion statements, rating scales, and evaluation forms to be used in self-assessment

### Work Forms

Offer direction for developing an action plan (e.g. identify strengths, weaknesses, recommendations, benchmarks for achievement, resources, timeframe, and responsible individuals)

## Appendix A: CAS Standards for Fraternity and Sorority Advising Programs

## 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 (Koepsell, 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.

### References, Readings, and Resources

- Association of Fraternity/Sorority Advisors (AFA, 2015). <http://afa1976.org/>
- Barber, J.P., Espino, M.M., & Bureau, D.A. (2015). Fraternities and sororities: Developing a compelling case for relevance in higher education. In P. Sasso and J. DeVitis (Eds.), *Today's college student*. New York, NY: Peter Lang Press.
- Brown, T. L., Parks, G. S., & Phillips, C. M. (2005). *African American fraternities and sororities: The legacy and the vision*. Lexington, KY: The University Press of Kentucky.
- Bureau, D. (2011, Summer). Why reinvent the wheel? Using the CAS learning domains and dimensions as a framework for fraternity and sorority advising program learning outcomes. *Perspectives*, 24-26.
- Gregory, D. E. (2003). The dilemma facing fraternal organizations at the Millennium. In D. E. Gregory & Associates, *The administration of fraternal organizations on North American campuses*, 1-21. Asheville, NC: College Administration Publications.
- Guardia, J.R., & Evans, N.J. (2008). The factors influencing the ethnic identity development of Latino fraternity members at a Hispanic Serving Institution. *Journal of College Student Development*, 49, 163-181.
- Hamrick, F. A., Evans, N. J., & Schuh, J. H. (2002). *Foundations of student affairs practice*. San Francisco, CA: John Wiley & Sons.
- Hevel, M.S., & Bureau, D.A. (2014). Research driven practice in fraternity and sorority life. *New Directions for Student Services* 2014(147), 23-236.
- Jelke, T., & Kuh, G. (2003). High performing fraternities and sororities. In D. E. Gregory & Associates, *The administration of fraternal organizations on North American campuses*, 1-21. Asheville, NC: College Administration Publications.

- Johnson, R., Bradley, D., Bryant, L., Morton, D., & Sawyer, D. (2008). Advising black Greek-letter organizations: A student development approach. In G.S. Parks (Ed.), *Black Greek-letter organizations in the 21st century: The fight has just begun*, pp. 437-458. Lexington, KY: The University Press of Kentucky.
- Kimbrough, W. M. (2002, January 22). *Guess who's coming to campus: The growth of Black, Latin and Asian fraternal organizations*. Retrieved from [www.naspa.org/constituent-groups/kcs/asian-pacific-isalnders/resources](http://www.naspa.org/constituent-groups/kcs/asian-pacific-isalnders/resources)
- Kimbrough, W. M. (2003). *Black Greek 101: The culture, customs, and challenges of Black fraternities and sororities*. Madison, NJ: Fairleigh Dickinson University Press.
- Koepsell, M. (2008, May). Utilizing community standards to align accountability, assessment and performance. *Essentials*. Retrieved from [http://www.fraternityadvisors.org/Essentials/200805\\_Community\\_Standards.aspx](http://www.fraternityadvisors.org/Essentials/200805_Community_Standards.aspx)
- Kuh, G. D., & Whitt, E. J. (1988). The invisible tapestry: Culture in American colleges and universities. *ASHE-ERIC Higher Education Report Series*, No. 1. Washington, DC: Association for the Study of Higher Education.
- Mamarchev, H. L., Sina, J. A., & Heida, D. E. (2003). Creating and managing a campus oversight plan: Do they work? What are the alternatives? In D. E. Gregory & Associates, *The administration of fraternal organizations on North American campuses*, 1-21. Asheville, NC: College Administration Publications.
- Parks, G. S. (2008). *Black Greek-letter organizations in the 21st century: The fight has just begun*. Lexington, KY: The University Press of Kentucky.
- Rudolph, F. (1990). *The American college and university* (2nd ed.). Athens, GA: The University of Georgia Press.
- Sandeen, A., & Barr, M. J. (2006). *Critical issues for student affairs: Challenges and opportunities*. San Francisco, CA: Jossey-Bass.
- Schuh, J. H., & Upcraft, M. L. (2001). *Assessment practice in student affairs: An applications manual*. San Francisco, CA: Jossey-Bass.
- Whipple, E. G., & Sullivan, E. G. (1998). Greek-letter organizations: A community of learners? In E. G. Whipple (Ed.), *New challenges for Greek-letter organizations: Transforming fraternities and sororities into learning communities*. San Francisco, CA: Jossey-Bass.

#### Contextual Statement Contributors

##### Current Edition:

Jason Bergeron, AFA  
Dan Bureau, AFA  
Gentry McCreary, AFA  
Veronica Moore, AFA

##### Previous Editions:

Dan Bureau, Indiana University, AFA  
Tanner Marcantel, Vanderbilt University  
Monica Miranda Smalls, University of Rochester  
Emily Perlow, Worcester Polytechnic Institute  
Jeremiah Shinn, Indiana University  
AFA Executive Board and Staff

## INTRODUCTION AND INSTRUCTIONS

### CAS Self-Assessment Guide

The *Self-Assessment Guides* (SAG) translate functional area CAS standards and guidelines into tools for conducting self-study. Educators can use this SAG to gain informed perspectives on the strengths and deficiencies of their programs and services as well as to plan for improvements. Grounded in the reflective, self-regulation approach to quality assurance in higher education endorsed by CAS, this SAG provides institutional, divisional, departmental, and unit leaders with a tool to assess programs and services using currently accepted standards of practice.

The *Introduction* outlines the self-assessment process, describes how to complete a programmatic self-study, and is organized into three sections:

- I. Self-Assessment Guide Organization and Process
- II. Rating Examples
- III. Formulating an Action Plan, Preparing a Report, and Closing the Loop

The introduction is followed by the *Self-Assessment Worksheet*, which presents the CAS standards for the functional area and incorporates a series of criterion measures for rating purposes.

### I. Self-Assessment Guide and Process

CAS developed and has incorporated a number of common criteria that have relevance for each and every functional area, no matter what its primary focus. These common criteria are referred to as “General Standards,” which form the core of all functional area standards. CAS standards and guidelines are organized into 12 components, and the SAG workbook corresponds with the same sections:

- |                                     |   |
|-------------------------------------|---|
| Part 1. Mission                     | Part 7. Diversity, Equity, and Access   |
| Part 2. Program                     | Part 8. Internal and External Relations |
| Part 3. Organization and Leadership | Part 9. Financial Resources             |
| Part 4. Human Resources             | Part 10. Technology                     |
| Part 5. Ethics                      | Part 11. Facilities and Equipment       |
| Part 6. Law, Policy, and Governance | Part 12. Assessment                     |

For each set of standards and guidelines, CAS provides a Self-Assessment Guide (SAG) that includes a recommended comprehensive self-study process for program evaluation. Seven basic steps to using a SAG are suggested for implementing a functional area self-study. The following self-study process is recommended.

<p style="text-align: center;">1. Plan the Process</p> <p style="text-align: center;">Map out steps for process, develop timeline, build buy-in with all stakeholders, and explicitly identify desired outcomes of the self-study</p>	<p style="text-align: center;">5. Develop an Action Plan</p> <p style="text-align: center;">Identify discrepancies, corrective action, and recommended steps (e.g., identify strengths, weaknesses, recommendations, benchmarks for achievement, resources, timeframe, and responsible individuals)</p>
<p style="text-align: center;">2. Assemble and Educate the Self-Assessment Team</p> <p style="text-align: center;">Determine who should be on the team and how to educate the team about the self-study process</p>	<p style="text-align: center;">6. Prepare a Report</p> <p style="text-align: center;">Identify audience for report(s); describe the self-study process, evidence gathering, rating process, and evaluations; summarize strengths and weaknesses; describe the action plan; and draft an executive summary</p>
<p style="text-align: center;">3. Identify, Collect, and Review Evidence</p> <p style="text-align: center;">Define what constitutes evidence; then gather, collect,</p>	<p style="text-align: center;">7. Close the Loop</p> <p style="text-align: center;">Put action plans into practice; work to navigate politics and</p>

manage, and review evidence	secure resources; identify barriers to overcome; and build buy-in to the program review results
<p>4. Conduct and Interpret Ratings Using Evaluative Evidence</p> <p>Clarify team’s rating criteria; employ a process for rating [small group, individual, staff]; negotiate rating differences; and manage group ratings</p>	

The first four steps in conducting self-assessment will lead you through planning your process, preparing your team, gathering evidence, and assigning ratings to the criterion measures.

- A. Plan the self-study process
- B. Assemble and educate self-study team(s)
- C. Identify, collect, and review documentary evidence
- D. Conduct ratings using evaluative evidence

*Step A: Plan the Self-Study Process*

Prior to beginning a program review, division and functional area leaders need to determine the area (or areas) to be evaluated and the reasons for the project. This may be dictated by institutional program review cycles or planning for accreditation processes, or it may result from internal divisional goals and needs. Explicitly identifying desired outcomes and key audiences for a self-study will help leaders facilitate a process that makes the most sense for the project.

Critical first phases of a program review include mapping out the planned steps for a program review and developing timelines. Leaders will also want to build buy-in with stakeholders of the functional area. In the initial planning stage of the self-study process it is desirable to involve the full functional area staff, including support staff members, knowledgeable students, and faculty members when feasible. This approach provides opportunity for shared ownership in the evaluation.

*Step B: Assemble and Educate the Self-Assessment Review Team*

The second step is to identify an individual to coordinate the self-assessment process. CAS recommends that the coordinator be someone other than the leader of the unit under review; this facilitates honest critique by the review team and enhances credibility of the final report. Once a leader is designated, members of the institutional community [e.g., professional staff members, faculty members, students] need to be identified and invited to participate. Whether a sole functional area or a full division is to be reviewed, the self-study team will be strengthened by the inclusion of members from outside the area(s) undergoing review.

In preparing the team for the self-study, it is imperative to train the team on the CAS standards, as well as self-assessment concepts and principles. CAS standards and guidelines are formulated by representatives of 41 higher education professional associations concerned with student learning and development. The CAS standards represent essential practices; the CAS guidelines, on the other hand, are suggestions for practice and serve to elaborate and amplify standards through the use of suggestions, descriptions, and examples. Guidelines can often be employed to enhance program practice. Following a long-standing CAS precedent, the functional area standards and guidelines—presented as an appendix to the self-assessment instrument—are formatted so that standards (i.e., essentials of quality practice) are printed in bold type. Guidelines, which complement the standards, are printed in light-face type. Standards use the auxiliary verbs “must” and “shall” while guidelines use “should” and “may.”

In this self-assessment instrument, the CAS standards have been translated into criterion measures and grouped into subcategories for rating purposes. The criterion measures are not designed to focus on discrete ideas; rather, the



measures are designed to capture the major ideas and elements reflected in the standards. For each of the 12 component parts, team members will rate clusters of criterion measures. If the assessment team decides to incorporate one or more of the guidelines into the review process, each guideline can be similarly translated into a measurable statement to facilitate rating.

As a group, the review team should examine the standards carefully and read through the entire self-assessment guide before beginning to assign ratings. It may be desirable for the team, in collaboration with the full staff, to discuss the meaning of each standard. Through this method, differing interpretations can be examined and agreement generally reached about how the standard will be interpreted for purposes of the self-assessment.

#### *Step C: Identify, Collect, and Review Documentary Evidence*

Collecting and documenting evidence of program effectiveness is an important step in the assessment process. No self-assessment is complete without relevant data and related documentation being used. It is good practice for programs to collect and file relevant data routinely, which can then be used to document program effectiveness over time. Available documentation should be assembled by the unit under review and provided to the review team at the outset of the study. The team may request additional information as needed as the review is conducted.

Documentary evidence often used to support evaluative judgments includes:

- *Student Recruitment and Marketing Materials*: brochures and other sources of information about the program, participation policies and procedures, and reports about program results and participant evaluations
- *Program Documents*: mission statements, catalogs, brochures and other related materials, staff and student manuals, policy and procedure statements, evaluation and periodic reports, contracts, and staff memos
- *Institutional Administrative Documents*: statements about program purpose and philosophy relative to other educational programs, organizational charts, financial resource statements, student and staff profiles, and assessment reports
- *Research, Assessment, and Evaluation Data*: needs assessments, follow-up studies, program evaluations, outcome measures and methodologies, and previous self-study reports
- *Staff Activity Reports*: annual reports; staff member vitae; service to departments, colleges, university, and other agencies; evidence of effectiveness; scholarship activities, and contributions to the profession
- *Student Activity Reports*: developmental transcripts, portfolios, and other evidence of student contributions to the institution, community, and professional organizations; reports of special student accomplishments; and employer reports on student employment experiences

In the SAG, each section provides recommended evidence and documentation that should be collected and compiled prior to conducting ratings. The evidence collected is likely applicable across numerous sections.

Raters can best make judgments about the program expectations articulated in the standards when they have a variety of evidence available. Multiple forms of evidence should be reviewed and reported in the narrative section of the SAG worksheets. Through the rating process, a self-study team may identify a need to obtain additional information or documentation before proceeding, in order to lend substance to judgments about a given assessment criterion. Evidence and documentation should be appended and referenced in the final self-assessment report.

*Step D: Conduct and Interpret Ratings Using Evaluative Evidence*

When the program review team has gathered and reviewed necessary evidence, they will be able to assign and interpret ratings to individual criterion measures, following three steps.

- 1) Rate Criterion Measures
  - a) Team members individually rate criterion measures based on their understanding of the evidence.
  - b) Team discusses and assigns collective ratings for criterion measures.
  
- 2) Provide Narrative Rationale
  - a) Document the reasoning and evidence for the rating assigned to each subsection, in the space provided for *Rationale*.
  - b) Explain what evidence has been collected and reviewed to support individual and/or team ratings and judgments.
  - c) Provide information for follow-up and relevant details about ratings (e.g., if *Partly Meets* is assigned as a rating, what aspects of the program or service do and do not meet which standards statements).
  
- 3) Answer Overview Questions (In the Instrument)
  - a) Respond, in writing in the space provided, to the *Overview Questions* that immediately follow the rating section of each of the 12 components.
  - b) Use answers to the *Overview Questions*, which are designed to stimulate summary thinking about overarching issues, to facilitate interpretation of the ratings and development of the self-study report.

Assessment criterion measures are used to judge how well areas under review meet CAS standards. These criterion measures are designed to be evaluated using a 4-point rating scale. In addition to the numerical rating options, *Does Not Apply* (DNA) and *Insufficient Evidence/Unable to Rate* (IE) ratings are provided. This rating scale is designed to estimate broadly the extent to which a given practice has been performed.

CAS CRITERION MEASURE RATING SCALE

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

Under rare circumstances, it may be determined that a criterion measure used to judge the standard is not applicable for the particular program (e.g., a single sex or other unique institution that cannot meet a criterion measure for that reason). In such instances, raters may use a DNA rating and, in the self-study report, describe their rationale for excluding the practice in the criterion measure. The IE response can be used when relevant data are unavailable to support a judgment. When either the DNA or the IE ratings are used, an explanatory note should be provided in the report. Items rated with 0 should generate careful group consideration and appropriate follow-up action.

Program leaders may wish to incorporate additional criterion measures, such as selected CAS guidelines or other rating scales, into the procedures before the self-assessment process begins. Such practice is encouraged, and the SAG instrument can be amended to incorporate additional criterion measures for judging the program. In such instances, additional pages to accommodate the additional criterion measures may be required.

Whatever procedures are used to arrive at judgments, deliberate discussions should occur about how to initiate the rating process and select the optimal rating strategy. In such discussions, it is expected that disagreements among team members will occur and that resulting clarifications will inform all participants. It is important that the team achieve consensual resolution of such differences before proceeding with individual ratings.

CAS suggests a two-tiered (individual and group) judgment approach for determining the extent to which the program meets the CAS standard. First, the self-assessment team members (and functional area staff members, if desired) individually should rate the clusters of criterion measures using separate copies of the CAS Self-Assessment Guide. In addition, they will need to document their reasoning and evidence for the rating assigned to each subsection in the space provided for *Rationale*. This individualized rating procedure is then followed by a collective review and analysis of the individual ratings.

The individual ratings should be reviewed, discussed, and translated into a collective rating by the team; then the team is ready to move to the interpretation phase of the self-assessment. Interpretation typically incorporates discussion among team members to assure that all aspects of the program were given fair and impartial consideration prior to a final collective judgment. At this point, persistent disagreements over performance ratings may call for additional data collection.

After the team review is completed, a meeting with relevant administrators, staff members, and student leaders should be scheduled for a general review of the self-assessment results. The next step, including discussion of alternative approaches that might be used to strengthen and enhance the program, is to generate steps and activities to be incorporated into an action plan. This step is best done by the unit staff, informed by the results of the review and, when feasible, in consultation with the review team. The Work Forms will guide this process.

## II. Rating Examples

### *Rating Standard Criterion Measures*

All CAS standards, printed in bold type, are viewed as being essential to a sound and relevant program or service that contributes to student learning and development. Many of the statements contained in CAS standards incorporate multiple criteria that have been grouped for rating purposes. Consequently, raters may need to judge several standards statements through a single criterion measure. Using the “Ethics” standards as an example, the following illustrates how criterion measures are grouped into subcategories for rating.

<b>Part 5. ETHICS</b>					
<b>Suggested Evidence and Documentation:</b>					
1. Program code or statement of ethics					
2. Ethics statements from relevant functional area professional associations					
3. Personnel policies, procedures and/or handbook					
4. Student code of conduct					
5. Operating policies and procedures related to human subjects research (Institutional Review Board, IRB)					
6. Minutes from meetings during which staff reviewed and discussed ethics					
<b>Criterion Measures:</b>					
<b>DNA</b>	<b>IE</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds
<input type="checkbox"/> <b>5.1 Ethical Standards</b> <ul style="list-style-type: none"> <li>Programs and services review applicable professional ethical standards and adopt or develop and implement appropriate statements of ethical practice.</li> <li>Programs and services publish and adhere to statements of ethical practice, ensure their periodic review, and orient new personnel to relevant statements of ethical practice and related institutional policies.</li> </ul> <p><i>Rationale:</i></p>					
<input type="checkbox"/> <b>5.2 Statement of Ethical Standards</b> <ul style="list-style-type: none"> <li>Statements of ethical standards specify that programs and services personnel respect privacy and maintain confidentiality in communications and records as delineated by privacy laws.</li> </ul>					

### *Using Guidelines to Make Judgments about the Program*

As discussed above, program leaders may wish to include selected *CAS Guidelines* to be rated along with the standards. To accomplish this, criterion measure statements must be written for the guidelines selected. The self-study team can readily create statements to be judged as part of the rating process. Programs generally considered in compliance with the standards especially can benefit by using guidelines because guidelines typically call for enhanced program quality.

Not all programs under review will incorporate guidelines to be rated as part of their self-studies. Even though the guidelines are optional for rating purposes, raters are strongly encouraged to read and review them as part of the training process. When *CAS Guidelines* or other criterion measures are rated, they should be treated as if they were standards.

### III. Formulating an Action Plan, Preparing a Report, and Closing the Loop

The final three steps in the self-assessment process help a review team and unit plan for and take action using the information garnered through the review of documentary evidence and rating process.

#### *Step E: Formulating an Action Plan*

Typically, the assessment process will identify areas where the program is not in compliance with the standards. Action planning designed to overcome program shortcomings and provide program enhancements must then occur. Following is an outline of recommended steps for establishing a comprehensive plan of action using the CAS self-assessment work forms. Space is provided in the SAG for recording relevant information.

- 1) Resolve Rating Discrepancies (Work Form A)
  - a) Identify criterion statements for which there is a substantial rating discrepancy.
  - b) Discuss these items and come to a resolution or final decision. Note any measures where consensus could not be reached.
- 2) Identify Areas of Program Strength (Work Form B)
  - a) Identify criterion measure ratings where *strength* in performance or accomplishment was noted (i.e., program exceeds criterion with a rating of 4).
- 3) Identify Areas for Improvement (Work Form B)
  - a) Identify criterion measures where program weaknesses (i.e., program shortcomings that fail to meet criterion measures, and received a rating of 0 or 1) were noted.
- 4) Recommend Areas for Unit Action (Work Form C)
  - a) Note items that need follow-up action for improvement and indicate what requires action.
  - b) This is the last form to be completed by the review team.
- 5) Prepare the Action Plan (Work Form D)
  - a) This step should be completed by the unit being reviewed.
  - b) Use the items requiring attention listed in Work Form C to formulate a brief action plan. The focus and intended outcomes of the next steps to be taken should be identified.
- 6) Write Program Action Plan (Work Form E)
  - a) List each specific action identified in the self-study that would enhance and strengthen services.
  - b) Determine the actions needed to improve for each practice.
  - c) Identify responsible parties to complete the action steps.
  - d) Set dates by which specific actions are to be completed.
- 7) Prepare Report
  - a) Prepare a comprehensive action plan for implementing program changes.
  - b) Identify resources (i.e., human, fiscal, physical) that are essential to program enhancement.
  - c) Set tentative start-up date for initiating a subsequent self-study.

#### *Step F: Preparing a Report*

To complete the process, a summary document should be produced that (a) explains the mission, purpose, and philosophy of the program; (b) reviews the outcome of the assessment; and (c) recommends specific plans for action.

In addition, depending on the report's audience, describe the process, evidence gathering, ratings, and evaluations, and summarize strengths and weaknesses.

*Step G: Closing the Loop*

Finally, to close the loop on a program's self-study process, functional area staff members must implement the recommended changes to enhance the quality of their program. In this final step, the staff endeavors to put action plans into practice. In some cases, there will be institutional politics to be navigated; continued support from functional area leaders remains essential. Staff members will want to work collectively to secure resources, identify barriers to implementation, and build stakeholder buy-in to the results. CAS recommends that closing the loop on a self-study process be integrated into regular staff meetings, individual supervision, trainings, and annual reports. A key to successfully using program review in post-secondary student services is weaving the entire process, from planning through taking action, into the fabric of the functional area, departmental, and divisional culture.

# FRATERNITY AND SORORITY ADVISING PROGRAMS

## CAS Self-Assessment Guide

### Part 1: MISSION

Suggested Evidence and Documentation:

1. Current mission statement, brief description of how it was developed, and date of last review
2. Additional goals, values, and statements of purpose
3. Description and copies (if applicable) of where mission statement is disseminated (e.g., included in operating and personnel policies, procedures and/or handbook, hanging in office common space, on website, in strategic plan, and other promotional materials)
4. Institutional/divisional mission statements (e.g., map program mission to broader mission statements)
5. Any additional professional standards aligned with program/service (e.g., standards promoted by functional area organizations)
6. Institutional demographics, description of student population served, and information about community setting

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

#### 1.1 Program Mission and Goals

- 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 supports the fraternity and sorority community in efforts to be a relevant and contributing part of the institution.
- FSAP promotes the intellectual, physical, emotional, social, spiritual, ethical, civic, and career development of members; member involvement in co-curricular activities; sponsorship of and participation in community service, service-learning, and philanthropic projects; and an appreciation for differences and development of cross-cultural competencies.
- FSAP provides education and experience in interpersonal relationships, leadership, group dynamics, and organization development.
- FSAP recognizes and encourages learning experiences that occur as a result of a diverse fraternity and sorority community.
- FSAP advocates for academic success of all members and for opportunities through which students can integrate in-class and out-of-class learning.
- FSAP supports members' efforts to align actions with espoused organizational mission and values.

*Rationale:*

#### 1.2 Mission Implementation and Review

- FSAP develops, disseminates, implements, and regularly reviews its mission.
- FSAP collaborates with stakeholders who support the mission, including undergraduate and graduate/alumni members, faculty and other advisors, and organizational staff and/or volunteers.

*Rationale:*

1.3 Mission Statement

- The mission statement is consistent with that of the institution and with professional standards; is appropriate for student populations and community settings; and references learning and development.

*Rationale:*

Overview Questions:

1. How does the mission embrace student learning and development?
2. In what ways does FSAP mission complement the mission of the institution?
3. To what extent is the mission used to guide practice?

Part 2: PROGRAM

Suggested Evidence and Documentation:

1. Program student learning and development outcomes, and brief description of how they were developed
2. List of current collaborations across the institution that facilitate student learning and development
3. Map of program activities and ways they connect to student learning and development outcomes
4. Map or report of outcome assessment activities, including results
5. Strategic plans program design and enhancement
6. Specifications or requirements (if applicable)

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

2.1 Program Contribution to Student Learning and Development

- Fraternity and Sorority Advising Programs (FSAP) contributes to students’ formal education (the curriculum and co-curriculum), learning, and development.
- FSAP contributes to students’ progression toward and timely completion of educational goals and preparation for their careers, citizenship, and lives.
- FSAP enhances 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 through social and recreational programming.
- FSAP identifies relevant and desirable student learning and development outcomes that align with the CAS Learning and Development Outcomes and related domains and dimensions.

*Rationale:*

2.2 Assessment of Learning and Development

- FSAP engages in outcomes assessment, documents evidence of its impact, and articulates the role it plays in student learning and success.
- FSAP uses evidence to create strategies for improvement of programs.

*Rationale:*

2.3 Program Design

- FSAP bases its work on intentional student learning and development outcomes.
- FSAP includes educational programming, advising services, and social and recreational



programming to support a positive experience that emphasizes the learning and development of members.

- FSAP reflects developmental and demographic profiles of the student population and responds to needs of individuals, populations with distinct needs, and relevant constituencies.
- The program is delivered using multiple formats, strategies, and contexts and is designed to provide universal access.

*Rationale:*

#### 2.4 Collaboration

- FSAP collaborates with others across the institution in ways that benefit students.
- FSAP develops appropriate processes for recognition of organizational status or registration by the institution.
- FSAP collaborates with national or international organizations when applicable and appropriate.
- FSAP connects members to leadership opportunities across campus, in the local community, and within their national or international organizations.
- FSAP coordinates life safety, facility management, and risk management programs in conjunction with local agencies.
- FSAP gathers and disseminates 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).

*Rationale:*

#### 2.5 Program Focus on Education

- FSAP enhances new-member and member knowledge, understanding, and competencies essential for academic success, personal and moral development, organizational development, and the practice of leadership.
- FSAP complements the academic mission of the institution and the efforts of educational programs implemented by international, national, and/or regional organizations when applicable.
- FSAP complements efforts of educational programs offered by international, national, and/or regional organizations when applicable.
- FSAP addresses 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.

*Rationale:*

#### 2.6 Program Focus on Individual Chapters

- FSAP monitors academic performance of chapter members individually and collectively and recommends programs for scholastic improvement.
- FSAP meets with chapter leaders to aid in the development of member and chapter goals.
- FSAP assists members to understand their responsibilities to the group and to the overall community, including emphasis on demonstrating espoused organizational values.
- FSAP attends new member and chapter meetings as appropriate, evaluates chapter development

and recommends programs for improvement, and provides assistance and advice in planning chapter programs (e.g., new member education, intake activities).

- FSAP encourages chapter members' attendance at their organization's leadership conferences and conventions.
- FSAP supports the development of standards and expectations for members.
- FSAP attends to the specific needs of chapters without international, national, or regional affiliation, oversight, and support.

*Rationale:*

#### 2.7 Program Focus on the Fraternity and Sorority Community

- FSAP focuses on the fraternity and sorority community and its immediate stakeholders (e.g., chapter advisors, house corporation members, chapter presidents, institutional administrators, faculty advisors).
- FSAP advises governing councils and organizations.
- FSAP advises financial processes.
- FSAP facilitates or provides 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).
- FSAP monitors 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.
- FSAP provides assistance and advice in planning and assessing fraternity and sorority community programs (e.g., recruitment activities, step shows, philanthropies, and alumni events).
- FSAP organizes and facilitates leadership programs/retreats/workshops.
- FSAP publishes or shares documents that focus on current events, leadership opportunities, trends, and other information regarding fraternity and sorority life.
- FSAP provides for recording and archiving information about the fraternity and sorority community and encourages chapter leaders to do the same for their organizations.

*Rationale:*

#### 2.8 Program Focus on Other Stakeholders

- FSAP connects faculty, staff, and administrators to fraternity and sorority members.
- FSAP establishes and coordinates communication with local alumni volunteers.
- FSAP provides resources for parents/guardians of members.
- FSAP helps alumni and national and international volunteers support members' meeting of standards.
- FSAP is available as an information resource for members, alumni, faculty, and administrators.

*Rationale:*

Overview Questions:

1. What are the most significant student learning and development outcomes of FSAP?
2. What difference does FSAP make for students who engage with it?
3. What is the demonstrated impact of FSAP on student learning, development, and success?
4. How has collaboration in program development and delivery affected its impact or outcomes?

5. What changes or adjustments have been made as a result of assessment activities?

### Part 3: ORGANIZATION AND LEADERSHIP

Suggested Evidence and Documentation:

1. Program goals and outcomes
2. Operating policies, procedures and/or handbook
3. Personnel and student handbook(s), policies and procedures, and organizational chart(s)
4. Personnel position descriptions, expectations, and performance review templates
5. Periodic reports, contracts, and personnel memos
6. Annual reports by program leaders
7. Program leader resumes, including additional professional involvement
8. Strategic and operating plans
9. Needs assessment of program constituents
10. Report of professional development activities

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

#### 3.1 Organization Documents

- Fraternity and Sorority Advising Programs (FSAP) has clearly stated and current goals and outcomes, policies and procedures, descriptions of personnel responsibilities and expectations, and clear organizational charts.

*Rationale:*

#### 3.2 Actions of Leaders

- Leaders model ethical behavior and institutional citizenship.
- Leaders with organizational authority provide strategic planning, management and supervision, and program advancement.

*Rationale:*

#### 3.3 Strategic Planning

- FSAP leaders articulate a vision and mission, as well as set goals and objectives based on the needs of populations served, intended student learning and development outcomes, and program outcomes.
- FSAP leaders facilitate continuous development, implementation, and assessment of effectiveness and goal attainment congruent with institutional mission and strategic plans.
- FSAP leaders promote environments that provide meaningful opportunities for student learning, development, and engagement.
- FSAP leaders develop, adapt, and improve programs and services for populations served and institutional priorities.
- FSAP leaders include diverse perspectives to inform decision making.

*Rationale:*

3.4 Management

- FSAP leaders plan, allocate, and monitor the use of fiscal, physical, human, intellectual, and technological resources.
- FSAP leaders manage human resource processes including recruitment, selection, performance planning, and succession planning.
- FSAP leaders use evidence to inform decisions, incorporate sustainability practices, understand and integrate appropriate technologies, and are knowledgeable about relevant codes and laws.
- FSAP leaders assess and take action to mitigate potential risks.
- FSAP assists members and chapters in understanding their rights and responsibilities as part of the institution.
- FSAP personnel avoid situations or actions that may pose conflicts of interest or create the appearance of preferential treatment.

*Rationale:*

3.5 Supervision

- FSAP leaders manage human resource processes including professional development, supervision, evaluation, recognition, and reward.
- FSAP leaders empower personnel to become effective leaders and to contribute to the effectiveness and success of the unit.
- FSAP leaders encourage and support collaboration across the institution and scholarly contributions to the profession.
- FSAP leaders identify and address individual, organizational, and environmental conditions that foster or inhibit mission achievement.

*Rationale:*

3.6 Program Advancement

- FSAP leaders advocate for and actively promote the mission and goals of the programs and services.
- FSAP leaders inform stakeholders about issues affecting practice.
- FSAP leaders facilitate processes to reach consensus where wide support is needed.
- FSAP leaders advocate for representation in strategic planning initiatives at divisional and institutional levels.

*Rationale:*

Overview Questions:

1. Explain the extent to which FSAP leader(s) are viewed as and held responsible for advancing the departmental mission.
2. Explain the opportunities and limitations present for FSAP leader(s) as they seek to fulfill the program mission.
3. How do FSAP leaders advance the organization?
4. How do FSAP leaders encourage collaboration across the institution?
5. How are FSAP leaders accountable for their performance?
6. How have FSAP leaders empowered personnel and engaged stakeholders?

## Part 4: HUMAN RESOURCES

### Suggested Evidence and Documentation:

1. Program mission, goals, and outcomes
2. Operating policy and procedure manuals/statements for program and institution
3. Organizational chart(s)
4. Personnel handbook, position descriptions (including student employees, volunteers, and graduate students), expectations, and performance review templates
5. Annual reports, including data on student utilization and staff-to-student ratios
6. Association or benchmark reports on operations and staffing
7. Student and staff personnel profiles or resumes, including demographic characteristics, educational background, and previous experience
8. Reports on personnel, including student employees and volunteers, employment experiences
9. Training agendas and schedules
10. Statement of staffing philosophy
11. Professional development activities
12. Minutes from staff meetings at which human resources related standards were discussed and addressed

### Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

#### 4.1 Adequate Staffing and Support

- Fraternity and Sorority Advising Programs (FSAP) is staffed adequately to accomplish mission and goals.
- Fraternity and Sorority Advising Programs (FSAP) has access to technical and support personnel adequate to accomplish the mission.

*Rationale:*

#### 4.2 Recruitment, Supervision, and Professional Development

- FSAP establishes procedures and expectations for personnel recruitment and selection, training, supervision, performance, and evaluation.
- FSAP provides personnel access to education and professional development opportunities to improve their competence, skills, and leadership capacity.
- FSAP considers work/life options available to personnel to promote recruitment and retention.

*Rationale:*

#### 4.3 Employment Practices

- Administrators of FSAP maintain personnel position descriptions, implement recruitment and hiring strategies that produce an inclusive workforce, and develop promotion practices that are fair, inclusive, proactive, and non-discriminatory.
- Personnel responsible for delivery of programs and services have written performance goals, objectives, and outcomes for each year's performance cycle to be used to plan, review, and evaluate work and performance and update them regularly.
- Results of individual personnel evaluations are 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.

*Rationale:*

4.4 Personnel Training

- Personnel, including student employees and volunteers, receive appropriate and thorough training when hired and throughout their employment.
- Personnel have access to resources or receive specific training on institutional and governmental policies; procedures and laws pertaining to functions or activities they support; privacy and confidentiality; access to student records; sensitive institutional information; ethical and legal uses of technology; and technology used to store or access student records and institutional data.
- Personnel are trained on how and when to refer those in need of additional assistance to qualified personnel.
- Personnel are trained on systems and technologies necessary to perform their assigned responsibilities.
- Personnel engage in continuing professional development activities to keep abreast of research, theories, legislation, policies, and developments that affect programs and services.
- Administrators ensure that personnel are knowledgeable about and trained in safety, emergency procedures, and crisis prevention and response, including identification of threatening conduct or behavior, and incorporate a system for responding to and reporting such behaviors.
- Personnel are knowledgeable of and trained in safety and emergency procedures for securing and vacating facilities.

*Rationale:*

4.5 Professional Personnel

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

*Rationale:*

4.6 Interns and Graduate Assistants

- Degree- or credential-seeking interns or graduate assistants are qualified by enrollment in an appropriate field of study and by relevant experience.
- Degree- or credential-seeking interns or graduate assistants are trained and supervised by professional personnel who possess applicable educational credentials and work experience, have supervisory experience and are cognizant of the dual roles of interns and graduate assistants as students and employees.
- Supervisors of interns or graduate assistants adhere to parameters of students' job descriptions, articulate intended learning outcomes in student job descriptions, adhere to agreed-upon work hours and schedules, and offer flexible scheduling when circumstances necessitate.
- Supervisors and students both agree to suitable compensation if circumstances necessitate additional hours.

*Rationale:*

- 4.7 Student Employees and Volunteers
- Student employees and volunteers are carefully selected, trained, supervised, and evaluated; have access to a supervisor; and are provided clear job descriptions, pre-service training based on assessed needs, and continuing development.

*Rationale:*

Overview Questions:

1. In what ways are personnel qualifications examined, performance evaluated, and personnel recognized for exemplary performance?
2. How are professional development efforts designed, how do they support achievement of FSAP mission, and how do they prepare and educate staff on relevant information?
3. How has the staffing model been developed to ensure successful program operations?
4. Describe FSAP philosophy toward engaging graduate interns and assistants, and student employees and volunteers in the program human resource pool.

## Part 5: ETHICS

Suggested Evidence and Documentation:

1. Program code or statement of ethics
2. Ethics statements from relevant functional area professional associations
3. Personnel policies, procedures and/or handbook
4. Student code of conduct
5. Operating policies and procedures related to human subjects research (Institutional Review Board, IRB)
6. Minutes from meetings during which staff reviewed and discussed ethics

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

- 5.1 Ethical Standards
- Fraternity and Sorority Advising Programs (FSAP) reviews applicable professional ethical standards and adopt or develop and implement appropriate statements of ethical practice.
  - FSAP publishes and adheres to statements of ethical practice, ensure their periodic review, and orient new personnel to relevant statements of ethical practice and related institutional policies.

*Rationale:*

- 5.2 Statement of Ethical Standards
- Statements of ethical standards specify that FSAP personnel respect privacy and maintain confidentiality in communications and records as delineated by privacy laws.
  - Statements of ethical standards specify limits on disclosure of information contained in students' records as well as requirements to disclose to appropriate authorities.
  - Statements of ethical standards address conflicts of interest, or appearance thereof, by personnel in the performance of their work and reflect the responsibility of personnel to be fair, objective, and impartial in their interactions with others.
  - Statements of ethical standards reference management of institutional funds, appropriate behavior

regarding research and assessment with human participants, confidentiality of research and assessment data, students' rights and responsibilities, and issues surrounding scholarly integrity.

- Statements of ethical standards include the expectation that personnel confront and hold accountable other personnel who exhibit unethical behavior.
- FSAP adopts 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; and uphold applicable standards of conduct expressed by the institution and by the respective national or international organization.

*Rationale:*

5.3 Ethical Obligations

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

*Rationale:*

Overview Questions:

1. What is FSAP's strategy for managing student and personnel confidentiality and privacy issues?
2. How are ethical dilemmas and conflicts of interest identified and addressed?
3. How are ethics incorporated into the daily management and decision-making processes of FSAP?

## Part 6: LAW, POLICY, AND GOVERNANCE

Suggested Evidence and Documentation:

1. Emergency procedures
2. Operating policies and procedures
3. Personnel policies, procedures and/or handbook
4. Institutional codes of conduct
5. Contracts
6. Copies of related laws and legal obligations
7. Resources of professional liability insurance

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

6.1 Legal Obligations and Responsibilities

- Fraternity and Sorority Advising Programs (FSAP) is 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.
- FSAP has access to legal advice needed for personnel to carry out their assigned responsibilities.



- FSAP informs personnel, appropriate officials, and users of programs and services about existing and changing legal obligations, risks and liabilities, and limitations.
- FSAP informs personnel about professional liability insurance options and refers them to external sources if the institution does not provide coverage.
- Contracts with outside vendors include adherence to ethical standards and institutional policies.

*Rationale:*

6.2 Policies and Procedures

- FSAP has written policies and procedures on operations, transactions, or tasks that have legal implications.
- FSAP regularly reviews policies that are informed by best practices, available evidence, and policy issues in higher education.
- FSAP has procedures, systems and guidelines consistent with institutional policy for responding to threats, emergencies, and crisis situations and disseminate timely and accurate information to students, other members of the institutional community, and appropriate external organizations during emergency situations.
- FSAP ensures chapters without international, national, or regional affiliation understand applicable laws and policies.
- FSAP attends to the specific legal and policy issues of chapters without international, national, or regional affiliation, oversight, and support.

*Rationale:*

6.3 Harassment and Hostile Environments

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

*Rationale:*

6.4 Copyright Compliance

- FSAP purchases or obtains permission to use copyrighted materials and instruments and include appropriate citations on materials and instruments.

*Rationale:*

6.5 Governance

- FSAP informs personnel about internal and external governance organizations that affect programs and services.

*Rationale:*

6.6 Involvement of Stakeholders

- FSAP provides information on laws pertinent to the operation of chapters to fraternity and sorority community stakeholders.
- Processes used by FSAP emphasize positive working relationships with members and stakeholders.

*Rationale:*

Overview Questions:

1. What are the crucial legal, policy and, governance issues faced by FSAP, and how are they addressed?
2. How are personnel instructed, advised, or assisted with legal, policy, and governance concerns?
3. How are personnel informed about internal and external governance systems?

Part 7: DIVERSITY, EQUITY, AND ACCESS

Suggested Evidence and Documentation:

1. Diversity statements
2. Goals and objectives related to diversity, equity, and access
3. Training plans and agendas for personnel
4. Lists of programs and curriculums related to diversity, equity, and access
5. Personnel policies, procedures, and/or handbook (specifically statements against harassment or discrimination)
6. Facilities audit
7. Assessment results such as participation rates, demographics, campus climate, and student needs

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

7.1 Inclusive Work Environments

- Fraternity and Sorority Advising Programs (FSAP) creates and maintains educational work environments that are welcoming, accessible, inclusive, equitable, and free from harassment.
- FSAP does not discriminate on the basis of ability; age; cultural identity; ethnicity; family educational history; gender identity and expression; nationality; political affiliation; race; religious affiliation; sex; sexual orientation; economic, marital, social, or veteran status; or any other basis included in institutional policies and codes and laws.

*Rationale:*

7.2 Structural Aspects of Equity, Access, and Inclusion

- FSAP ensures physical, program, and resource access for all constituents; modifies or removes policies, practices, systems, technologies, facilities, and structures that create barriers or produce inequities; and ensures that when facilities and structures cannot be modified, they do not impede access.
- FSAP responds to the needs of all constituents served when establishing hours of operation and developing methods of delivering programs, services, and resources.
- FSAP recognizes the needs of distance and online learning students by directly providing or assisting them to gain access to comparable services and resources.

*Rationale:*

7.3 Ensuring Diversity, Equity, and Access

- FSAP advocates for sensitivity to multicultural and social justice concerns by the institution and its personnel.

- FSAP establishes goals for diversity, equity, and access; fosters communication and practices that enhance understanding of identity, culture, self-expression, and heritage; and promotes respect for commonalities and differences among people within their historical and cultural contexts.
- FSAP addresses the characteristics and needs of diverse constituents when establishing and implementing culturally relevant and inclusive programs, services, policies, procedures, and practices.
- FSAP addresses the characteristics and needs of a diverse campus population when establishing and implementing policies and procedures.
- FSAP provides personnel with diversity, equity, and access training and holds personnel accountable for applying the training to their work.
- FSAP enhances members’ knowledge, understanding, skills, and responsibilities associated with being a member of a pluralistic and global society. The program provides educational efforts that develop appreciation of differences and cross-cultural competencies.

*Rationale:*

Overview Questions:

1. How does FSAP ensure constituents experience a welcoming, accessible, and inclusive environment that is equitable and free from harassment?
2. How does FSAP address imbalance in participation among selected populations of students?
3. How does FSAP address imbalance in staffing patterns among selected populations of program personnel?
4. How does FSAP ensure cultural competence of its personnel to ensure inclusion in the program?
5. How does FSAP encourage and provide opportunities for ongoing professional development for its personnel?

## Part 8: INTERNAL AND EXTERNAL RELATIONS

Suggested Evidence and Documentation:

1. Promotional material (brochures/sources of information about the program, catalogs, brochures, staff and student handbooks)
2. Media procedures and guidelines
3. List and description of relationships with internal and external partners
4. Minutes from meetings/interactions with key stakeholders

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

### 8.1 Internal and External Populations

- Fraternity and Sorority Advising Programs (FSAP) reaches out to internal and external populations 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.
- FSAP reaches out to internal and external populations to garner support and resources for programs and services, collaborate in offering or improving programs and services to meet the needs of students and other constituents and to achieve program and student outcomes, and engage diverse individuals, groups, communities, and organizations to enrich the educational environment

and experiences of students and other constituents.

- FSAP reaches out to internal and external populations to disseminate information about the programs and services.

*Rationale:*

### 8.2 Marketing

- Promotional and descriptive information is accurate and free of deception and misrepresentation.

*Rationale:*

### 8.3 Procedures and Guidelines

- FSAP has procedures and guidelines consistent with institutional policy to communicate with the media; distribute information through print, broadcast, and online sources; contract with external organizations for delivery of programs and services; cultivate, solicit, and manage gifts; and apply to and manage funds from grants.

*Rationale:*

Overview Questions:

1. With which relevant individuals, campus offices, and external agencies must FSAP maintain effective relations? Why are these relationships important, and how are they mutually beneficial?
2. How does FSAP maintain effective relationships with program constituents?
3. How does FSAP assess the effectiveness of its relations with individuals, campus offices and external agencies?

## Part 9: FINANCIAL RESOURCES

Suggested Evidence and Documentation:

1. Budgets and the budget process
2. Financial statements and audit reports
3. Student fee process and allocation (if applicable)
4. Financial statements for grants, gifts, and other external resources

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

### 9.1 Adequate Funding

- Fraternity and Sorority Advising Programs (FSAP) has funding to accomplish its mission and goals.

*Rationale:*

### 9.2 Financial Planning and Implementation

- FSAP conducts a comprehensive analysis to determine unmet needs, relevant expenditures, external and internal resources, and impact on students and the institution.
- FSAP uses the budget as a planning tool to reflect commitment to the mission and goals of the programs and services and of the institution.
- Financial reports provide an accurate financial overview of the organization and provide clear, understandable, and timely data upon which personnel can plan and make informed decisions.

*Rationale:*

9.3 Policies, Procedures, and Protocols

- FSAP administers funds in accordance with established institutional accounting procedures.
- FSAP demonstrates efficient and effective use and responsible stewardship of fiscal resources consistent with institutional protocols.
- Procurement procedures are consistent with institutional policies, ensure purchases comply with laws and codes for usability and access, ensure the institution receives value for the funds spent, and consider information available for comparing the ethical and environmental impact of products and services purchased.

*Rationale:*

Overview Questions:

1. What is the funding strategy for FSAP, and why is this the most appropriate approach?
2. How does FSAP ensure fiscal responsibility, responsible stewardship, and cost-effectiveness?
3. If applicable, how does FSAP go about increasing financial resources?

## Part 10: TECHNOLOGY

Suggested Evidence and Documentation:

1. Technology policies and procedures
2. Equipment inventory

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

10.1 Current and Adequate Technology

- Fraternity and Sorority Advising Programs (FSAP) has adequate technology to support achievement of its mission and goals.
- Use of technology complies with institutional policies and procedures and relevant codes and laws.

*Rationale:*

10.2 Use of Technology

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

*Rationale:*

- 10.3 Data Protection and Upgrades
- FSAP backs up data on a regular basis.
  - FSAP articulates and adheres to policies and procedures regarding ethical and legal use of technology, as well as for protecting the confidentiality and security of information.
  - FSAP implements a replacement plan and cycle for all technology with attention to sustainability and incorporates accessibility features into technology-based programs and services.

*Rationale:*

- 10.4 Student Technology Access
- FSAP has policies on student use of technology that are clear, easy to understand, and available to all students.
  - FSAP provides information or referral to support services for those needing assistance in accessing or using technology, provides instruction or training on how to use the technology, and informs students of implications of misuse of technologies.

*Rationale:*

Overview Questions:

1. How is technology inventoried, maintained, and updated?
2. How is information security maintained?
3. How does FSAP ensure that relevant technology is available for all who are served by the program?
4. How does FSAP use technology to enhance the delivery of programs, resources, services and overall operations?
5. How does FSAP utilize technology to foster its learning outcomes?

## Part 11: FACILITIES AND EQUIPMENT

Suggested Evidence and Documentation:

1. Equipment inventory
2. Facilities audit and plans for renovations, additions, and enhancements
3. Capital projects, if applicable
4. Structural design or maps to show space allocation
5. Images of the space

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

- 11.1 Design of Facilities
- Fraternity and Sorority Advising Programs (FSAP) facilities are intentionally designed and located in suitable, accessible, and safe spaces that demonstrate universal design and support the program’s mission and goals.
  - Facilities are designed to engage various constituents and promote learning.

- The design of the facilities guarantees the security and privacy of records and ensures the confidentiality of sensitive information and conversations.

*Rationale:*

11.2 Work Space

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

*Rationale:*

11.3 Equipment Acquisition and Facilities Use

- FSAP incorporates sustainable practices in use of facilities and purchase of equipment.
- Facilities and equipment are evaluated on an established cycle and are in compliance with codes, laws, and accepted practices for access, health, safety, and security.
- When acquiring capital equipment, FSAP takes into account expenses related to regular maintenance and life-cycle costs.

*Rationale:*

Overview Questions:

1. How are facilities inventoried and maintained?
2. How does FSAP integrate sustainable practices?
3. How does FSAP ensure that facilities, workspaces, and equipment are considered in decision-making?
4. How is FSAP intentional about space allocation and usage?

## Part 12: ASSESSMENT

Suggested Evidence and Documentation:

1. Program goals, key indicators, outcomes, and related assessment data
2. Program student learning and development outcomes and related assessment data
3. Description of assessment cycle
4. Assessment plans and annual assessment reports
5. Minutes of meetings at which assessment activities and results discussed
6. Professional development activities to improve assessment competence

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

12.1 Assessment Plan and Practice

- Fraternity and Sorority Advising Programs (FSAP) develops an ongoing cycle of assessment plans, processes, and activities.
- FSAP identifies programmatic goals and intended program outcomes as well as outcomes for student learning and development.
- FSAP documents progress toward achievement of goals and outcomes.

- FSAP employs multiple measures, methods, and manageable processes for gathering, interpreting, and evaluating data.
- FSAP employs ethical practices in the assessment process.
- FSAP has access to adequate fiscal, human, professional development, and technological resources to develop and implement assessment plans.

*Rationale:*

12.2 Reporting and Implementing Results

- FSAP interprets and uses assessment results to demonstrate accountability and inform planning and decision-making.
- FSAP reports aggregated results to respondent groups and stakeholders.
- FSAP assesses effectiveness of implemented changes and provides evidence of improvement of programs and services.

*Rationale:*

Overview Questions:

1. What is the comprehensive assessment strategy for FSAP?
2. What are priorities of the assessment program, and how are those developed?
3. How does FSAP integrate assessment and evaluation into all aspects of daily operations (e.g., advising, event planning)?
4. How are tangible, measurable learning and program outcomes determined to ensure FSPA achievement of mission and goals?
5. How effective is the assessment strategy in demonstrating goal achievement and student learning?
6. How does FSAP use assessment results to inform program improvement?
7. How does FSAP share assessment results with relevant constituencies?
8. How does FSAP support ongoing development of assessment competencies for personnel?

*General Standards revised in 2014;*

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



## Work Form A – Rating Discrepancies

**INSTRUCTIONS:**

This work form should be completed following a review of the individual ratings of the team members. Item numbers for which there is a substantial rating discrepancy should be discussed before completing the remaining work forms. Discrepancies among ratings should be identified, discussed, and reconciled for consensus.

Part	Discrepancies	Resolution/Final Decision
1. Mission		
2. Program		
3. Organization and Leadership		
4. Human Resources		
5. Ethics		
6. Law, Policy, and Governance		
7. Diversity, Equity, and Access		
8. Internal and External Relations		
9. Financial Resources		
10. Technology		
11. Facilities and Equipment		
12. Assessment		

## Work Form B – Strengths and Areas for Improvement

**INSTRUCTIONS:**

This work form should be completed following a review of the individual ratings of the team members. Examine the ratings of each criterion measure by the team members, and record the following in the form below:

- Strengths: Item number(s) for which all participants have given a rating of 3, indicating agreement that the criterion *exceeds* the standard.
- Areas for Improvement: Item number(s) for which all participants have given a rating of 0 or 1, indicating agreement that the criterion *does not meet* or *partly meets* the standard. Items rated IE for *insufficient evidence/unable to rate* should be listed here as well.

Note – Items not listed in one of these categories represent consensus among the raters that practice in that area is satisfactory, having been rated a 2, which indicates agreement that the criterion *meets* the standard.

Part	Strengths: Items that exceed the standard (consensus ratings = 3)	Areas for Improvement: Items that do not meet or partly meet the standard (consensus ratings = 0, 1)
1. Mission		
2. Program		
3. Organization and Leadership		
4. Human Resources		
5. Ethics		
6. Law, Policy, and Governance		
7. Diversity, Equity, and Access		
8. Internal and External Relations		
9. Financial Resources		

10. Technology		
11. Facilities and Equipment		
12. Assessment		

## Work Form C – Recommendations for Unit Action

**INSTRUCTIONS:**

This is the last form to be completed by the review team. List the items needing follow-up action for improvement and indicate what requires attention. The team or coordinator should consider including any criterion measure rated as being not met by the reviewers, as well as those with significant discrepancies that are not resolved by team discussion.

Part	Item Requiring Attention
1. Mission	
2. Program	
3. Organization and Leadership	
4. Human Resources	
5. Ethics	
6. Law, Policy, and Governance	
7. Diversity, Equity, and Access	
8. Internal and External Relations	
9. Financial Resources	
10. Technology	
11. Facilities and Equipment	
12. Assessment	

## Work Form D – Beginning the Action Plan

### INSTRUCTIONS:

This work form is for use by the staff of the unit being reviewed and is the first step in identifying the actions to be taken as a consequence of study results. Using the Items Requiring Attention listed in Work Form C, write a brief action plan that identifies the focus and intended outcomes of the next steps in to be taken in each area.

#### Part 1. Mission

#### Part 2. Program

#### Part 3. Organization and Leadership

#### Part 4. Human Resources

#### Part 5. Ethics

#### Part 6. Law, Policy, and Governance

#### Part 7. Diversity, Equity, and Access

#### Part 8. Internal and External Relations

#### Part 9. Financial Resources

Part 10. Technology

Part 11. Facilities and Equipment

Part 12. Assessment



---

## 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*