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Chapter Advisors Manual

A Resource of:

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Introduction

History of the Association of Fraternity Advisors

Founded in 1976, the Association of Fraternity Advisors has provided individuals concerned with the fraternity/sorority movement an avenue for professional growth and development. Since that time, AFA has grown into a multifaceted international organization providing resources, recognition and support for campus fraternity/sorority advising professionals.

Although the Association maintains a Central Office in Indianapolis, AFA remains a volunteer-driven organization, and members find that services remain responsive to the needs of the campus professional.

Active involvement in the Association provides invaluable opportunities for interaction and networking with campus fraternity/sorority advising professionals, senior-level college and university administrators and inter/national fraternity and sorority executives and volunteers. AFA members have easy access to a variety of unique benefits and privileges.

Membership Categories & Information

The Association has four primary categories of membership:

- 1. Regular Member**
Campus fraternity/sorority advising professionals or related staff.
- 2. Graduate Student Member**
Students enrolled in a full-time professional preparation program are eligible for a reduced-priced membership.
- 3. Affiliate Member**
This category is for individuals whose role supports fraternity/sorority affairs (inter/national officers, headquarters staff and chapter advisors).
- 4. Associate Member**
Companies or individuals that provide valuable services and products to complement the fraternity/sorority community.

Many chapter advisors are AFA members. Chapter advisors make up the Association's fastest growing category of membership. Some members choose to take advantage of every resource such as the *Blackface on Campus: A Resource for Awareness and Information* and On-Line Resource Library materials. Some chapter advisors take advantage of the networking and idea sharing at the Annual Meeting held at the end of November/beginning of December. Many attend special programs offered in their region. Consider joining AFA for your own professional development and networking opportunities with other chapter advisors around the country. For more information, visit www.fraternityadvisors.org.

Purpose of this Resource

The majority of AFA members are university student affairs professionals whose responsibilities involve advising fraternities and sororities or as well as inter/national organization staff members. They believe in giving good information to those on the “front lines” – chapter advisors. We want to make sure all chapters continue to be strengthened and transformed in positive ways.

This manual is focused on you, the chapter advisor. There are several sections where campus professionals can customize this by adding their institution’s policies, resources, and critical contact information.

This is a supplement to the AFA resource *Advising Fraternities and Sororities Manual*. The fraternity/sorority professional on your campus may have a copy of it in his/her office that you can copy or you can purchase your own through AFA’s website. This manual is intended to complement and supplement your own organization’s resource materials. There may be some overlap in information but this manual focuses on:

Chapter One: Conceptualizing the Basics

- The Chapter Advisor: Basic Expectations
- The Great Chapter Advisor: Expanded Expectations
- Your Support System:
 - The Campus Professional
 - Inter/national Organization Staff/Volunteer Supervisors
- Reminders for Effective Advising

Chapter Two: Utilizing Campus Resources

- Campus “basics” to help you point the students to the right place
- My campus’s specific offices/resources
- Campus calendar of events for you to add your own important dates

Chapter Three: Advising Students

- A review of the major concepts, skills, and issues important to chapter advisor success
- A basic review of college student development theory
- Helpful websites for chapter advisors

Chapter Four: Maximizing AFA Resources

- Your professional resource network
- Services and resources of the Association
- Learning opportunities to strengthen your skills as an advisor

Chapter Five: Facilitating Self-Regulation

Proactive self-regulation

Basic Expectations

Educational Programming

Goal Setting

Awards Programming

Reactive self-regulation

Chapter Judicial Board

Governing Council Judicial Board

Chapter Six: Working through Crises

Preparation & Training

Steps to Discuss for Crisis Management Training

Referrals & Resources

For the Campus Professional: What You Can Do to Maximize This Resource

1. Remember this manual covers the basics.

Add your campus-specific information to custom-design this resource.

2. Tap the insights of veteran chapter advisors.

What would they want? What's missing?

3. Don't take your knowledge for granted.

Whether you are new in your student affairs position or a veteran advisor, there might be knowledge and resource areas that you take for granted. Think about the higher education bureaucracy – what are the difficult campus resources to find? What community resources could be helpful to chapter advisors?

4. Talk with others on the AFA listserv.

Get “best practices” from other like-campus to implement on your own campus. Ask, what do they have in their chapter advisor manuals/packet? What are training opportunities that others use to empower and teach chapter advisors? How are they helping chapter advisors network with each other?

5. Talk with other campus professionals in your region.

When you attend the undergraduate leadership conference with students, meet with others to talk specifically about advisor training and education. Share materials with each other. Visit other professionals to exchange ideas.

6. Consider distributing this resource at your first chapter advisors meeting of the year.

You can introduce yourself as the fraternity/sorority affairs professional and review all of the resources offered from your office. Cover the Campus Resources section of this manual at your first meeting.

7. Launch your Advisor Training program.

Whether you have occasional advisor roundtable discussions, a conference, or newsletter, offer this resource as just one piece in your entire menu of services and resources for advisors. Utilize AFA's *How-to Guide for Advisor Training* and create your own programming specific to chapter advisors.

Chapter One:

Conceptualizing The Basics



Chapter One: Conceptualizing the Basics

Campus professionals, chapter volunteers, and representatives from the inter/national organizations must work collaboratively. Because students have so many people interested in their well-being and working to support them, it can become confusing. They might even ask, “Who do we ‘belong’ to?” This can be confusing to professionals and volunteers as well. Students are responsible to both their institution and their inter/national organizations. As partners supporting and advising these students, we too must model this collaboration.

There are times when our undergraduate members complain that the basketball team, band, or even chess club doesn’t face the scrutiny that fraternities and sororities do. Our collective expectations of our members and our chapters are much higher than those for average campus organization. Perhaps it is because we have higher ideals to live up to. Perhaps it is because when fraternity and sorority members are at their worst they are at their most visible. Perhaps it is because so many people care about the students having a great fraternal experience that we feel let down when they don’t.

Fraternity and sorority members have many additional layers of support than the typical campus organization has. They have a paid campus advisor, and there are layers in the inter/national organization with district and regional volunteers, national and board volunteers. They have inter/national organization staff members dedicated to their improvement. They have housing corporations and volunteers supporting those efforts. If they are lucky, they have one dedicated chapter advisor and/or an entire chapter advisory team.

In 1968 Lucille Ball and Henry Fonda made a classic movie, “Yours, Mine, and Ours” about a widow with 10 children and a widower with 8 children who form a new family of 20 people! Chapter members also have a “yours, mine, and ours” experience with many coaching and parental figures in their lives. This chapter will focus on three main support groups available to chapters: chapter advisors, campus professionals, and headquarters staff/national volunteers.

The Chapter Advisor: Basic Expectations

Every inter/national organization has minimum expectations of their chapter advisors. Leaders know that advising a chapter takes a personal investment of time and they want to be respectful of the time you’re devoting – away from your work responsibilities, family, and other volunteer commitments. They will have a solid list of basic responsibilities for you to follow.

Be sure to *read your own organization’s chapter advisor manual* to see the overlaps and the differences in expectations within that document and this manual. Comparing these two resources with your co-advisors would be a great discussion starter.

Expanded Expectations: The Great Advisor

Think back to the first time you said, “Yes!” when someone asked you to serve as a chapter advisor. You may have been excited about the possibilities of shaping young lives. You may have been nervous about the time commitment. You may have been apprehensive about the knowledge required for this leadership position. The good advisor meets the basic expectations of the chapter and inter/national organization. The great advisor discusses expanded expectations with the chapter and works to meet them together.



The expanded expectations of chapter advisors are:

Communicate, communicate, communicate

Most often you are the liaison between the chapter and the university and the chapter and the inter/national organization. Don't wait until problems come up. Be proactive and introduce yourself to the campus professional to establish that relationship. Set up a face-to-face meeting to begin building this important relationship. Discuss mutually acceptable times to call the campus professional at home or on another personal line.

Be sure to email and call the inter/national organization staff and/or your immediate volunteer supervisor for pertinent resources, materials, and training opportunities.

Talk with your specific chapter advisees to see how to best communicate with them. Some students are night owls and respond best to email at midnight. Others have their cell phones with them at all times and regularly check their voice mail. Still others may prefer quick text-messaging for short and quick answers.

Lead with integrity

Follow the “do as I do” philosophy. When inter/national organizations recruit new members for their colonies they are often told, “Recruit in your image.” That means that alumni members must be vigilant about leading with values such as responsibility, trust, honesty, fairness, civility, and caring. Undergraduates have you as a unique connector to the inter/national organization. You represent an individual as well as a leadership position to aspire to. Make yourself worthy of their respect.

Be present

Attend and be an active participant in chapter meetings to create and sustain your relationships with the undergraduates. Negotiate with the chapter on the number of meetings they would like you to attend. You will find it easier to advise them when you have a two-way trusting relationship. Attending at least two meetings a month will help cement those relationships. Discuss how long meetings last. If they are consistently two hours or longer, the chapter leadership may need some coaching on how to manage their meetings.

Attend special chapter events such as Initiation, Founder's Day, alumni events, parent/family events, recruitment, officer training and transition, retreats, etc.

Be respectful of the chapter and campus culture

The chapter you advise may or may not be your chapter of initiation. You may be fresh out of school or more removed from the college experience. You would benefit from asking probing questions about “the way we do things around here” as you determine your style of interacting with students, other volunteers, and campus officials.

Get information on your organization’s liability insurance to put your mind at ease

In order to be covered by your organization's insurance policy, you may need to pay annual per capita dues. Some organizations include this in your alumni dues. Be sure to contact your immediate volunteer supervisor to discuss your specific responsibilities and liability. Dues vary from group to group but usually average about \$35 per year.

Know the boundaries for the chapter – and keep them on file

The chapter’s representative to the undergraduate governing council should have a copy of that organization’s constitution and by-laws. If there is a formalized university expectations document, office of fraternity and sorority life standards document, or other policies, these are good resources to have in your files.

Know the end goal of advisement

From a college student development point of view, the main goal of the advisor is to help the chapter and the individual members become accountable for their actions. We are coaching them to be self-sufficient and self-directed adults. Remember, most of our founders created fraternities and sororities at the ripe old age of 16-18 (students were much younger back then). Students today have more resources, knowledge, and support from all fraternity/sorority stakeholders than ever before. They just need direction on where to find these resources and how to make good decisions with the information they have.

Know the responsibilities of the Advisory Team

Some chapters are fortunate to have one involved alumnus to advise them. Others are even more fortunate to have an entire team of volunteers working to support the members in their personal development and the chapter in its organizational development. Know and understand the team's responsibilities to maximize your volunteer time and work smarter, not harder.

Basic Advisory Team Expectations

- Share your expectations of and definitions of chapter success
- Meet monthly as a team for a commitment to effective communication
- Set goals and objectives for the advising team, not the chapter
- Work as a collaborative unit to provide services and resources to the chapter
- Help each other become competent, confident, and caring professionals

Help the chapter look to the future

Remind the chapter that four years (or so) go by very quickly. Before they know it, they will be alumni members...just like you. They should think about what they want to do as a unit to contribute to the long-term health of the chapter. Help them create a meaningful goal setting retreat that they can facilitate on their own or involve others. Connect the skills they are using to the strategic planning used in corporations and volunteer organizations. Help them understand the importance of creating and maintaining an organization that has enough momentum and strength so they can have an organizational home to return to at Homecoming.

Utilize the resources already at your fingertips. One good standard of excellence is your own organization's award criteria or other campus award criteria. Work with other chapter advisors, the campus fraternity/sorority advising professional, and other inter/national resources to develop productive activities for the retreat.

You should also look to the future by planning with the end in mind. Who will replace you as the chapter advisor? What type of succession planning are you modeling for the chapter? Create a solid chapter advisor's file with your own lessons learned, helpful people list, and other notes so your successor can continue your good work. Remember, many chapter advisors are the long-term knowledge base for the chapter. You and others on the advising team will want to know the history, habits, and traditions of the chapter.

Your Support System

The Campus Advisor

This partner is yet another service provider helping to ensure a positive chapter experience for the undergraduate members. Each campus has its division of student affairs or student life department. Some campus advisors split their time with several other student leadership, programming, and student development responsibilities. They may have as little as 10% or as much as 100% of their time devoted to the fraternity/sorority community. Sometimes this individual is housed in student activities, sometimes in residential life, other times in the Dean of Students office.

The focus of this individual is on the big picture. S/he looks at the overall health of the community and works with the undergraduate leaders to empower them with knowledge, skills, and resources to lead their governing councils and chapters. S/he is not responsible for the success or failure of a community. Chapters are student-led, student governed organizations. The campus advisor works to challenge the community with high expectations, new learning experiences, and appropriate sanctions in the event of judicial proceedings.

The campus advisor also works to support the students with caring, concern, and empathy to create a positive fraternity experience for their own members.

The Inter/national Organization Staff/Volunteer Supervisors

The inter/national organization staff work to preserve the overall health of the inter/national organizations' chapters. They work to create resources and experiences to support the chapters. They consult with chapter leaders individually through chapter visits. Staff members offer feedback and sometimes directives to get a chapter on track with the organization's policies and standards. Depending on the resources available, a headquarters staff may consist of a lead staff member (executive director), chapter services/development department, traveling leadership consultants, and a host of other individuals dedicated deeply to the values and mission of the organization.

Some organizations are more volunteer-driven with fewer staff members and a greater number of volunteers supporting the chapters and the members.

Don't their responsibilities sound a lot like the responsibilities of the campus professional? They should. Sometimes the only real difference lies in the proximity of the service providers to the chapters.

30 Reminders for Effective Advising

1. Care about the students you advise by showing empathy, understanding, and respect.
2. Establish a warm, genuine, and open professional relationship.
3. Show interest, helpful intent, and involvement.
4. Be a good listener.
5. Establish rapport by remembering personal information about students that you advise.
6. Be available; keep office hours and appointments.
7. Provide accurate information.
8. When in doubt, refer to the college/university student handbook and advisor's manual.
9. Know how and when to make referrals, and be familiar with referral sources.
10. Don't refer too hastily; but don't attempt to handle situations for which you are not qualified.
11. Have students contact referral sources in your presence.
12. Contact students you advise frequently; don't always wait for students to come to you.
13. Don't make decisions for students; help them make their own decisions.
14. Focus on students' strengths and potential rather than limitations.
15. Seek out students you advise in informal settings.
16. Monitor students' progress toward educational goals.
17. Determine reasons for poor academic performance and direct students to support services.
18. Be realistic with the students you advise.
19. Use all available information sources.



20. Clearly and professionally outline students' responsibilities.
21. Follow up on commitments made to the students you advise.
22. Encourage students to consider and develop career alternatives when appropriate.
23. Keep an anecdotal record of significant conversations for future reference.
24. Evaluate the effectiveness of your advising.
25. Don't be critical of faculty or staff to students.
26. Be knowledgeable about career opportunities and job outlook for various majors.
27. Encourage students to talk by asking open-ended questions.
28. Don't betray confidential information.
29. Categorize students' questions; are they seeking action, information, or involvement and understanding.
30. Be yourself and allow students to be themselves.

(Source: www.umich.edu/~salead/advisor/handbook.html#roles)



Chapter Two:

Utilizing Campus Resources



Chapter Two: Utilizing Campus Resources

Campus support, staffing, and resources vary from campus to campus. Some upper-level administrators and faculty members place a high value on the fraternity experience. Others have different priorities for their campus.

Fraternities and sororities are guests of the university. Some campuses have an entire department of fraternity/sorority professionals and others have a single volunteer who works full-time as a faculty member.

Because of this potential difference in philosophy and resources, there can be a great disparity in services for undergraduate chapters across the country. But, there are some campus resources available to all students and volunteers advising student organizations. The key is finding the specific place and person on your campus.

Campus Basics – Getting to the Right Place and Person

To get a full picture of the campus resources available at the college/university where you advise a chapter, request a student handbook and explore the campus website for student services. Here is a general listing of common campus resources that could be helpful to you in your advising role:

Academic Advising Center – academic advisors help students choose the courses leading them to their professional goals.

Career Development and Placement Center – this may be divided into two departments. This center can help students find work on campus, assist with finding an internship, provide workshops on the job search process, and undergraduate/alumni job-placement services

Cooperative Education Programs – faculty members often lead short-term classes (1 hour to a few weeks) which offer information but no class credit.

Counseling Center – professionals are available for students to speak confidentially with on various personal issues such as substance abuse, eating disorders, obsessive compulsive disorder, stress, etc. Many times the sexual assault crisis professionals work in conjunction with this office or have their own department.

Dean of Students – envelopes the student services area (residential life, judicial affairs, campus activities, recreational sports, wellness, career development, orientation, academic advising, international student services, multicultural student services, students with disabilities, etc.).

Departmental Learning Labs – many departments such as math, computer, technology, sciences, etc. have graduate students and other personnel to help with topic-specific learning.

Governing council – the most basic purpose of undergraduate-led governing councils is to provide services and resources to its chapters to help them succeed. They may be able to assist by creating roundtable discussion for like-officers, recruitment skill building sessions, a forum for self-governance and adjudication, and other activities.

Library staff – can provide tours to chapters and an overview of how to use the technology available

Ombudsperson – the student advocate which investigates complaints from persons who feel they have been unfairly dealt with by the university.

Reading and Study Skills Center – these centers are devoted to helping students with different learning profiles, learning disabilities, and other learning-issues

Registrar – this department manages the process for and maintenance of official student transcripts.

Campus Workshops – student groups and academic departments often sponsor speakers. The campus lecture series coordinators bring big-name speakers. The governing councils often bring very fraternity/sorority-oriented speakers to talk with chapter members. Ask the undergraduates about the flyers and notices they've received. Most campuses have an abundance of leadership skill-building workshops for all student leaders. Some even have entire departments dedicated to leadership development and training.

Free workshops are offered from nearly every department in student life. All you need to do to get a taste of the variety is to walk through campus and look at the flyers and read the student newspaper. You can go to the university website to see what's happening in any given month.

Resources Specific to My Campus

Campus Fraternity/Sorority Professional:

Phone Number: Email:

Dean of Students/Vice President for Student Affairs:

Phone Number: Email:

Academic Advising Center

Phone Number: Email:

Career Development and Placement Center

Phone Number: Email:

Cooperative Education Programs

Phone Number: Email:

Counseling Center

Phone Number: Email:

Departmental Learning Labs

Phone Number: Email:

Phone Number: Email:

Phone Number: Email:

Governing Council(s)

Phone Number: Email:

Library staff

Phone Number: Email:

Ombudsperson

Phone Number: Email:

Reading and Study Skills Center

Phone Number: Email:

Registrar

Phone Number: Email:

Campus Calendar of Events

(Insert your campus' calendar here)

Chapter Three:

Advising Students



Chapter Three: Advising Students

Concepts, Skills, Awareness Model Overview

The Concepts, Skills, Awareness Model is one widely used in the student affairs community. It can help you determine learning opportunities to strengthen your own advising skills. The campus fraternity/sorority advisor may have a training program specifically for chapter advisors. It may consist of informal meetings to help chapter advisors network with each other, a series of educational programs, or a conference with topic experts and guest speakers. The training may also be minimal, with the campus advisor encouraging chapter advisors to explore training opportunities on their own.

Concepts are models, plans, and thoughts related to advising college students. These are the knowledge areas that you need to be effective as a mentor, coach, and role model.

Skills are specific competencies needed to empower students, deepen organizational effectiveness, and promote leadership development.

Awareness involves topics which you need broad rather than deep knowledge. Being aware of trends affecting fraternities and sororities, college students, and current issues can help you in your advising role.

The Concepts, Skills, Awareness Model can help you determine your learning gaps to create your own training and education plan. The following is a list of possible topics to explore.

Concepts

- College student development
- Working with a successful chapter
- Student leadership development
- Moral development in college students
- The role of the governing council
- The role of the campus fraternity/sorority advisor
- The resources available from the inter/national organization
- Your role within the inter/national organization
- Working with a challenged chapter
- Increasing membership
- Retaining membership
- Total membership development
- Life-long membership/alumni involvement
- Faculty and administration relations
- Neighborhood/community relations

Skills

- Assessment
- Advising
- Coaching
- Listening
- Planning
- Facilitating
- Goal setting
- Managing crises
- Mentoring/coaching
- Working with teams
- Managing volunteers
- Managing finances
- Facilitating change



Awareness

- Alcohol-free housing
- Student stress
- The First Year Experience
- Generational differences in attitude, communication, perspective
- Campus resources available to advisors and students
- Inter/national resources
- Inter/national conferences and Convention
- Organizational development
- Student organizations
- Workshops available
- Guest speakers for fraternities/sororities
- BACCHUS/GAMMA Peer Education Network
- Fraternity/sorority housing
- Corporation board purpose and role
- Senior programming
- Association of Fraternity Advisors

Student Development Theory: The Basics

Student development theory provides advisors a foundation for understanding the natural maturation and development of the students with which they work. A basic knowledge of the theories and methods of human development and their applications in college settings will help you facilitate the development of your advisees. As some advisors have said, “Now I know why _____’s behavior drives me nuts!”



In Loco Parentis

For about the first three hundred years, the theory that dominated thinking about higher education was *in loco parentis*: colleges acting on behalf of parents for the good of their students. As the average age of seventeenth-century freshmen was about fourteen, students were considered children, and the institution their parents. Character development (which really meant traditional Christian religious values) was instilled by strict rules and regulations and enforced by rigid discipline. The development of students' *character* was substantially more important to early American colleges than the development of their intellect. Today, *in loco parentis* has been replaced with total student development – encouraging the development of a student's social, environment, moral, leadership, and identity development.

Families of Student Development Theory

Student development theories generally fall into five broad categories; 1) psychosocial, 2) cognitive-structural, 3) person-environment, 4) humanistic, and 5) student development process models.

1. **Psychosocial** theories address developmental issues or tasks and events that occur throughout the life span. These tasks and events tend to occur in sequence and are correlated with chronological age. Individuals progress from one stage to another by accomplishing related developmental tasks or by resolving crises. This is the "what" or "content" of student development.

For example, William Perry's theory helps us understand how students think in a sequential order. The first five stages in this theory deal with students' intellectual development as they move from a *dualistic* view of the world (black and white, right and wrong) to a *relativistic* view of the world (all knowledge is contextual, "it depends"). The remaining positions deal with students' ethical development.

2. **Cognitive-structural** theories address how individuals reason, think, and make meaning of their experiences.

Development is seen as hierarchical stages with each successive stage incorporating parts of the previous stage. This is the "how" or "process" of student development.

3. **Person-Environment** theories address behavior as a function of the person and the environment.

For example, if you think about the chapters on your campus there may be a beautiful chapter house and the members treat it with respect. Nobody punches holes in the walls, no one thinks of leaving their empty pizza boxes in the hallways. This chapter probably has an influential house director or chapter advisor positively influencing the behavioral expectations of the members and is there to remind them of the value of respect of property. Other chapter houses may be littered with garbage, old clothes, food smeared on the walls from a food fight – these members are equally (and negatively) influenced by their environment. The implicit values are destruction, an “it’s not my house” attitude, and basic disrespect. Many of these person-environment theories are used in career planning.

4. **Humanistic existential theories** share a common philosophy of the human condition. Humans are free, responsible, self-aware, potentially self-actualizing, and capable of being fully functioning. Development is internally motivated. These theorists believe the forces of growth are within the person and are facilitated by self-disclosure, followed by self-acceptance and self-awareness. These theories are used extensively in counseling.

5. **Student development process models** are either abstract representations of the field of student personnel work or recommended sets of action steps for the practice of student development. They give us the process steps of how to use theories rather than the why, what to do, or how to do it that the theories provide. These models help practitioners put the theories into actual practice.

There are dozens of theories falling into these five families. Many address general populations of traditionally-aged college students; however, more recently theories have emerged which address the differences in development in specific populations such as returning adult students, African-American students, gay/lesbian/bisexual/transgendered students, female students, etc.

(adapted from www.utdallas.edu/dept/ugraddean/theory.html).

Helpful Websites for Chapter Advisors

Association of Fraternity Advisors (web site and Related Links page)

www.fraternityadvisors.org
www.fraternityadvisors.org/links.htm

BACCHUS/GAMMA Peer Education Network

www.bacchusgamma.org

Alcohol-free housing

www.fraternityadvisors.org/pdf/resources/library_sections/facilities_fire_safety/afh_summary_2002.pdf
www.fraternityadvisors.org/pdf/student_dev/afh_campuses.pdf

Generational differences in attitude, communication, perspective

www.generationsatwork.com/articles/millennials.htm
www.millennialsrising.com/
www.wisc.edu/students/Millennials,%20Mayhem%20&%20Miracles.pdf

Resources available to advisors and students

Campus websites

Inter/national fraternity and sorority websites

www.jobweb.com/Resources/Library/Parents/10_Tips_for_Parents_19_01.htm

National Resource Center for the First Year Experience and Students in Transition

www.sc.edu/fye/

Organizational development

The James Macgregor Burns Academy of Leadership at the University of Maryland: www.academy.umd.edu/training/index.htm

Hazing

www.Stophazing.org
www.hazing.hanknuwer.com
National Hazing Prevention Week: www.nhpw.com

FIPG, Inc. (risk management resources)

www.Fipg.org

Fraternal Law

www.manleyburke.com

Fire Safety

www.seton.com
www.burnprevention.org/sep.asp

www.homefiresprinkler.org/home2.html

Principles of Good Practice in Student Affairs

www.acpa.nche.edu/pgp/principle.htm

Interfraternal Associations

National Panhellenic Conference: www.npcwomen.org

National Pan-Hellenic Council, Inc.: www.nphc.org

National Association of Latino Fraternal Organizations: www.nalfo.org

North-American Interfraternity Conference: www.nicindy.org

Center for the Study of the College Fraternity: www.indiana.edu/~cscf/

Fraternity Executives Association: www.fea-inc.org

Gamma Sigma Alpha: www.gammasigmaalpha.org

Order of Omega: www.orderofomega.org

Regional Undergraduate Fraternity & Sorority Conferences

Mid-American Greek Council Association: www.mgca.org

Northeast Greek Leadership Association: www.ngla.org

Southeastern Interfraternity Conference: www.seifc.org

Southeastern Panhellenic Conference: www.sepconline.org

Western Regional Greek Association: www.wrgaonline.org



Chapter Four:

Maximizing AFA Resources



Chapter Four: Maximizing AFA Resources

The Association of Fraternity Advisors is a professional individual membership organization. That means individuals, not organizations, are members of the Association. The organization works to provide resources, education, and networking opportunities for its members to strengthen their skill set as advisors for undergraduate fraternity and sorority members.

1. Printed Resources

The resources are dynamic; ever-changing for its members. The AFA website is www.fraternityadvisors.org and you can find materials on topics ranging from blackface on campus, volunteer opportunities, hazing, bias and bias-motivated violence, systemic change in the fraternity/sorority community, alcohol education, etc.

AFA Member Services Committees regularly produce electronically disseminated articles/newsletters, monographs, and resources on a variety of issues.

There are a number of resources available only to AFA members. While the primary membership of the Association is composed of campus professionals, many are relevant and useful to chapter advisors.

2. *Perspectives*

As the main publication of the Association of Fraternity Advisors, *Perspectives* provides a forum for regular news and information to be shared with the membership. Each issue includes feature articles, current research, topical highlights, opinion pieces and Association updates.

3. Learning/Networking Opportunities

Listservs

- **AFA Listserv:** This list is a discussion forum for members. It is intended to provide a forum for fraternity/sorority-related topics and ideas to be presented and discussed. Topical options include (but of course are not limited to) research ideas or proposals, position announcements, AFA announcements, news accounts of fraternity/sorority life activities around the country, and day-to-day "How does your campus do...?" types of queries.
- **AFA Newsclips:** This list is intended for posting of news articles and press releases relevant to fraternity/sorority issues.

Regional Support

A regional volunteer network provides Association support for members at the local level. Although services vary, many Area/State Coordinators provide area newsletters addressing relevant topics, local drive-in conferences, mentor programs, and speaker's bureau resource networks.

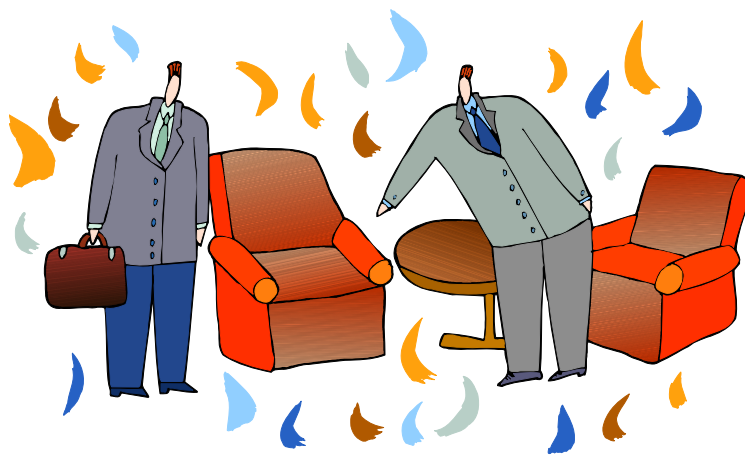


Annual Meeting

The AFA Annual Meeting focuses on the strength and professional development of members and the profession. The programming is based on a theme each year with special emphasis on the Association's Core Competencies for Excellence in the Profession. Keynote addresses by topic experts, smaller break-out sessions, networking at meals, resource/material sharing, and opportunities to meet with inter/national headquarters and volunteer representatives are highlights of this annual event.

Chapter Five:

Facilitating Self-Regulation



Chapter 5: Facilitating Self-Regulation

Nevitt Sanford is a college student development theorist best known for his work illustrating the concepts of challenge and support. In order for students to develop there must be sufficient challenge present. A student's response to too little challenge would be going to college with one's high school friend, living with him/her in the residence halls, and then joining the same fraternity/sorority...and joining all of the same campus organizations.

Challenge can be achieved through one-on-one "tough topics" discussions with advisors, a new and different learning experience, a leadership class, a challenging leadership situation, etc. The student is personally stretched and developmentally challenged. He or she moves from black and white, either-or thinking to more gray areas. The student grows to know him/herself better and is opening up to new experiences.

However, if the challenge is too great and there is an absence of appropriate support, a student will not develop and may retreat back to earlier stages of development. For example, a student who is challenged too much by the new college environment as a freshman/transfer student may go back to his/her high school clique for comfort. He/she may even drop out of school. Support is found through familiar situations, a safe emotional place, and comfortable risk-taking.

Self-regulation is a concept that is appropriately challenging for college students. They are learning about their behavioral boundaries through membership expectations discussions. They are receiving training and information related to risk management and personal accountability. They are discovering what is appropriate and inappropriate as members of their fraternity/sorority. They are finding out what it means to govern themselves as an undergraduate organization of peers with alumni stakeholders. They are learning about meeting and volunteer management. They are also finding out about the difficulties and rewards of taking care of their own business.

There are two aspects to self-regulation – proactive action and reactive action.

Proactive action involves many elements. The following list includes many opportunities for discussion with undergraduate members.

Proactive Self-Regulation

Expectations Documents

Most inter/national organizations have simple documents outlining the expectations and responsibilities of its members. Some refer back to their Creed or Ritual as their membership commitment document. Using any of those documents and simply having a conversation with the chapter's leadership team about their expectations of the general membership would be a proactive conversation.

The North-American Interfraternity Conference coordinated an interfraternal Commission on Values and Ethics consisting of representatives from various interfraternal organizations which developed nine basic expectations of fraternal organization membership. The National Panhellenic conference has an NPC Panhellenic Compact in their Manual of Information. And, as stated earlier each inter/national organization also has membership expectations.

What would the chapter's basic expectations or code of conduct be for themselves?
How would their expectations measure against the documents?
What would be the overlap?

As the chapter advisor you could have the leadership team develop a chapter expectations document and then share the following resource to do that comparison.



Nine Basic Expectations for Fraternal Members: A Statement of Fraternal Values and Ethics by the NIC Commission on Values and Ethics

Basic Expectations

In an effort to lessen the disparity between fraternity ideals and individual behavior and to personalize these ideals in the daily undergraduate experience, the following Basic Expectations of fraternity membership have been established:

I

I will know and understand the ideals expressed in my fraternity ritual and will strive to incorporate them in my daily life.

II

I will strive for academic achievement and practice academic integrity.

III

I will respect the dignity of all persons; therefore, I will not physically, mentally, psychologically or sexually abuse or haze any human being.

IV

I will protect the health and safety of all human beings.

V

I will respect my property and the property of others; therefore, I will neither abuse nor tolerate the abuse of property.

VI

I will meet my financial obligations in a timely manner.

VII

I will neither use nor support the use of illegal drugs; I will neither misuse nor support the misuse of alcohol.

VIII

I acknowledge that a clean and attractive environment is essential to both physical and mental health; therefore, I will do all in my power to see that the chapter property is properly cleaned and maintained.

IX

I will challenge my members to abide by these fraternal expectations and confront those who violate them.

Educational Programming

Effective leadership teams anticipate problematic behavior, activities, and events. Leaders work to lessen their exposure to risk, conflict, and other issues. Discuss the topic list below with the chapter's leadership and advising teams to help the students plan and program for themselves. They can invite campus personnel, alumni members, and community members to speak to the chapter. They can also practice peer education by leading discussions and workshops on their own.

- ◆ Academic performance
- ◆ Alcohol and other drugs
- ◆ Date rape education
- ◆ Declining membership numbers
- ◆ Dues payment
- ◆ Eating disorders
- ◆ Hazing
- ◆ Health issues
- ◆ House fires
- ◆ Housing issues
- ◆ Involvement in the chapter
- ◆ Lifelong commitment (alumni involvement)
- ◆ Member education
- ◆ Senior involvement
- ◆ Social justice issues (sexism, racism, etc.)



Goal Setting

The old quotation still rings true: “If you don’t know where you’re going, how will you know when you get there?” Undergraduate leaders are oftentimes so busy with the mundane, daily chores of leadership that they don’t take the time for proactive planning and goal setting.

Some leadership teams set goals but fail to involve the entire membership, thus missing out on opportunities for the general members to get excited about reaching the chapter’s goals together. They also miss out on key leadership development opportunities through committee work aimed at the chapter’s goals.

Help the chapter plan a goal setting session. Remember, people support what they help to create. Give the general members a chance to set the direction for the organization and help them build some personal pride in accomplishing group goals. You will be strengthening their chapter management and leadership skills.

Awards Programming

Sometimes students (and advisors) forget that inter/national and campus awards programs are a form of proactive self-governance. Awards recognize individuals and organizations deemed “excellent.” Leaders can set higher standards for the chapter by using the award applications to guide the chapter goal setting sessions. Chapter leaders aiming for recognition through awards are goal-oriented, shaping the behaviors of their members and the programming of the chapter.



Reactive Self-Governance

Chapter Judicial Board

This is obviously the least favorite aspect of leading and advising a chapter! Businesses spend millions of dollars training (and retraining) employees to manage conflict, supervise employees, sanction behaviors, and work with other personnel and human resources issues. So, it should be no surprise that conflict management and self-governance issues are difficult for undergraduates to tackle.



No matter what they're called – standards committees, honor boards, membership review committees, etc...they are an important, even critical, structure for self-governance. We can't just educate members. They will make mistakes. Some will choose to act against policies and stated membership expectations. Members will find ways to keep internal judicial boards busy.

Chapter Standards Boards exist to investigate and resolve violations of the chapter bylaws, policies, code of conduct, and the constitution and bylaws of the organization. They provide a system of due process and fairness for members to be heard. The boards provide a way for chapters to take care of their own membership issues without an external body's intervention.

Participating in peer discussions can be a very powerful learning experience. There is nothing like having someone an undergraduate respects telling him/her to straighten up. Careful coaching and advising will help chapter members practice this life skill of conflict management.

In some cases, a campus professional, inter/national organization staff member, or volunteer will need the additional support of alumni members to be involved as an appeals body. They may also need alumni support in the event the chapter members and leaders are unable to adjudicate on their own. These specific steps will be outlined in your own organization's documents.

Governing Council Judicial Board

Chapter standards boards should take care of internal chapter business addressing individual behavior such as non-dues payment, alcohol-related incidents, etc. The chapter's fraternity/sorority governing council takes care of chapter misconduct and organizational issues related to their own Constitution and by-laws. Governing councils often address incidents related to chapter-sanctioned activities such as violations of risk management policies, group hazing, damage done to property by the chapter, etc.

Many people falsely believe these board hearings are like trials with lawyers for the defense and prosecution. Students prepare opening arguments, gather witnesses, and prepare closing arguments like trials. They are then surprised when the case is presented in a less formal, but still professional manner without the questioning of witnesses and evidentiary discussions.

An important learning and moral development turning point can occur. Sometimes students are so angry at being caught that they try to argue their way out of their judicial hearing. As the chapter advisor you have an opportunity to make this a critical learning moment. If they willingly and knowingly broke policies they must learn to admit their mistakes and consider their own punishment. If they do not understand their mistakes, they can learn more about the policy, the purpose, and their wrongdoing.

After a peer review board has heard a case, they mete out educational and punitive sanctions as their way of governing the community. Sanctions may come in the form of fines, mandatory participation in workshops, sponsorship of workshops, or probation from certain chapter benefits (intramurals, participation in special events, etc.). Prepare the students for the peer sanctioning process.

The campus fraternity/sorority professional and/or Dean of Students would be good resources for a full understanding of the steps involved in the campus judicial process. This is good information for all student leaders and their advisors to hear at the same time so they can ask appropriate questions about policies and judicial procedures. They should understand the concept of due process. Everyone should have a good understanding of the appeals process as well.

Insert your international organization's standards board documents here.

Insert your campus governing body judicial board process here.

Chapter Six:

Working Through Crises



Chapter Six: Working Through Crises

You signed up for a meaningful volunteer commitment to working with students. You were excited about empowering them with information and resources to help them strengthen the chapter and to have a good leadership experience. Very few, if any, chapter advisors volunteer just to manage crises.

But, crisis management is the ultimate example of reactive self-governance. Invest time now in discussing crises and “what if” situations. Help the students create an implementation plan to assist them as they work through the difficulties of these situations and you will be boosting their self-confidence and preparing them for the worst.

Immediate crisis situations may involve:

- Fire
- Death of a member
- Serious accident

Short-term crisis situations may involve:

- Destruction of property
- Alcohol/drug abuse
- Hazing
- Sexual assault
- Bias-related violence
- Eating Disorders

This chapter will provide you with conversation tools and resources for crisis preparation with your advising and chapter leadership teams. Everyone thinks “this won’t happen to us.” Hopefully it won’t. But, in the event of an emergency or tragedy, your members – undergraduate and alumni – will feel more in control of the situation with proper planning. Additionally, this chapter offers a guide for referrals - a critical component to proactive advising and support of a chapter and its members.

As you develop your crisis management plan, use AFA’s *Advising Fraternities and Sororities Manual* (risk management chapter), FIPG’s Risk Management Manual, and your own inter/national organization’s supplementary resources. The FIPG Manual is available at www.fipg.org/media/FIPGRiskMgmtManual.pdf.

Crisis Management: Preparation/Training



Before anything happens, help the undergraduates think through the resources available to them, their immediate plan of action, and their leadership/communication hierarchy in the event of an emergency. Use this worksheet as a discussion tool/training resource to work with the chapter leadership team and the alumni advisors who would be naturally involved in the resolution of the crisis.

1. "What if...?"

Plan for a crisis by asking "what if?" in a calm executive board meeting. Planning gives you time to make well-reasoned, unhurried decisions about crisis responses.

Discuss the Chapter Discussion Worksheet: Our Chapter's Responses (page 41) as a team to prepare for the emergency discussions.

Then use the Eight Steps to Discuss for Crisis Management Planning (page 42) for the training/discussion. Take notes as a team and then organize them in a step-by-step fashion.

2. Create a Phone List

Create a simple phone list to post in all public areas of the chapter facility (if applicable). See Emergency Phone Numbers to Post in the Chapter Facility (page 43).

As a discussion/training piece, create another list outlining different types of emergencies and the communication/contact plan for each. Use this chapter as a discussion tool.

Create a permanent phone list which includes the phone numbers of the chapter president, advisor team, house corporation president, campus fraternity/sorority professional(s), Dean of Students, and media outlets (if necessary). This should be in the hands of every chapter officer and advisor.

3. Information Network

Develop a communication system to inform every member of the chapter quickly. Chances are fairly good they'll be stopped by students and the media outside of the chapter facility or, if they're wearing letters, on campus.

4. Determine the Facts

What happened?

When (specific date and time)?

Where?

How?

What was the damage? Injury?

Who was involved?

Applicable inter/national fraternity/sorority policies:

Applicable campus policies:



5. Brief Your VIPs

Decide what information needs to be shared with appropriate VIPS. Then, work the plan. Brief the individuals pre-determined on the phone list.

6. Prepare the President

Prepare the president to truthfully answer tough questions with the media. Connect the president with an attorney if appropriate. This should be done in a coordinated effort with campus and inter/national fraternity/sorority representatives.

7. Inform the Membership

Train/educate the general membership. Help them understand their role in the event of an emergency. Let them know the only person to speak to the public and/or media is the chapter president.

Chapter Discussion Worksheet: Our Chapter's Responses

Together as the leadership and advising team to the chapter, discuss the following questions before providing additional handouts, resources, and training. This will provide you with an understanding of the preparedness of the chapter for crises.

Common Emergencies:

Personal injury	Mental/physical health issue
Eating disorder	Legal
Fire	Property damage
Automobile accident	Risk management issue
Natural disaster	Suicide/Death

Who is the crisis management leader in each case?

What are the critical elements of a crisis plan in the event of an emergency?

Who should be contacted?

First:

Second:

Third:

Preparing Students: Eight Steps to Discuss for Crisis Management Planning

- 1. Define the Crisis**
Obtain clarity and understanding
Be as specific as possible
Reach an agreement that the crisis being defined is really the problem
- 2. Gather Information**
Discuss the issues and concerns related to the crisis
- 3. Diagnose and Analyze the Causes**
Brief your VIPs (determine who these individuals are)
Perform a focused analysis
Select areas of chapter management/programming for modification based on the analysis
- 4. Propose Solutions**
Brainstorm and make a list of as many alternative solutions as possible
- 5. Discuss the Solutions**
Evaluate the merits of each alternative solution
Rank alternative solutions from most desirable to least desirable
- 6. Decide on a Solution or a Series of Solutions**
Choose a solution that seems feasible, i.e., has potential for success
Choose a solution that the chapter can actually implement
- 7. Plan Action Steps**
List detailed steps for implementing solutions
Plan specific steps that you as individuals can take
- 8. Evaluation**
Evaluate our way of working together
Express your feelings and opinions about the way you are working together
Plan ways in which you can improve your chapter leadership/advising relationships

Emergency Phone Numbers to Post in the Chapter Facility

NAME

PHONE NUMBER

EMERGENCY

911

Campus Security/Police:

City/Town Police:

Fire Department:

Campus Counseling Service:

Chapter President:

Room

Cell

Work

Chapter Advisor

Home

Work

Cell

Inter/National Headquarters

Campus Fraternity/Sorority Professional:

Guide to Referrals and Resources

Most people recognize the need to refer, but many are uncertain about how to do it. Whenever you are in doubt about whether or to who to refer a member with a question or a problem consult the campus advisor and/or campus Counseling Center.



When to Refer

1. When a member presents a problem or a request for information which is beyond your level of competency.
2. When you feel that personality differences (which cannot be resolved) between you and the member will interfere in his/her progress.
3. If for some reason the individual is reluctant to discuss the problem with you.
4. If after a period of time you do not believe your communication with the individual has been effective. Don't wait until it is too late for anyone to help.

To Whom to Refer

Your knowledge of agencies that can be of service to students is of primary importance. You should be certain to refer a student to the office that will best serve him/her. Do not depend upon someone in another office to ensure that a student gets to where he/she could have been sent originally. It is obvious that a student becomes discouraged when referred from office to office without a real effort to determine where he/ she can receive the assistance desired.

If you are not certain where to refer a student, find out before you send him/her off walking all over campus. Referrals should be considered as indications of competencies rather than inadequacies of the referring individual. If you are still unsure, call the campus fraternity/sorority professional. You don't have to share the details of the individual involved, just ask in general who to contact for the issue. Referring a member to the appropriate office demonstrates to him/her that you have his/her best interests at heart.

How to Refer

Although it may be helpful to refer an individual to a specific person, this is not always possible as busy as some counselors are. Familiarity with the personnel and the function of each agency will help you explain the agency to the individual and assure him that, although s/he may see anyone of several people, all are competent.

Do not transmit information about the individual to the referral agency when s/he is in your presence. This may project the feeling that his particular problem is being known to everyone on campus.

When the individual has returned from the referral, do not pump him/her for information. Though s/he may not want to share his experience with you it's helpful to convey your feelings of concern for his/her general welfare. If you merely inquire about whether the appointment was kept, s/he may volunteer whatever information is necessary.

Do not expect immediate help for particular symptoms. Changing basic attitudes and feelings, gaining academic skills, or learning to handle everyday problems may be a process that moves slowly. Do not expect miracles to be performed on cases you refer.

Finally, respect the individual. The basic approach to all helping and referring is one of fundamental respect for the individual and the belief that it is best for people to work out problems in their own way. You and the referral agencies are helpers in this process by providing a variety of alternatives for assistance but on the individual's own terms. Your chapter member may choose to ignore or accept the help available – your job is to see that he becomes aware of this help and that he has the maximum opportunity to utilize it.

(Adapted from staff manual for resident assistants, Wichita State University)

Summary & Highlights



Summary

As Stephen Covey reminds us in his book, *Seven Habits of Highly Effective People*, “begin with the end in mind.”

In the end, this manual was created to supplement and complement the current resources and information you have from your own inter/national organization, host institution of the chapter you are advising, and from your undergraduate advisees.

The Association of Fraternity Advisors exists to support the professional development of our members, foster partnerships across higher education, and offer innovative resources and services to persons involved in the advancement of fraternities and sororities. That is our mission and our passion.

This Chapter Advisors Manual is meant to be a workbook, supplement, and guide to help you maximize all of the resources available to you.

Highlights

If you cannot find the time to read through the previous 46 pages, use these bulleted points as a CliffsNotes®-like version of the Chapter Advisors Manual:

- **You can choose to be a good advisor or great chapter advisor.** Set and meet mutual expectations with your advisees and the stakeholders with whom you communicate on a regular basis.
- **Set your advising priorities.** Consider the following as your guide:
 - Communicate!
 - Lead with integrity
 - Be present
 - Be respectful of the chapter and campus culture
 - Get information on your organization’s liability insurance to put your mind at ease
 - Know the boundaries for the chapter – and keep them on file
 - Know the end goal of advisement
 - Know the responsibilities of the Advisory Team
 - Help the chapter look to the future
- **Know that the institution’s fraternity/sorority professional and inter/national organization staff/volunteers are there to support your efforts.**

- Each campus culture is different. **Invest the necessary time to know and find the resources available to you.** Keep that information on file where it is easy to find when you really need it.
- Consider the major concepts, skills, and issues important to chapter advisor success and **develop a personal learning plan** for yourself.
- Remember that students grow and develop in many different ways. The college years can be a tumultuous time when students are learning about themselves – their leadership styles, core values, personal priorities, cognitive strengths, and other layers of their personalities. Be patient. As student development theorists advise, “**Meet students where they are developmentally** and work to facilitate and nurture their growth.
- Remember that **AFA exists to serve you.** Visit the AFA website often. Get connected with other members. Take advantage of all the Association has to support you in your volunteer role.
- **Gain a strong understanding of self-regulation.** This can be one of the best services you provide to the chapter you advise. Help them understand the policies and procedures in place to allow them to manage themselves. There is no better teacher than a peer – help them create an environment of accountability in the chapter and among the members. Help them develop their confrontation skills so that they can discuss unacceptable behaviors with their brothers/sisters.
- Prepare yourself and your advisees for working through a crisis. **Create a process for dealing with an emergency or crisis situation before it happens.** Encourage the students to come up with their own plan using the materials in this resource as a guide.

In the end, every chapter advisor has his/her own style and way of working with college students. We hope this resource is a handy guide as you work to serve your inter/national organization, the chapter, and your brothers/sisters.

Best wishes.