

Fraternity and Sorority Affairs Volunteer Advisor Handbook 2015



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Fraternity and Sorority Affairs
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Find us on Facebook at “UR Fraternity and Sorority Life”

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Welcome

Welcome to the University of Rochester Fraternity and Sorority community! Whether you are a Chapter Advocate (faculty/staff advisor) or Chapter Alumni/ae Advisor, we are happy to welcome and introduce you to the unique, and award-winning, community of fraternities/sororities in the College as a volunteer advisor.

Volunteer advisors help to maintain a healthy fraternity/sorority community and are vital in the development of well-rounded communities and individuals. Your role is invaluable to the success of the organization you work with. As a volunteer advisor, you will serve in multiple capacities including role model, counselor and educator, and will contribute to the overall fraternal experience of the students.

It is our hope that your role as a volunteer advisor is a rewarding experience for you. We are pleased to offer this guide to you and hope you find it useful as you serve in your role as a volunteer advisor.

Thank you for volunteering your time, talent, and energy to the UR Fraternity/Sorority community!

Purpose of this Handbook

The purpose of this Handbook is to provide a guide for working with fraternities and sororities as a Chapter Advocate or Alumni/ae Advisor. This handbook provides background information about fraternities and sororities, information about the Expectations for Excellence, and useful resources both on campus and at a national level. The goal is to provide you with necessary information to develop and improve your relationship with the fraternity/sorority you advise.

Chapter One: Fraternity and Sorority Affairs (FSA)

Fraternities and sororities at the University of Rochester exist by virtue of the University's endorsement and support. The University of Rochester appreciates the role fraternities and sororities play in the life of campus with 24% of the student body being members of the fraternity and sorority community. Oversight of this area falls under the Fraternity and Sorority Affairs, a unit of the Office of the Dean of Students with two full-time staff members (Director and Assistant Director of Fraternity and Sorority Affairs), two shared administrative support staff, and two graduate assistants. The Director of Fraternity and Sorority Affairs reports to the Dean of Students.

University of Rochester Mission Statement

“Learn, Discover, Heal, Create – and Make the World Ever Better”

University of Rochester Office of the Dean of Students Mission Statement

The Office of the Dean of Students contributes to the mission of the College of Arts and Sciences, and Engineering by providing programs and services that augment and contribute to student learning and community development. The College's Communal Principles of Fairness, Freedom, Honesty, Inclusion, Respect, and Responsibility are prevalent in all that we do.

FSA Mission

We promote excellence on campus and in the Greater Rochester area through support, advocacy, and advisement of fraternity and sorority members. We empower the community by creating collaborative networks that are aligned with the mission and values of the College and the Office of the Dean of Students. As educators we strengthen the relationship between the College and its recognized fraternities and sororities via a success-driven system rooted in the College.

FSA Vision

FSA envisions that all fraternity and sorority members will:

- Be integrated and invested in the College through active contributions to the quality of campus life
- Serve as beacons of leadership for their communities
- Exemplify and promote the positive aspects of fraternity and sorority life
- Be outstanding citizens and representatives of the University of Rochester

Services

- Advocacy and Support:
 - Advocating for the positive contributions of the fraternity and sorority community.
 - Advocating for enhanced resources that benefit the fraternity/sorority community.
 - Advocating against conduct and policy violations.
 - Supporting programs and initiatives developed and implemented by fraternities/sororities.
- Advisement and Programming:
 - Maintaining the Expectations for Excellence program, a vibrant, success-driven model for the fraternity and sorority community that focuses on attaining true college-centered chapters.
 - Developing quality resources and programs that align themselves with the mission of the College and support the principles of the Expectations for Excellence, including but not limited to, Chapter Advocates. Providing further assistance in identifying other available offices and resources, both on campus and in the larger community, that may be of use in the development of these programs.
- Leadership Development and Training
 - Working with the Rochester Center for Community Leadership (RCCL) to develop training programs for chapters in the four areas of the Expectations for Excellence: Scholarship, Community Building and Programming, Character and Values, and Leadership and Organizational Management.
 - Implementing the annual Leadership V.I.A. (Values in Action) series.
- Alumni and Family Relations
 - In concert with the Office of College Advancement, helping each fraternity and sorority obtain alumni advisors to assist with the activities of the fraternities and sororities, and in the management of any facilities for which Greek-lettered organizations maintain prime or major responsibility.

Meet the Staff

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Chapter Two: Expectations for Excellence

About Expectations for Excellence

The Expectations for Excellence is an award-winning initiative at the University of Rochester to create college-centered fraternity and sorority chapters on campus. The program follows a success driven model that encourages the chapters to become a larger part of the campus community rather than exist as insular groups on the periphery of the college. The program encourages co-sponsorship of events with other fraternities, sororities, and non-fraternity/sorority student groups on campus, as well as greater interaction with college offices and increased use of college resources.

For the Expectations for Excellence process, each fraternity/sorority chapter creates a distinctive plan with proposed events and strategies for the calendar year. The chapter is then responsible for completing the goals set forth in the plan, with the support of the FSA staff, Chapter Advocate (a staff or faculty member), and their Alumni Advisor. In Mid-November the organizations will submit a written Annual Report and formally presents the Annual Report, in person, to a Volunteer Review Panel. After the Standards Sub-Committee has reviewed a chapter's submitted materials and the Annual Report Presentation reviews, the Standards Sub-Committee decides whether or not to accredit a group. Many positive changes have been made in the fraternity and sorority system due to the impact of the Expectations for Excellence.

Expectations for Excellence Breakdown

Character and Values

- We demonstrate our commitment to the communal principles of fairness, freedom, honesty, inclusion, responsibility, and respect through proactive approaches to student conduct. Each individual in our chapter strives to exemplify the values and standards of our organization and of the College. Our policies and expectations reflect the highest ethical standards of good citizenship, honesty, propriety, and regard for the rights of others.

Leadership & Organizational Management

- We actively recruit and prepare leaders within a global society. We manage our organization responsibly, acknowledging that our current decisions and actions affect the future of our organization. To that end, we develop systems and policies that are clear and productive and train members to effectively sustain these structures. When making decisions as a group, we do so in a manner that is fair, consistent, value-oriented, and based upon available and verifiable data.

Scholarship

- Scholarship within the fraternity and sorority community is not measured simply by grade point average, but by the accomplishment of goals through exploration, information gathering, reflection, discussion, evaluation, and informed decision making. We recognize individuals own their education and learning is not the responsibility of social groups. We approach issues with an open, critical, and searching mind and engage others within and outside our organization to promote learning.

Community Building & Programming

- The University of Rochester is a community that welcomes, encourages, and supports individuals who desire to contribute to and benefit from the institution's mission. Our chapters build a strong, inclusive community through relationships and partnerships with diverse student groups and community organizations, both in the College and beyond campus, in an atmosphere of trust, cooperation, and respect.

Chapter Three: Undergraduate Councils and Chapters

Fraternity and Sorority Councils

Interfraternity Council

<https://ccc.rochester.edu/organization/interfraternitycouncil>

Multicultural Greek Council

<https://ccc.rochester.edu/organization/multiculturalgreekcouncil>

Panhellenic Association

<https://ccc.rochester.edu/organization/panhellenicassociation>

Key Components of Fraternities and Sororities

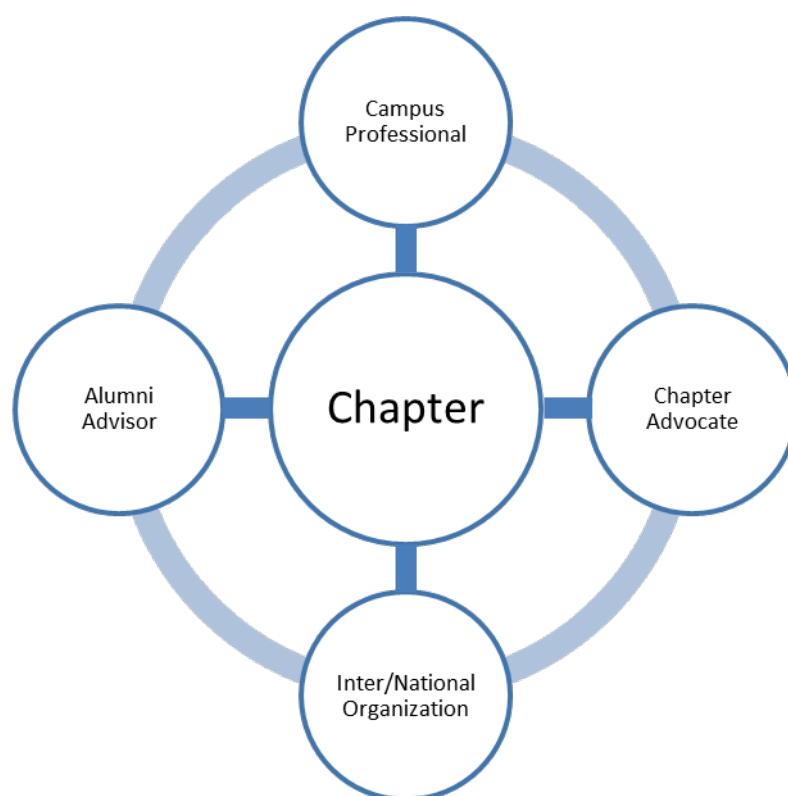
Building an Inclusive Community. Fraternities and sororities build strong, inclusive communities through relationships and partnerships with diverse student groups and community organizations, both in the College and beyond campus, in an atmosphere of trust, cooperation, and respect. They identify opportunities for involvement on campus and within the Rochester community. Community service provides important career experiences and helps individuals develop a sense of responsibility, self-discipline, and self-respect. Chapters encourage individuality while celebrating the diversity of their membership. Providing the chance to interact with students who differ in college majors, hometowns, cultures, or creeds creates an excellent opportunity for one to develop pride in membership and a challenge to “live beyond one’s self” in an inclusive community.

Friendship. Being part of a group experience rounds out the college experience. UR fraternities and sororities sponsor events for their members to enjoy, ranging from monthly get-togethers to semester formals. The rituals of sororities and fraternities, the common experiences, the sharing of ideas, and the bond of sisterhood and brotherhood provide a common ground for the rich experience of lifetime friendship.

Leadership Development. Fraternities and sororities acknowledge their members have multiple identities and interests and accordingly support and nurture these identities. Many of the top student leaders on campus are affiliated with a sorority or fraternity. Leadership is encouraged by supporting and promoting individuals’ search for purpose and passion. Chapters encourage their members to attend training and to participate in hands-on experiences through service and leadership positions in the group and in the greater student community. Being in a fraternity/sorority provides both leadership training and experience. Service as an officer or as a committee chair provides expert training for participation in all kinds of business and civic responsibilities. The University community continues to look to the fraternal system to provide outstanding student leaders as well as many engaged alumni.

Chapter Four: The Role of the Advising Team

As a volunteer advisor, you join the Director and Assistant Director of Fraternity and Sorority Affairs and the inter/national organization in providing necessary support to the Chapter. The campus professional, Chapter Advocate, Alumni Advisor, and inter/national organization join together for the betterment of the Chapter.

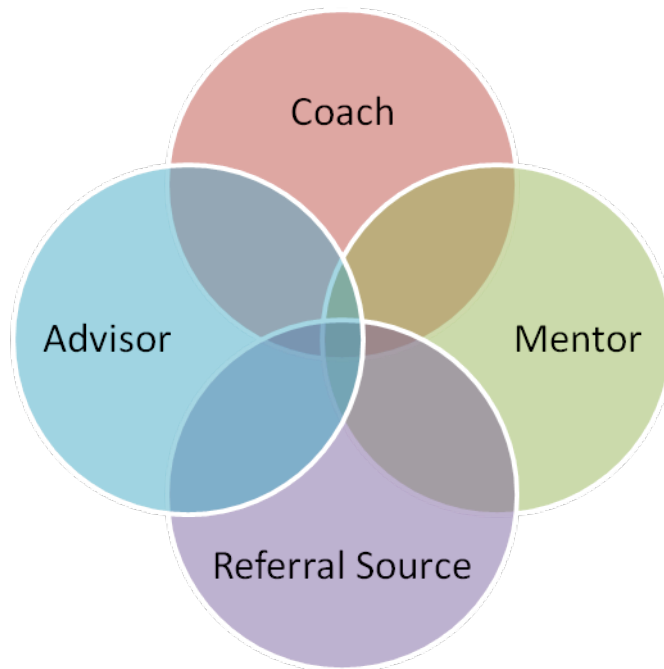


Chapter Advocate

The Fraternity/Sorority Advocates are faculty and staff members from various areas of the College that play a vital role in establishing a positive and healthy relationship between the College and its individual fraternities and sororities. An Advocate can expect this role to be both demanding and rewarding. Connecting fraternities and sororities to the College in meaningful, positive and frequent ways will serve to strengthen ties and create a sense of collaboration previously unseen in our relationship. The Advocate is the important conduit between the College and its fraternity and sorority community: if functioning well, the synergy created by

this connection is filled with potential. Chapter Advocates serve as a coach, advisor, referral source, and mentor with particular attention paid to supporting a chapter's Expectations for Excellence.

Roles of the Chapter Advocate



- **Coach:** Perhaps the most important role of the Advocate is to strike a continuous balance with organizations regarding challenge and support. Constantly pushing organizations to achieve excellence while, at the same time, providing sufficient guidance and encouragement for group and individual efforts is at the heart of the Advocate position.
- **Advisor:** Advocates serve as the primary source of advice about how to meet the Expectations for Excellence, how to react to problems, etc. It is expected the chapter members will seek guidance from its Advocate when making decisions.
- **Referral Source:** In keeping with the role of advisor as explained above, it is not expected that an Advocate has at his or her immediate disposal all information needed to provide advice in all situations. Rather, it is expected that the Advocate provide sound information about where in the College to obtain information and resources to help with problems, plans, programs, etc. including referring the organization back to FSA staff as needed.
- **Mentor:** Advocates should model the behavior they encourage in individuals. Maintaining an appropriate sense of confidentiality, holding oneself accountable for one's actions, timeliness, following through on commitments and other such behavior is important for organizational members to see in an Advocate.

Responsibilities and Expectations of the Chapter Advocate

- Support chapters in the writing and reviewing of their Expectations for Excellence documents before submission.
- Guide organizations to campus resources and information.
- Provide support and encouragement to their respective organizations.
- Assist the organization in living up to its stated values. The Advocate can use College resources (FSA, CSCM, etc.) for support.
- Serve as a role model to individuals within the organization.
- Attend chapter events and meetings as requested by the Chapter.
- Attend volunteer advisor training(s) hosted by Fraternity and Sorority Affairs.
- Maintain regular contact with chapter and FSA staff.

The Chapter Advocate is ***NOT***:

- Expected to write the Expectations for Excellence document or prepare/conduct the Annual presentation.
- Responsible for timely submissions of any material, programs, or actions/inactions of their respective fraternities or sororities.
- Expected to serve as an agent of the College in conduct-related matters.

Chapter Alumni/ae Advisor

The Chapter Alumni/ae Advisor has similar responsibilities as the Chapter Advocate, but is an Alumnus of the organization he or she oversees. They serve as a role model to the organization and assist the chapter in all aspects including but not limited to programming, recruitment, organizational management, conduct issues, and ceremonies such as Initiation.

Responsibilities and Expectations of the Chapter Alumni Advisor

- Provide sound guidance to the Chapter in areas of programming, conduct, organizational management, and all other aspects of the Chapter.
- Ensure that each Chapter officer has a designated alumni/ae advisor.
- Attend Chapter Executive Board meetings regularly.
- Attend Chapter meetings regularly.
- Work with the Chapter to set goals, and help the Chapter evaluate these goals and hold themselves accountable to the goals.
- Be available to Chapter members to provide guidance and support.
- Maintain regular contact with the Chapter, Fraternity and Sorority Affairs, and the inter/national organization headquarters.
- Keep current on Fraternity/Sorority and University policies.

- Attend training sessions as requested by the inter/national organization or Fraternity and Sorority Affairs.
- Attend major Chapter events as available.
- Attend volunteer advisor training(s).
- Serve as a liaison between the chapter's Advisory Board, other alumni of the organization, and Fraternity and Sorority Affairs.

The Chapter Alumni Advisor is **NOT**:

- Expected to write the Expectations for Excellence document or prepare/conduct the Annual presentation.
- Responsible for timely submissions of any material, programs, or actions/inactions of their respective fraternities or sororities.
- Expected to serve as an agent of the College in conduct-related matters.

Advising Team Overview

Each fraternity and sorority will have a unique relationship with their Chapter Advocate and Alumni Advisor. Both of these positions provide individual perspectives which will assist the chapter in different ways.

Chapter Advocates are meant to provide understanding of campus resources and the University as a whole, whereas, Alumni Advisors provide a historical context for the organization, assist with connections to alumni, and knowledge of their (inter)national organization's policies. It is expected that these individuals will work collectively to support the chapter. FSA can provide assistance when necessary in developing and clarifying this relationship.

Chapter Five: Tips for Advising a Chapter

Advising Tips

Be Present

Not only attend, but actively participate in Chapter activities and functions. It is important to develop a relationship with Chapter officers and chapter members to foster trust and understanding.

Plan to attend the first chapter meeting of each year/semester to introduce yourself and describe your role. As an Alumni Advisor, you should plan to attend Chapter meetings regularly, maintain oversight of the new member program, as well as special chapter events such as Founder's Day, Initiation, recruitment, officer training, and others as needed. The Chapter Advocate should attend chapter meetings and other special events as requested by the organization.

Communicate

As an advisor you should maintain regular contact with the chapter. The Chapter Advocate is the liaison between the Chapter and the College, and should provide resources and guidance towards campus resources to develop well rounded programs. The Alumni Advisor serves as the liaison between the Chapter and the inter/national organization. Regular communication with Fraternity and Sorority Affairs is critical to a successful partnership.

Be proactive and take initiative. Introduce yourself to the Fraternity and Sorority Affairs staff and the staff of the inter/national organization. Discuss with your chapter, and agree on, the best modes of communication and expectations.

Model Your Character and Values

As an advisor, you are serving as a role model to the chapter members. Model the behaviors you expect the chapter members to exhibit. Organization values include but are not limited to leadership, truth, honesty, responsibility, integrity, philanthropy, friendship, service, and justice. Encourage members to align their organization's values and mission statement when developing chapter programming and activities.

Build a Relationship

Building a relationship with the chapter and its members is a shared responsibility between the organization and the volunteer. Regular communication and face-to-face meetings will help establish a relationship between you and the organization. Examples of activities to help build a relationship include: attending new member education sessions, helping to conduct officer training, taking the President, or the full executive board, out to lunch, and meeting regularly with the organization's leadership.

It is also important to build a relationship with the FSA staff and the staff of the inter/national organization. Take the opportunity to introduce yourself to the staff when you begin working with the organization.

Advising Do's – Tips to Successful Advising

- Establish relationships with students, based on appropriate boundaries and limits.
- Help the organization establish its identity on campus.
- Invest time in the organization.
- Set expectations and encourage respect.
- Balance and prioritize your responsibilities.
- Provide effective training for new members and encourage them to attend UR and FSA sponsored programs.
- Establish goals and deadlines for students, and strive to understand their perspectives.
- Create recognition opportunities.
- Help students manage multiple leadership roles.
- Keep your students – and yourself – motivated, and strive to avoid burnout.
- Recognize the challenges and rewards of advising.
- Contact Fraternity and Sorority Affairs with any questions or concerns that may arise. We are here to help!
- Have fun!

How You Can Benefit the Chapter

- You can assist in the development of Chapter goals, procedures, action plans and the Expectations for Excellence process.
- You may have specific organizational, financial, facility, or other resource management expertise to share with the Chapter.
- You can offer advice to graduating seniors on career opportunities.
- You can give encouragement to students to participate in campus events and organizations.
- Assist the chapter with programming, philanthropy, and service initiatives.
- Officers and members will have access to you, an additional mature resource.
- You may be able to positively impact the Chapter's academic performance by reviewing the scholarship plan, meeting with the scholarship chairperson, new members, and/or the Chapter.
- You can advocate for the fraternity/sorority experience to other faculty, University administration, and/or parents.

How the Chapter Can Benefit You

- You will be able to establish and build a relationship with a variety of students.
- You will learn about the impact of the fraternity/sorority experience.
- Working with an organization will provide you with an opportunity to establish and further develop advising skills.
- You may be exposed to new experiences and situations which will help you learn and grow professionally.
- You will have an opportunity to gain a better understanding of fraternity/sorority life and the role the fraternity/sorority community plays within the university setting.
- You have an opportunity to teach, lead, and coach students.
- You will have an opportunity to work with incoming students and watch them as they move from membership roles to leadership roles.

Understanding Group Development

The best advisors assess the developmental level of the organization, and adjust accordingly. Individual students progress through several levels of development in an organization. Kathleen E. Allen, "Choosing the Effective Advising Style," in the May, 1981 Programming (p. 1-3) states these stages include: Infancy, Adolescence, Young Adulthood, and Maturity. Not to be confused with actual age, these stages represent a continuum along which students' adaptability is tantamount to success as an advisor. Not all students are the same. Neither are all student groups, nor all advisors. Successful advisors will match their style with the level of the students in the organization.

Group Development Stages	Advising Styles
<p>Infancy: Students exhibit a low level of commitment, a lack of knowledge, and limited responsibility for their actions.</p>	<p>Director: Shows high concern for the end result but is not very concerned about the process. Advisor focuses on identifying, planning, and implementing programs and activities for the group.</p>
<p>Adolescence: Students increase their programming skills, their interest, commitment, and sense of responsibility to the organization.</p>	<p>Teacher/Director: Exhibits high concern for both product and process. The advisor serves as:</p> <ul style="list-style-type: none"> • <i>advocate:</i> persuading students on appropriate activities; • <i>authority:</i> monitoring compliance with institutional and organizational regulations; • <i>expert:</i> offering suggestions to students based on experience and knowledge base.
<p>Young Adulthood: Students become competent, and continue to increase in the areas of commitment and taking responsibility.</p>	<p>Advisor/Teacher: Concern for the product is low because students have taken over the responsibility for this. Concern about the process is high. The advisor serves as:</p> <ul style="list-style-type: none"> • <i>educator:</i> designing programs for student development • <i>resource:</i> providing alternatives or suggestions • <i>evaluator:</i> helping collect data for decision making and program planning; and • <i>consultant:</i> working with students to develop group effectiveness.
<p>Maturity: Students now show a high degree of competency in many areas, and demonstrate a commitment to the group that extends into taking responsibility for their own actions as well as the group's actions.</p>	<p>Consultant: Product and process concern is low because students assume responsibility in both areas. The advisor serves as:</p> <ul style="list-style-type: none"> • <i>reflector:</i> serving as a sounding board for the group's ideas or plans • <i>fact-finder:</i> providing information to students when requested.

Chapter Six: Terminology

Active: A member who has been initiated into lifelong fraternity or sorority membership and is active at the collegiate level.

Alumni Advisor: Similar responsibilities as the advocate, but an Alumna/us of the organization he or she advises.

Bid: A formal invitation to join a fraternity or sorority.

Big: short for “big sister” or “big brother”; an active member who serves as a mentor for newer members.

Chapter: A local group of the larger national organization.

Chapter Advocate: The Fraternity/Sorority advocates are faculty and staff members from various areas of the College that play a vital role in establishing a positive and healthy relationship between the College and its individual fraternities and sororities. They serve as a coach, advisor, referral source, and mentor with particular attention paid to supporting a chapter’s Expectations for Excellence.

Charter: The official document recognizing a chapter’s status by the national organization.

Colony: Status of a new chapter before installation.

Formal Recruitment/Recruitment: mutual selection process in which those seeking membership into a fraternity/sorority attend recruitment events. For NPC chapters, this is formerly known as “rush”.

Headquarters: This is the central office of the fraternity or sorority. Also known as the National Office. Not all fraternities and sororities have physical headquarters as some function solely on volunteers without paid staff or offices.

Initiation: The formal ceremony that brings a new member into full fraternity and sorority membership. Each chapter has a different set of requirements that must be met in order to be initiated.

Legacy: A potential new member whose sibling, parent, or grandparent is an active member or alumnus of a particular organization. Each organization has specific guidelines for legacies.

Membership Intake: New member education process used primarily by the culturally-based organizations in NPHC, NALFO, NAPA.

National Asian Pacific Islander American Panhellenic Association (NAPA) - serves to advocate the needs of its member organizations and provides a forum to share ideas and resources within its members. NAPA supports the development of positive relations through open communication with interfraternal partners to enrich the fraternal experience.

National Association for Latino Fraternal Organizations, Inc. (NALFO) - is an umbrella council for Latino Greek Letter Organizations. The purpose of NALFO is to promote and foster positive interfraternal relations, communication, and development of all Latino Fraternal organizations through mutual respect, leadership, honesty, professionalism and education.

National Panhellenic Conference (NPC) – An umbrella organization which provides support and guidance to the 26 member inter/national sororities/women’s fraternities. NPC is the premier advocacy and support organization for its members, member groups, college and alumnae panhellenics and a proponent of women’s fraternity membership.

National Pan-Hellenic Council, Inc. (NPHC) - A coordinating body for the nine historically African American fraternities and sororities. NPHC promotes interaction through forums, meetings and other mediums for the exchange of information and engages in cooperative programming and initiatives through various activities and functions.

New Member Education Program: The period of learning about fraternity and sorority life prior to initiation. In addition to learning the history of the organization, new members may attend presentations on topics such as study skills, acquaintance rape, substance abuse, and other important issues.

North-American Interfraternity Conference (NIC) - Association representing 75 International and National Men's Fraternities. The NIC serves to advocate the needs of its member fraternities through enrichment of the fraternity experience; advancement and growth of the fraternity community; and enhancement of the educational mission of the host institutions.

Potential/Prospective New Member (PNM): Term used to describe a man or woman who is seeking membership in a fraternity/sorority.

Rho Gamma: A member of one of the NPC sororities who helps with the recruitment process. She temporarily disaffiliates from her sorority the semester before recruitment to be unbiased during the recruitment process.

Ritual: The traditional ceremonies of the chapter.

Chapter Seven: Resources

Campus Resources

Office of the Dean of Students
(585) 275-4085
<http://www.rochester.edu/college/dos/index.html>

Campus Club Connection
<https://sa.rochester.edu/clubs/>

Center for Excellence in Teaching and Learning (CETL)
(585) 275-9049
<http://www.rochester.edu/college/cetl/index.html>

Center for Student Conflict Management
(585) 275-4085
<http://www.rochester.edu/college/cscm/>

College Center for Advising Services (CCAS)
(585) 275-2354
<http://www.rochester.edu/college/CCAS/>

Fraternity and Sorority Affairs (FSA)
(585) 275-3167
<http://www.rochester.edu/college/fsa>

Paul J. Burgett Intercultural Center (ICC)
(585) 275-6662
<http://www.rochester.edu/college/icc>

M.K Gandhi Institute for Nonviolence
(585) 276-3787
<http://gandhiinstitute.org/>

Rochester Center for Community Leadership
(585) 275-4085
<http://www.rochester.edu/college/rccl/>

University Counseling Center
Appointments: (585) 275-3113
Life Line: (585) 275-5151
<http://www.rochester.edu/ucc/>

University Health Services
(585) 273-5770
<http://www.rochester.edu/uhs/>

Public Safety
Non-emergencies: (585) 275-3333
<http://security.rochester.edu/index.html>

Wilson Commons Student Activities (WCSA)
Email: SAO@rochester.edu
<http://sa.rochester.edu/sao/>

National Resources

Interfraternal Organizations

National Asian Pacific Islander Panhellenic Association: <http://www.napa-online.org/>

National Association of Latino Fraternal Organizations, Inc.: <http://www.nalfo.org/>

National Panhellenic Conference: <http://www.npcwomen.org/>

National Pan-Hellenic Council, Incorporated: <http://www.nphchq.org/>

North-American Interfraternity Conference: <http://www.nicindy.org/>

Northeast Greek Leadership Association: <http://www.ngla.org/home>

Fraternal Organizations

Please refer to the Fraternity and Sorority Website for our council websites, that subsequently host the websites for each chapter.

<http://www.rochester.edu/college/fsa/>

Helpful Websites

Hazing Prevention: <http://www.stophazing.org/>

National Hazing Prevention Week <http://www.hazingprevention.org/>

Order of Omega: <http://www.orderofomega.org/home>

Association of Fraternity/Sorority Advisors: <http://www.afa1976.org>

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Appendix A: Expectations for Excellence Preamble

Expectations for Excellence

The Expectations for Excellence is an initiative at the University of Rochester to create college-centered fraternity and sorority chapters on campus. The program follows a success-driven model that encourages organizations to become a larger part of the campus community rather than exist as insular groups on the periphery of the college. The program encourages co-sponsorship of events with other fraternities, sororities, and campus organizations as well as greater interaction with college faculty/staff and use of College resources.

Through the Expectations for Excellence Process, each fraternity/sorority chapter creates a distinctive plan with proposed events and strategies for the calendar year. The chapter is then responsible for completing the goals set forth in the plan, with the support of the FSA staff, Chapter Advocate (a staff or faculty member), and their Alumni Advisor. In November, each fraternity/sorority completes a written Annual Report and formally presents the Annual Report, in person, to the Standards Subcommittee Review Panel. After the Standards Subcommittee has reviewed a chapter's submitted materials and the Annual Report Presentation reviews, the Standards Subcommittee determines a final accreditation status for that organization, and provides feedback through the review process for improved chapter operations.

Since its inception in 2006, the Expectations for Excellence has assisted organizations with self-evaluation and improved their overall connection to the University of Rochester. The program itself is award-winning and has led to individuals and fraternities/sororities receiving their own national recognition.

Standards of Excellence

There are twelve standards of the Expectations for Excellence which reflect characteristics of a thriving fraternal organization:

1. **VALUES & PRINCIPLES:** We enact and reinforce our organization's values and the Communal Principles of the College, and we develop these values in our members.
2. **HEALTH & SAFETY:** We educate our members on strategies to enhance health & safety and reduce harm, utilizing risk management systems that support college, inter/national organization, and legal expectations.
3. **EXEMPLARY CONDUCT:** We employ strategies to resolve issues of inappropriate conduct, including violations of college or inter/national organization policy, and we hold members accountable to our stated values.

Leadership and Organizational Management

4. **LEADERSHIP:** We encourage the development of strong leaders within our chapter by promoting leadership training opportunities for our officers and our members.

5. CHAPTER OPERATIONS: We have systems in place to ensure effectiveness within our leadership roles, including purposeful transition of our officers and the timely recording and reporting of important decisions, events, and transactions.

6. COMMUNICATION: We demonstrate effective internal and external communication systems and have clear and fair guidelines for decision making.

Scholarship

7. ACADEMIC SUPPORT: We respect and support the academic goals of our new and initiated members and encourage them to pursue a full range of educational opportunities.

8. ACADEMIC PROGRAMMING: We support learning within the chapter by encouraging and supporting sponsorship with College programs, academic resources, and faculty, as well as the development of educational opportunities that include the broader campus community and our members.

Community Building and Programming

9. CO-CURRICULAR INVOLVEMENT: We support our members' multiple identities and interests outside the chapter and integrate these passions into our organization's programming and activities.

10. COMMUNITY SERVICE & PHILANTHROPY: We support philanthropy and community service through fundraising and active participation in service programming.

11. INTERNAL PROGRAMMING: We create and participate in programming that exemplifies the history and traditions of our organization and enhances the membership experience.

12. EXTERNAL PROGRAMMING: We offer and participate in programs designed to enrich the intellectual, social, and cultural interests of the campus and Rochester communities by promoting co-sponsorship and planning of programs with a variety of groups.

Appendix B: Expectations for Excellence Process

I. Program Timeline

- 1) Strategic Planning Week – January
 - a) Organizations begin the Expectations for Excellence process by submitting their Plan for the calendar year. This plan includes goals for each of the 12 standards of the Expectations for Excellence. The organization’s plan will include recurring goals, which repeat from year to year, and new goals, based on feedback they received from their previous EE review.
 - b) On the Kickoff Day for the Strategic Planning Week, chapters review strategic planning strategies and dedicate time to goal-setting and planning.
 - c) Chapters spend the week planning out their year and what they hope to accomplish in the form of well-defined goals.

- 2) Plan Submission
 - a) At the end of the Strategic Planning Week, Plans are submitted to FSA for unofficial evaluations and feedback, which will be given back to students by the end of January.

- 3) Continuous Feedback
 - a) Throughout the year, organizations are tasked with evaluating their goals, noting successes and challenges while documenting additional learning opportunities. At least once per month, representatives from Fraternity and Sorority Affairs and the Standards Subcommittee will provide feedback on organizations’ self-evaluations to support their progress in the Expectations for Excellence standards. Organizations can use this feedback to revise their plans or provide more clarity in the evaluation of their goals before submitting their final report.

- 4) Submission of Report
 - a) Chapters submit their final report in November. This report includes the plan written at the beginning of the year, the evaluation of that plan (which the group received feedback on throughout the year), and an overall assessment of their accomplishments for the year.

- 5) Presentations
 - a) Each group will provide a 15 minute professional presentation to at a team of four volunteer reviewers. All reviewers will have received a copy of the group’s annual report prior to the presentation. Following the presentation, the panel of reviewers will ask questions of the presenters for an additional 10-15 minutes. Review sheets which list the criteria established (listed below) by the Subcommittee on Standards must be completed by all reviewers.
 - i) The presentation should highlight areas of strength as well as areas for improvement, demonstrating not only pride but also self-awareness.

- 6) Review Team
 - a) Each organization is assigned a review team of four individuals (an alumnus, current affiliated student, university staff/faculty member, and FSA staff representative). These individuals are responsible for the following:
 - i) Attend a training session to understand the Expectations for Excellence process and their role as a reviewer
 - ii) Read the Expectations for Excellence plan and report and provide feedback using the given form.
 - iii) Attend the organization's presentation, asking questions to clarify questions about the organization.
 - iv) (optional) Attend the Standards Subcommittee review of the organization to provide additional feedback and discussion on the chapter's progress and recommended accreditation status.
- 7) EEGA Compilation Period
 - a) The Graduate Assistant for the Expectations for Excellence (EEGA) will compile all feedback from the reviewers into a consolidated document. The feedback is sent to the Standards Subcommittee (SSC). The EEGA will also present the SSC with the accreditation and provision recommendations of the review team.
- 8) SSC Deliberation/Accreditation Period
 - a) The SSC will examine the feedback, discuss the status of an organization, and then determine the accreditation status of that organization. The compiled feedback and accreditation status will be provided to the organizations in early January.

Evaluation Criteria

The Standards Subcommittee will use the following criteria to determine accreditation status.

Annual Report

- 1) The organization had a thoughtful Annual Plan for accomplishing the 12 Standards of the Expectations for Excellence, designing goals that would utilize chapter, alumni, and College resources to be successful and which connect the organizations to the greater campus community.
- 2) The organization was successful in accomplishing the goals listed in the Annual Plan. When a plan was not successful, the organization showed thoughtful reflection for how it could correct this issue in the future.
- 3) The organization demonstrated success in the 12 Standards of the Expectations for Excellence. Following the University's motto "Meliora," the organization was ambitious in its plans and demonstrated improvement over the course of the year.
- 4) The group's accomplishments were consistent with their mission and vision.

Presentation

- 1) The presentation enhanced the information in the Annual Report and Plan. Presenters were able to highlight the successes and challenges of the group and provide thoughtful response to the reviewers' questions.

Supplemental Information

The Standards Subcommittee may consider additional information in its accreditation decisions, including, but not limited to, the following:

- 1) The organization's conduct history
- 2) The organization's participation in FSA and College programs, meetings, and trainings
- 3) The fraternity/sorority fulfilling its expectations as a student organization (ex. following Residential Life guidelines and processes, attending Fall Leadership Training, etc.)

Accreditation Statuses

The Standards Subcommittee will assign one of the following accreditation statuses to each organization:

- 1) Accredited, No Provisions. To be accredited with no provisions means the organization has met and/or exceeded their plans in all areas.
- 2) Accredited with Recommendations. To be accredited with no provisions means the organization has met and/or exceeded their plans in all areas. The committee does, however, provide specific recommendations for the group to address challenges noted within the EE review.
- 3) Accredited with Provisions. To be Accredited with Provisions means the organization did not meet sufficient standards for full accreditation. In this case, the chapter is required to complete all provisions identified by the Standards Subcommittee. Provisions are designed to address deficiencies within the EE and must be completed within the time frame specified in the EE accreditation decision. Failure to complete all provisions may affect eligibility for Accreditation next year.
- 4) Not Accredited. To be Not Accredited means the organization did not adequately fulfill the evaluation criteria mentioned above. In most cases, the organization made insufficient progress towards its goals, demonstrated weakness in several standards of the Expectations for Excellence, and displayed poor self-awareness as an organization. Provisions will differ depending on how long the organization has remained Not Accredited.
 - a) First Year Not Accredited. The organization failed to meet the goals it set for itself, has aspects of the organization that are very weak, and/or has had various policy violations which affected its standing within the community. An organization that is Not Accredited will have a mandatory meeting with the Standards Subcommittee to review the group's feedback and will be given provisions that provide insight and tools to improve the organization and bring it to a level where it will receive accreditation in the future. Provisions will be linked directly to shortfalls identified through the Expectations for Excellence review process.

- b) Second Year Not Accredited. To be Not Accredited for a second year indicates the organization has continued to struggle and is not living up to the standards of a University of Rochester student organization. A second year Not Accredited may come with restriction of privileges, such as removal from housing or inability to register social events. In addition to other provisions, the organization will be placed on Probationary Recognition Status. While on this status, the organization will have a special meeting with the Standards Subcommittee towards the end of the year to review its progress on these provisions. Failing to complete its provisions and make satisfactory progress as an organization will result in suspension of the chapter. If suspended, the chapter will lose recognition at the University of Rochester. To return in the future, it would need to apply for recognition through the Fraternity and Sorority Management Committee. There is no guarantee that the organization would be approved to return at a future date.
- c) Third Year Not Accredited. The fraternity/sorority will lose its recognition as a University of Rochester organization. To return in the future, it would need to apply for recognition through the Fraternity and Sorority Management Committee. There is no guarantee that the organization would be approved to return at a future date.

Expectations for Excellence Provisions

These are sample provisions that have been given to chapters. Most of the time provisions are kept consistent, but occasionally new/unique provisions must be created for certain situations.

- Provisions are designed to be educational, linking organizations to resources and individuals that can help them achieve. An organization's successful completion of a provision should enhance their performance in the Expectations for Excellence and make them a stronger group in the coming year.
- Provisions address specific areas of concern identified through the Expectations for Excellence process. For example, an organization with weaknesses in the Scholarship area will be given provisions to connect them with academic resources at the College and help them create a stronger plan for connecting their members with academic support.
- Provisions that are considered punitive will only occur after the organization is Not Accredited for a second year and are assigned to help the organization focus on its mission and its Expectations for Excellence goals. For example, a group may be limited to one social event with alcohol per month if the Standards Subcommittee feels they need to prioritize health and safety initiatives before being able to host more regular social events. The Expectations for Excellence is not meant to supplant the University conduct process but may address issues that impact the organization's performance in the 12 standards of the Expectations for Excellence.
 - Creation of an Academic Assistance Plan
 - Creation of a Service and Philanthropy Plan
 - Attend a Values Seminar
 - Attend a Recruitment Workshop
 - Meeting with Intercultural Center
 - Attend a Program Planning Workshop
 - Programming Requirement

- Attend a Mandatory Mid-year Review
- Attend a Expectations for Excellence Document Review
- Attend a Mandatory Feedback Meeting with Fraternity and Sorority Standards Sub-Committee
- Host Chapter Values Retreat
- Attend a New Member Meeting with Director of Fraternity and Sorority Affairs
- Attend a Strategic Planning Workshop
- Attend Monthly meetings with the Director of Fraternity and Sorority Affairs
- Attend a Meeting with Dean Marcy Kraus, Director of the College Center for Advising Services
- Attend a Transition Workshop
- Attend a Goal Setting Workshop
- Program Evaluation Requirement
- Attend a Chapter Engagement Workshop
- Plan a Brotherhood Development Event
- Work on Alumni Development Planning
- Connect with Paul J. Burgett Intercultural Center (March 2014)
- Attend a Expectations for Excellence Workshop
- Attend Monthly meetings with the Assistant Director of FSA (March-December 2015)
- Must participate in two dialogues with the Burgett Intercultural Center - one in the Spring, one in the Fall
- Participate in Planning the "Teal Talk" event (March 27th)
- Sexual Assault Awareness and Prevention Workshop (March 2015)
- Community Service Requirement - establish a connection with a local Rochester agency and provide community service
- Expectations for Excellence Achievement Requirement

Mandated meeting with Chapter Advocate

II. Annual Report

Each annual report will have four reviewers (1 staff member, 1 student, 1 alumnus, and 1 FSA staff member) and each reviewer will review the report based upon the evaluation criteria established (listed below) by the Subcommittee on Standards. Review sheets which list the criteria must be completed by each reader with both qualitative and quantitative information. Each reader will use these sheets with the presentation reviews and supplemental information in making a decision recommendation to the full subcommittee during its annual accreditation review meeting.

A. Fraternities and sororities must submit their annual report in the format provided. The deadline for submission of annual reports is the second Friday in November.

- For each objective, organizations must compare the initial plan with the finished product, if any. For any plan not realized, the organization must provide an explanation as to why the plan was not accomplished.
- Any accomplishments or events realized throughout the year but not in the initial plan may be included for consideration.
- Any documents indicating success in any of the categories may be submitted along with the annual report (e.g., flyers, letters, and copies of new policies or procedures).

- The organization must provide for each category and for their efforts in general a qualitative self-evaluation of their performance.

B. After the evaluation of the annual report for accreditation, the subcommittee will return feedback and suggestions relating to these plans.

- Any group may submit their plans for reconsideration throughout the year, whether or not they have been accredited.

C. During the months of September to November, it is expected that fraternities and sororities maintain consistent and frequent contact with their advocates and alumni advisors in building their annual reports. Annual reports and the annual presentations are the primary mechanisms by which organizations receive or do not receive accreditation, and they should be taken seriously. The following workshops are available through the Expectations for Excellence Graduate Assistant during those months:

- Expectations for Excellence 101
- Expectations for Excellence Consultations
- Expectations for Excellence Document Review

Additional information regarding these sessions is available on the Fraternity and Sorority Affairs website.

D. All annual reports are available upon request from Fraternity and Sorority Affairs.

Evaluation Criteria

The Subcommittee on Standards will be using the following criteria to evaluate the annual reports. Keeping these criteria in mind should help while preparing reports. Feedback from the Subcommittee on Standards is not limited to these criteria.

1. Clarity of report
2. Specificity of information
3. Organization's response to its own shortfalls (including conduct issues)
4. Thorough comparison and contrast to plan submitted the previous year
5. Specific examples of connections to the College
6. Plans for improvement in the future
7. Demonstrate learning and organizational awareness
8. Congruence of annual report with plan, presentation, and supplemental information

- ✧ Unless otherwise instructed, the preferred method of submission of annual reports is as an **email attachment** using the template provided.
- ✧ Groups submitting hard copies should ensure that such copies are received by **Fraternity and Sorority Affairs by 4:59 pm by the second Friday in November.**

III. Annual Report Presentations

Each group will provide a 15 minute professional presentation to at a team of four volunteer reviewers. Presentations will occur during the weekend before Thanksgiving All reviewers will have received a copy of the group's annual report prior to the presentation. Following the presentation, the panel of reviewers will ask questions of the presenters for an

additional 10-15 minutes. Review sheets which list the criteria established (listed below) by the Subcommittee on Standards must be completed by all reviewers.

A. The presentation should highlight areas of strength as well as areas for improvement, demonstrating not only pride but also self-awareness.

B. For groups utilizing Power Point and other audio-visual equipment, the presentation must be emailed to the Expectations for Excellence Graduate Assistant at least 24 hours prior to your presentation.

- The College will provide a laptop computer and projector for all presentations; any other audio-visual aids must be provided by the individual organization. The use of PowerPoint or other media is strongly recommended.
- Visual aids and time for set-up for such aids will be available 5 minutes prior to the presentation time. Groups are urged to come early when using any technology for their presentation.
- ***The maximum time allotted for any group's presentation is fifteen minutes. When this time has expired, groups will be cut off, regardless of whether their presentation is complete.***

C. Planning and practice for the presentations is extremely important. Chapters should follow the same structure of the Expectations for Excellence document in their presentation and should include an overview of each of the four categories.

D. Each group may have up to three members give the presentation. Up to five additional members may attend for the purpose of answering questions.

E. Advocates and alumni advisors for fraternities and sororities are encouraged, if at all possible, to attend the presentation, and may be asked questions after the presentation. However, advocates and advisors cannot participate in the actual presentation itself. Chapters are strongly encouraged to extend special invitations to their Chapter Advocates and Alumni Advisors to attend the presentation.

F. It is not expected that the annual presentation will cover everything in the annual report; in fact, this would be impossible. However, the annual presentation should address all four categories of the Expectations for Excellence, and it should highlight examples that best show the nature and identity of the chapter. The panel will be interested to see the level of congruence among the initial plans, the annual report, the presentation, any supplemental information about the chapter, and future plans.

Evaluation Criteria

The panel will be using the following criteria to evaluate the annual presentations. Keeping these criteria in mind should help while preparing your presentations. Feedback from the panel and the Subcommittee on Standards is not limited to these criteria.

1. Specificity of information
2. Flow and organization of presentation
3. Preparedness of presenters

4. Congruence of presentation with annual report and other information about the organization
5. Organization's response to its shortfalls
6. Plans for improvement
7. Demonstrated learning and organizational self-awareness
8. Overall impression of presentation

IV. Supplemental Information

Information related to a group's functioning should be submitted in addition to the Expectations for Excellence document, and will be utilized by the Subcommittee on Standards for consideration in their accreditation decisions. This information may include, but is not limited to:

Conduct Records

To be obtained by Fraternity and Sorority Affairs from the Center for Student

Conflict Management

Programming information

Ex – pictures, flyers, awards, news articles, etc.

Any other information relevant to a group's functioning and performance

Ex – officer responsibilities, bylaws, risk management procedures, etc.

Such information will be kept in Fraternity and Sorority Affairs and submitted to the readers for consideration. This information will be made available to group officers upon request.

V. Accreditation Review

- Role of the Volunteer Reviewers
 - Each chapter will be reviewed by a team of volunteer reviewers consisting of one student, one alumnus, one faculty member, and one Fraternity and Sorority Affairs staff member.

Each reviewer is responsible for reading the chapter's document, attending their presentation, and providing feedback on both. This feedback will be presented to the Standards Subcommittee prior to accreditation decisions.
- Role of the Standards Subcommittee
 - The Standards Subcommittee will receive a complete copy of the organization's file for the purpose of bringing a suggested accreditation decision to the accreditation review meeting. When reviewing the complete file for accreditation recommendations, readers should take the following into consideration, in order of priority:
 - Annual Report
 - Annual Presentation
 - Supplemental information
 - Conduct Records
- The full Standards Subcommittee will review the recommendations of the volunteer reviewers, along with supplementary information, and will come to a consensus on the accreditation status of each chapter.

VI. Notification of Accreditation Decision

Fraternity and Sorority Affairs, on behalf of Subcommittee on Standards, will notify each organization of its accreditation decision by **the Sunday before the first day of classes in January**. Every effort will be made to provide as much feedback as possible, including suggestions for future plans.

Accreditation Categories:

- Full Accreditation - To be accredited with no provisions means the organization has met and/or exceeded their plans in all areas.
- Accredited with Recommendations – To be accredited with recommendations means the organization has met all standards but should seek additional assistance in a specific area.
- Accredited with Provisions- To be accredited with provisions means the organization has met at least three standards and requires additional assistance in specific areas. Provisions are created and assigned by the Standards Subcommittee on an individual basis and are meant to address shortcomings and areas for growth and improvement,
- Unaccredited - As an unaccredited organization, the chapter did not meet their EE plan and had difficulty in providing an accurate representation of the organization. In this case, the committee feels the chapter must schedule a time before Spring break to meet with the Standards Subcommittee where details of the provisions will be shared.

VII. Appeals

A group wishing to appeal an accreditation decision must do so in writing within 15 days to the Chairperson of the Management Committee. The Management Committee will review the appeal and any associated documentation and render a final decision. The Management Committee may, in its sole discretion, require representatives from the fraternity or sorority to appear for questioning; it may also require such from representatives of the Subcommittee on Standards.

Appendix C: Chapter and Advocate Agreements

Chapter Advocate Agreement Fraternity and Sorority Affairs University of Rochester

Name of Organization: _____

Each Chapter is expected to have a Chapter Advocate. The chapter advocates are faculty and staff members from various areas of the College and play a vital role in establishing a positive and healthy relationship between the College and its individual fraternities and sororities. They serve as a coach, advisor, referral source, and mentor with particular attention paid to supporting a chapter's Expectations for Excellence.

Refer to *Expectations for Excellence: Chapter Advocate Roles and Responsibilities* for complete details.

Summary of the Responsibilities of a Chapter Advocate:

- Serve as a source of advice in meeting the Expectations for Excellence guidelines, providing feedback, suggestions, and comments for improvement.
- Provide sound information to the organization about how to obtain resources to help with plans, programming and problems.
- Encourage the organization to achieve excellence, and provide guidance and support to meet goals.
- Model appropriate behaviors to members including timeliness, accountability, follow through on commitments, and levels of confidentiality.
- Attend Accreditation meetings with their organization, and be prepared to answer questions from the accreditation team.
- Promote a healthy, positive and productive fraternity and sorority system.
- Attend chapter meetings and events, as requested by the organization.

*I understand and agree to the role of Chapter Advocate as described above for the
20__-20__ academic year.*

Advocate Name: _____

Officer Name: _____

Campus Address: _____

Campus Address: _____

Signature: _____

Signature: _____

Email: _____

Email: _____

Phone: _____

Phone: _____

Date: _____

Date: _____

Chapter Agreement Regarding Advocate

Fraternity and Sorority Affairs

University of Rochester

Each Chapter is expected to have a Chapter Advocate. The chapter advocates are faculty and staff members from various areas of the College and play a vital role in establishing a positive and healthy relationship between the College and its individual fraternities and sororities. They serve as a coach, advisor, referral source, and mentor with particular attention paid to supporting a chapter's Expectations for Excellence.

Summary of Responsibilities of Chapter Members in relation to their Chapter Advocate:

- Maintain regular contact with the Advocate regarding programming, plans, and problems and seek out Advocate for guidance.
- Seek guidance from the Advocate to achieve goals for Expectations for Excellence and involve the Chapter Advocate in the Expectations for Excellence process.
- Invite the Advocate to chapter events and meetings, and introduce the Advocate to members.
- Give timely notification about accreditation meetings.
- In addition to challenges, share the good things the organization is doing!

I understand and agree to the above terms and will support the Chapter Advocate fulfill his/her role based on the stated expectations. I further understand that this is a process completed annually and is a mutual agreement.

Name of Organization: _____

Advocate Name: _____

Officer Name: _____

Campus Address: _____

Campus Address: _____

Signature: _____

Signature: _____

Email: _____

Email: _____

Phone: _____

Phone: _____

Date: _____

Date: _____

Please complete both documents in full. Give the original copy to the FSA office (Wilson Commons, 201), give one copy to the Chapter Advocate, and retain a copy for your records.

Appendix D: Chapter Advocate Roles and Responsibilities

Expectations for Excellence: Chapter Advocate Roles and Responsibilities

General Information

- There will be several points in the calendar year during which the role of an Advocate will become especially vital. One can expect to spend most time with fraternities and sororities at the end and beginning of each semester. The busiest period will be November through February, when annual reports are due and accreditation processes are conducted. Annual Reports/Plans are due the second Friday in November..
- Advocates are not expected to be agents of the College in discipline-related matters. However, Advocates are expected to urge organizations and the individuals within them to be honest, and to take responsibility for their actions. In the event that an Advocate becomes aware of the fact that organizations or individuals present imminent danger to themselves or to others, they are expected to convey this information to appropriate University offices as quickly as possible.
- Advocates are expected to attend accreditation meetings with their respective organizations, but are not expected to play a role in presenting any materials. They will, however, be expected to answer questions from the accreditation team.
- Advocates do not write reports for their organizations, and they are not responsible for the timely submission of any materials, programs, or actions/inactions of their respective fraternities or sororities.
- Advocates must walk a fine line between their responsibilities to their respective organizations and the College. Their primary role, however, is to serve as agents of the College in promoting a healthy, positive, and productive fraternity and sorority system. Primary direction, therefore, is given to the Advocates by the Dean of the College through the Office of the Dean of Students.

Appendix E: Chapter and Alumni Advisor Agreement

Alumni Advisor Agreement Fraternity and Sorority Affairs University of Rochester

Name of Organization: _____

Alumni Advisors are alumni of the organization they oversee. They serve as a role model to the organization and assist the Chapter in all aspects, including programming, recruitment, organizational management, conduct issues, and ceremonies such as Initiation.

Responsibilities of an Alumni Advisor include:

- Provide sound guidance to the Chapter in areas of programming, conduct, organizational management, and all other aspects of the Chapter.
- Recruit, select, and train Advisory Board members.
- Ensure that each Chapter officer has a designated advisor.
- Attend Chapter and Executive Board meetings regularly.
- Work with the Chapter to set goals, and help the Chapter evaluate these goals and hold themselves accountable to the goals.
- Be available to Chapter members to provide guidance and support.
- Maintain regular contact with the Chapter and the Inter/National organization headquarters and the Fraternity and Sorority Affairs staff.
- Keep current on Fraternity/Sorority and University policies.
- Attend training sessions as requested by the Inter/National organization or Fraternity and Sorority Affairs.
- Attend major Chapter events as available.

*I understand and agree to the role of Chapter Alumni Advisor as described above
for the 20__-20__ academic year.*

Alumni Advisor Name: _____

Officer Name: _____

Signature: _____

Campus Address: _____

Email: _____

Signature: _____

Phone: _____

Email: _____

Date: _____

Phone: _____

Date: _____

Chapter Agreement with Alumni Advisor(s)

Fraternity and Sorority Affairs

University of Rochester

Alumni Advisors are alumni of the organization they oversee. They serve as a role model to the organization and assist the Chapter in all aspects, including programming, recruitment, organizational management, conduct issues, and ceremonies such as Initiation.

Summary of Responsibilities of Chapter Members in relation to their Alumni Advisor(s) include:

- Maintain regular contact with the Alumni Advisor(s) regarding programming, plans, and problems.
- Seek guidance from the Alumni Advisor(s) to achieve goals for Expectations for Excellence.
- Invite the Alumni Advisor(s) to Chapter functions and celebrations.
- Involve the Chapter Advocate in the Expectations for Excellence process.
- Introduce Alumni Advisor(s) to the Chapter and Executive Board.
- In addition to challenges, share the good things you are doing!

I understand and agree to the above terms and will support the Alumni Advisor to fulfill his/her role based on the stated expectations. I further understand that this is a process completed annually and is a mutual agreement.

Name of Organization: _____

Alumni Advisor Name: _____

Officer Name: _____

Signature: _____

Campus Address: _____

Email: _____

Signature: _____

Phone: _____

Email: _____

Date: _____

Phone: _____

Date: _____

Please complete both documents in full. Give the original copy to the FSA office (Wilson Commons, 201), give one copy to the Alumni Advisor, and retain a copy for your records.

Appendix F: Timeline for Chapter Advocates and Alumni/ae Advisors

September

- Contact the Chapter and introduce yourself and the role you serve in. Arrange a time to meet with the Chapter President and the officer responsible for completing the Expectations for Excellence.
- State of the Union hosted by FSA.

October

- Contact the Chapter President to arrange a date to attend a Chapter Meeting

November

- Contact member responsible for Expectations for Excellence Report to check on progress and remind them of the due date (December 1st).

December

1st: Annual Expectations for Excellence Report Due.

January

- Archon Challenge takes place the day before classes begin.
- Annual Report presentations take place the weekend immediately following the first day of classes.
- Has new Chapter leadership been elected? If so, contact the Chapter and introduce yourself and your advisory role. Arrange a time to meet with the Chapter President and the officer responsible for completing the Expectations for Excellence.

February

- Schedule a time to attend a Chapter Meeting to introduce yourself to any new members

March

- 1st: Chapter Accreditation decisions are announced by Fraternity/Sorority Standards Sub-Committee

April

- Annual Fraternity/Sorority Achievement Reception