



FSL

Fraternity & Sorority Life
Chapter Advisor's
Guide

FRATERNITY & SORORITY ADVISOR'S MANUAL



Uicgreek@uic.edu

Table of Contents

1. Responsibilities of an Advisor
2. Setting Expectations
3. UIC Resources
4. Leading by Example
5. Crisis Management

PURPOSE OF THIS TOOL

This guide is meant to be utilized as a resource for our Chapter Advisors. Firstly, we at Fraternity and Sorority Life (FSL), want to take the time to thank you for dedicating your time and energy to working with and mentoring our students.

Now that you have accepted this position, I bet that you are wondering “What does being a chapter advisor actually entail?” Or “How can I be the best advisor possible?” Well, you have come to the right place! This guide will walk you through the ins and outs of what it means to be a chapter advisor, as well as how you can go above and beyond the call to action.

ABOUT THE OFFICE

The UIC Fraternity and Sorority Life (FSL) community represents a vibrant group of students united in shared core values of Academic Excellence; Diversity, Equity & Inclusion; Civic Engagement; and Development. Fraternities and Sororities are a vital component of Student Engagement at the university, and Greek-letter organizations are instrumental in fostering a sense of belonging in the City of Chicago and in communities of practice beyond graduation.

Mission: Our mission in Fraternity and Sorority Life (FSL) is to welcome and guide students to find a sense of belonging, intentionally uplift one another, and achieve together as a collective community.

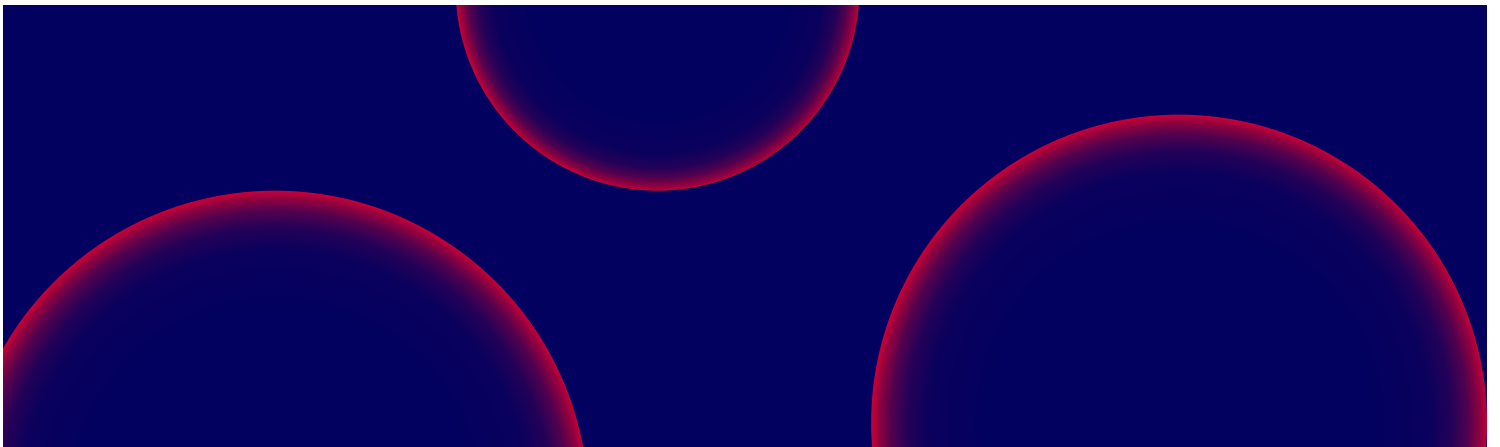
Vision: Fraternity and Sorority Life will provide engaging and transformative experiences that are instrumental in strengthening leadership and spurring positive and just social action.

Fraternal organizations have been a core component of the UIC campus since the 1970s. Staff in Fraternity & Sorority Life (FSL) provide oversight and guidance to 30 fraternities and sororities at the University of Illinois at Chicago. Strong campus partners across the units in Student Engagement guide core educational programs, services, and resources that bolster holistic growth and support fraternal ideals in challenging and affirming multiple perspectives.



FSL CONTACTS:

Name	Contact Information
Kevin Cane Director	312-413-5527 Kcane@uic.edu
Loreal Marshall Associate Director	312-413-5079 Lorim22@uic.edu
Antonio Gallegos Graduate Assistant	Agalle29@uic.edu



Responsibilities of an Advisor:

It is important for us to serve as advisors with a goal-oriented mindset. During your first meeting with the chapter that you are advising, it is a good idea to talk about the state of the chapter, and what they can feasibly improve on throughout the year. These students are often very committed and seen as leaders on campus, but this may also be their first time running an organization so your knowledge and experience can help them avoid simple and often overlooked mistakes. The biggest room in the world is the room for improvement!

As an advisor, it is important for you to know what is expected of you from the organizations headquarters. They will often have their own advisors manual with expectations. These will often layout what you can do in order to be a good advisor. However, there is a difference between a good advisor and a great advisor.



One thing that helps distinguish a great advisor from a good advisor is knowing the end goal of advising. You may be fresh out of college, or you may be more removed from the current college experience. Regardless of which category you fall into, the end goal is the same. We want to help these students develop the skills necessary to be self-sufficient and accountable for the work they are doing both on and off campus. They have many resources made available to them, but they may need help with finding them and how to best utilize them. It is important that, as an advisor, you are helping the organization but not running the organization for the students.

We know all too well how quickly four years can go by, so it is important that we remind the students to be goal oriented so that they are setting a strong foundation for the following generations of members. We should constantly be encouraging them to work towards improving the chapter so that they leave the chapter in a better place than when they had first joined. Whether that be through improving recruitment, creating new programming, doing more community service, or better organizing chapter finances. What goals students have will vary depending on organizations and chapters but as their advisor your goal will always be to help guide them, and support them as they develop into even better versions of themselves.

Setting Expectations:

It is imperative to your success as an advisor that you set expectations, as well as time to check in with the chapter that you are advising. A set schedule as to when these check-ins will happen are a great way to hold yourself as well as the chapter accountable. Not only that, the more often you meet with the students you are advising, the more likely they are to grow comfortable enough with you to come to you for advice.

Establishing these expectations early on will prove to be beneficial for both you and the students that you advise. Collaborating on a list of expectations that you have for the students, as well as a list of expectations the students have for you, is a great way to establish a healthy working relationship early on in your advising journey. This is an especially important step when starting out a new academic year as an advisor. Even if you have been an advisor before, each organization needs advise regarding different matters. Even if you are returning as an advisor for the same organization you had advised in the past; as newer members come into leadership roles it is important to meet them where they are at so that they are being met with the same attentive care that previous leaders had.

Setting these expectations and boundaries allows for this experience to be beneficial for both students and advisors alike. Above all else we want this experience to be fun for everyone! Student members should prioritize being a student first, and advisors should prioritize being a professional. Both parties have other responsibilities that take priority in their lives, and keeping this in mind when setting expectations will allow everyone to be respectful of each others' time.

Furthermore, setting these expectations collaboratively allows everyone to add their perspective. Since they will all be agreeing to these set expectations, then it helps to avoid conflict later on in the semester since what is expected of everyone is clear.



UIC Resources:

UIC has a multitude of resources for students to use. Sometimes the best advice you can offer to students is just nudging them in the direction of the right office for the questions they may have. Below is a list of some of the offices/resources available at UIC. This is by no means an exhaustive list, but it is still a good resource to have on hand.

Fraternity and Sorority Life Email: uicgreek@uic.edu	Career Services Email: careerservices@uic.edu	UIC Counseling Center Phone: 312-996-3490
Dean of Students Email: dos@uic.edu	Meetings and Conferences Email: uicmeetings@uic.edu	Office of Student Success and Belonging Email: ossb@uic.edu
Financial Aid Email: money@uic.edu Phone: 312-996-3126	Commuter and Off Campus Life Email: commuter@uic.edu	Student Leadership and Civic Engagement Email: slce@uic.edu
UIC Impact Email: uicimpact@uic.edu	NSFP (312) 996-3100 orhelp@uic.edu famhelp@uic.edu	UIC Campus Safety Emergency: (312) 355-5555 General: (312) 996-2830 uicpd@uic.edu

Leading By Example:

What are the pillars of the organization that you are advising? How are you living by those ideals and leading by example? One aspect of being an advisor is serving as a positive role model for the undergraduate students that you are advising. You could potentially be one of few professionals that the students feel comfortable with reaching out to for advice not only in regards to their respective organizations, but perhaps they may be looking for advice about professional development. It is important to have a healthy balance between comradery and professionalism so they feel comfortable coming to you for a multitude of reasons.

As a chapter advisor, leading by example is imperative to your role of guiding your students to be the best version of their selves. The good news is, that the students may already see you as someone to look up to! Considering the fact that they asked you to be their advisor in the first place, I would say the chances are pretty good that there is something about you that they value and admire.

There are five major families of student developmental theory. They are: Psychosocial, Cognitive-Structural, Person-Environment, Humanistic, and Student Development Process Modules. Having an understanding of these different families of student developmental theory is beneficial as it helps contextualize the way that students behave as they develop throughout their undergraduate career. While there are many theories that fall under these families, as an advisor you have the ability to play a critical role in the way the students develop their character. While it is important for our students to study in their courses so they can grow their intelligence and expertise in their chosen field of study, it is also very important for our students to develop their character and morals. This is largely impacted by their experiences in student organizations and the different ways in which they are socialized on campus. Understanding this is important as you help the students create a space where they are not only free to grow as people, but encouraged to.



Crisis Management:

Be sure to have the students create an emergency plan/contact list. It is better to be safe than sorry and unfortunately there are a number of things that could happen unexpectedly. It would be beneficial for you to have access to this list. So, if anything were to happen, they would have a point person to reach out to in order to contact the necessary people. This is often an oversight within chapters but very necessary at times. There are many necessary steps to take in an emergency situation, so it is important that the students, along with their advisor(s), create a contingency plan. While you hope that you never need to use it, it is great to have so if something were to happen the students know what to do and who to contact.

It is very important that we are proactive and asking early on “What if?” So that we aren’t scrambling to handle issues as they arise. Emergencies are not planned but they can still be planned for so that we ensure that we are supporting our members to the best of our abilities. These organizations serve as many students primary support networks while they are in college, so it is important that we prepare them to support each other not only when things are going well, but also when unexpected things happen. Whether that be an immediate emergency such as a car accident, or a more personal issue affecting someone’s mental health such as alcohol abuse or the loss of a loved one.

You can reference the larger AFA manual if you would like more guidance/information in regards to crisis management. They also include guiding worksheets that can be helpful in this discussion with the chapter that you are advising.



AFA Chapter Advisor's Manual:

For more in-depth information on these topics you can follow the QR code below to access the AFA Chapter Advisor's Manual. As always, if you have any questions regarding any of the topics covered in this manual feel free to contact us in FSL and we would be more than happy to help in any way that we can.



**Thank you for all that you do
and happy advising!**