



Chapter Advisor Manual 2018–2019

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<i>Phone: 530-898-5396</i>	8

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A Letter from Fraternity and Sorority Affairs

Dear Advisors,

On behalf of Fraternity and Sorority Affairs, we would like to thank you for taking on the role of Chapter or Faculty/Staff Advisor for our community's fraternities and sororities. The dedication, hard work, and time you give to our students does not go unnoticed or unappreciated.

The role of an advisor is critical to the success of our Greek community at California State University, Chico.

In the summer of 2018, many advisors came together to meet with the Vice President of Student Affairs, Student Life and Leadership, and Fraternity and Sorority Affairs to discuss the future of the Greek community at CSU, Chico and what we could all do together, as stakeholders, to ensure its success. One thing that was mentioned was the need for advisors to have more resources and guidance to assist them in their role.

Fraternity and Sorority Affairs has created this manual in response to that need and hope that you find it helpful. While this manual is extensive, it will not have the answer to every situation you might encounter as an advisor. If you come across a situation and are unsure how to proceed, know that you have a partnership with our office and we are always willing to help navigate any situation.

We look forward to working with you now, and in the future, to provide students at CSU, Chico with a positive advising experience and prepare them to be future leaders in society following their graduation from our great institution.

Fraternity & Sorority Affairs

Fraternity and Sorority Life at CSU, Chico Today

Governing Councils

Currently, we have three (3) Governing Councils that oversee our organizations. These councils are student-led and are advised by Fraternity and Sorority Affairs staff.

College Panhellenic Council (CPC)

The College Panhellenic Council, or CPC, has six chapters and one Associate Chapter. Leading CPC is the Executive Board composed of the President, Vice President of Standards, Vice President of Finance, Vice President of Programming and Scholarship, Vice President of Recruitment, Vice President of Philanthropy and Community Service, Vice President of Public Relations, Vice President of Administration, and the Vice President of Panhellenic Affairs. Like the other councils, CPC meets weekly with a delegate and one alternate delegate (usually the Chapter President) of each Member and Associate Member Organization to provide updates on the community, host guest speakers/presenters, and address any concerns.

Current CPC Organizations

- Alpha Delta Pi - ΑΔΠ
- Alpha Gamma Delta - ΑΓΔ
- Alpha Omicron Pi - ΑΟΠ
- Alpha Phi - ΑΦ
- Gamma Phi Beta - ΓΦΒ
- Sigma Alpha (Associate Member Organization) - ΣΑ
- Sigma Kappa - ΣΚ

Interfraternity Council (IFC)

The Interfraternity Council, or IFC, has 13 chapters. Leading the IFC is the IFC Executive Board. The Executive Board is composed of the President, Vice President of Administration, Vice President of Recruitment, Vice President of Community Involvement, and the Vice President of Conduct. The council meets weekly with the Chapter President, or his appointed representative, of each Member Organization to provide updates on the community, host guest speakers/presenters, and address any concerns.

Current IFC Chapters/Colonies

- Alpha Gamma Rho - ΑΓΡ

- Alpha Sigma Phi - ΑΣΦ
- Delta Chi (Colonized spring 2018) - ΔΧ
- Gamma Zeta Alpha - ΓΖΑ
- Kappa Sigma - ΚΣ
- Lambda Chi Alpha - ΛΧΑ
- Phi Delta Theta - ΦΔΘ
- Phi Kappa Tau - ΦΚΤ
- Pi Kappa Alpha - ΠΚΑ (**Suspended**)
- Sigma Chi - ΣΧ
- Sigma Nu - ΣΝ
- Sigma Pi - ΣΠ
- Tau Kappa Epsilon - ΤΚΕ

Multicultural Greek Council (MGC)

The Multicultural Greek Council, or MGC, has 12 chapters. MGC is composed of different international, national and regional sororities and fraternities. Leading MGC is the councils Executive Board consisting of the President, Executive Vice President, Vice President of Communication, Vice President of Finance, Vice President of Conduct, Vice President of Recruitment, Vice President of Records, Vice President of Philanthropy/Community Service, Vice President of Public Relations, and Vice President of Scholarship. The council meets weekly with the Chapter President, or his/her appointed representative, of each Member Organization to provide updates on the community, host guest speakers/presenters, and address any concerns.

Current MGC Organizations

Fraternities

- Epsilon Sigma Rho - ΕΣΡ
- Eta Mu Theta - ΗΜΘ
- Gamma Zeta Alpha - ΓΖΑ
- Lambda Theta Phi - ΛΘΦ
- Nu Alpha Kappa - ΝΑΚ
- Phi Beta Sigma - ΦΒΣ

Sororities

- Delta Xi Phi - ΔΞΦ
- Lambda Sigma Gamma - ΛΣΓ
- Lambda Theta Nu - ΛΘΝ
- Sigma Omega Phi - ΣΩΦ

- Upsilon Kappa Delta - YKΔ
- Zeta Sigma Chi - ZΣΧ

Unrecognized Greek-Lettered Organizations

There are a number of organizations in the CSU, Chico community that may portray themselves as university-affiliated fraternities or sororities. The chapters listed below are not associated with the University and have not shown interest in beginning the process of affiliation. Although these organizations may have houses with Greek letters on them, **they are not recognized fraternities or sororities.** For the safety of our students and the community, we urge students to take caution when associating with these organizations and their events.

- Alpha Chi - ΑΧ
- Delta Psi Delta - ΔΨΔ
- Theta Chi - ΘΧ
- Tau Gamma Theta - ΤΓΘ

Membership Statistics

Our three councils consist of **1660** members (spring 2018 statistics) which is **10.5%** of the student body at California State University, Chico.

IFC Statistics

Total Members: 440

Average Chapter Size: 40

MGC Statistics

Total Members: 119

Average Chapter Size: 12

CPC Statistics

Total Members: 979

Average Chapter Size: 140

Academics

For the fall of 2018 the community's average GPA was a 2.94.

IFC: 2.72.

MGC: 2.96

CPC: 3.16

Leadership Programming

At Fraternity and Sorority Affairs, we strive to provide a range of developmental programs for our entire Greek community. Below are our staple programs.

Meet the Greeks

This collaborative program with University Housing and Food Services allow incoming students to meet our many recognized Greek organizations and discover what Greek life can offer them.

Title IX Training

Each year, chapters and colonies are trained on the contents of Title IX. The training includes what Title IX encompasses, ways to report alleged violations, and confidential resources on campus for survivors.

Greek Week

This week-long program is geared towards engaging all of our Greek membership in a multitude of philanthropic events to reemphasize the importance of philanthropy within our Greek culture. This program seeks to show our members that you can have fun and give back at the same time.

Executive Board Trainings

This program is specific for our newly elected Council leaders. Students review their Council, FSA, and University policy and procedures, establish goals for the upcoming academic year, and establish their programming needs. This program also allows each board member the chance to better understand the leadership style of his or her peers, thus creating better relationships for collaborative opportunities.

Greek Leadership Summit

The Greek Leadership Summit was created with the intent to bring together the Executive Boards and overseeing leadership from all FSA recognized organizations to build a stronger Greek community. Leaders are trained on both University and FSA policy and procedure. Participants are also engaged in peer-led conversations geared towards pinpointing council challenges and solutions. The program concludes with a University Staff Keynote that discusses the importance of upholding organizational values and personal integrity.

Omega Week

This three-day program celebrates the ultimate achievement of our Greek members: Graduation! FSA hosts a variety of programs, from a BBQ to the Awards Reception, that thanks and congratulates graduating Greek members on their hard work and collegiate achievement.

Greek Community Awards Reception

The Awards Reception is to honor those chapters who have successfully completed the annual accreditation process and have successfully gained full accreditation.

Fraternity and Sorority Affairs

Fraternity and Sorority Affairs is a department in Student Life and Leadership (SLL). FSA has two professional staff members and three student paraprofessionals, one for each council.

Office Location: Bell Memorial Union, Room 220

Phone: 530-898-5396

Website: csuchico.edu/fsa

Contact Information

- Abbie Page – Program Coordinator
 - Email: ampage@csuchico.edu
 - Phone: 530-898-5396

Contact Abbie for...

- Interfraternity Council (IFC)
- Multicultural Greek Council (MGC)
- Panhellenic Council (CPC)
- Fraternity and Sorority Affairs Staff
- Leadership Programs
- Greek Community Concerns
- Chapter Emergencies
- Jared Groman – Interfraternity Council (IFC) Student Paraprofessional
 - Email: jgroman@csuchico.edu
- Skye Johnson – College Panhellenic (CPC) Student Paraprofessional
 - Email: sjohnson116@csuchico.edu
- Chantal Narez – Multicultural Greek Council (MGC) Student Paraprofessional
 - Email: cnarez1@csuchico.edu

Your Role as an Advisor

Each individual has his/her own advising style, but the role is similar between all organizations at CSU, Chico. Some chapters may require more time and effort, while others are more self-sufficient. As an advisor, it is important to communicate with your chapter to determine what needs they have and establish a productive partnership with the organization you're advising. This is a two-way street – students must put in effort as well.

Advisor's Role in the Partnership

- Accept the newly defined responsibility and engage in dialogue about chapter operations and risk management with students
- Appropriately utilize the services the inter/national organization provides as well as Fraternity and Sorority Affairs
- Clearly communicate expectations to students, especially the leadership team
- Design a proactive relationship to empower students to create a safe and productive environment
- Respond appropriately to decisions and/or incidents that are not aligned with expectations

Student's Role in the Partnership

- Accept responsibility as both individuals and members of a community to proactively manage chapter operations and risks
- Ensuring the safety and care for members and guests
- Embrace the proactive processes that serve as the foundation for their partnership with the chapter advisor, campus, and inter/national headquarters
- Clearly communicate expectations with chapter members
- Design internal systems to empower leadership and members to proactively manage chapter operations and risks
- Respond appropriately to decisions and/or incidents that are not aligned with expectations

The Three Pillars of Advising

Be yourself, Be Present

This is the most critical part to ensuring that advisors are effective and involved over a long period of time. At its core it means two things:

- **Being present** means having enough presence with the chapter that you have enough of a working relationship with them that they can comfortably discuss issues with you, and that you can identify the needs of the chapter and effectively help them make sound decisions accordingly. While the national organization outlines a framework for what presence should look like, it's important to note that this will look different for each advisor / chapter and therefore you may find different methods to have this level of presence.
- **Being yourself** means establishing yourself with the chapter so in such a way that they understand your role, your expectations and your availability. Similarly, you should be able to assess how these things overlap with the expectations of the national organization and the needs of the chapter in order for you to effectively advise in a way that can fit into your life.

Guide, Don't Decide

When advising a chapter, it is important to see it for what it is; the fraternity or sorority is an opportunity for individuals who are bonded by a set of shared values to develop themselves as leaders and impact their community. This broad concept takes many shapes; as a chapter, students will participate in activities that are civic, philanthropic, and social in nature. Your role as an advisor is to provide some guidance on what the vision of a chapter ought to be, but not so far as to dictate specific goals or exact methods, unless the expectations are already clearly laid out for them, such as in the case of risk management procedure. Metaphorically, this is to say that the chapter should determine its destination and the advisor's role should be to help them determine if the destination is appropriate as well as possible routes to get there, pointing out areas they may need to avoid passing through along the way.

Know the Landscape

In order to effectively advise a group of students, it is important to understand who they are, what motivates them and their environment. Today's generation of college student is different from any other and by knowing the landscape, you'll be better suited to advise them in such a way that gets the best outcomes with the least amount of frustration.

Expectations of Advisors

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. A good advisor meets the basic expectations of the chapter and inter/national organization. A 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 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.

Know the Boundaries for the Chapter

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 affairs 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 a home to return to.

Reminders for Effective Advising

- Care about the students you advise by showing empathy, understanding, and respect.
- Establish a warm, genuine, and open professional relationship.
- Show interest, helpful intent, and involvement.
- Be a good listener.
- Establish rapport by remembering personal information about students that you advise.
- Be available; keep office hours and appointments.
- Provide accurate information.
- When in doubt, refer to the college/university student handbook and advisor's manual.
- Know how and when to make referrals, and be familiar with referral sources.
- Don't refer too hastily; but don't attempt to handle situations for which you are not qualified.
- Have students contact referral sources in your presence.
- Contact students you advise frequently; don't always wait for students to come to you.
- Don't make decisions for students; help them make their own decisions.
- Focus on students' strengths and potential rather than limitations.
- Seek out students you advise in informal settings.
- Monitor students' progress toward educational goals.
- Determine reasons for poor academic performance and direct students to support services.
- Be realistic with the students you advise.
- Use all available information sources.
- Clearly and professionally outline students' responsibilities.
- Follow up on commitments made to the students you advise.
- Encourage students to consider and develop career alternatives when appropriate.
- Keep an anecdotal record of significant conversations for future reference.
- Evaluate the effectiveness of your advising.
- Don't be critical of faculty or staff to students.
- Be knowledgeable about career opportunities and job outlook for various majors.
- Encourage students to talk by asking open-ended questions.
- Don't betray confidential information.
- Categorize students' questions; are they seeking action, information, or involvement and understanding.
- Be yourself and allow students to be themselves.

Today's College Student

Today's college students have shifted from Millennial's to Generation Z. It is important to understand the characteristics of this generation so that you can best serve them as an advisor.

Generation Z is loosely defined as those born after 1995. They make up 25% of the American population, are 2 billion strong worldwide, and have been shaped by social media, technology, a post 9-11 world, and the deepest recession. Generation Z is the most diverse and multi-cultural of any generation in the U.S. with 55% Caucasian, 24% Hispanic, 14% African American, and 4% Asian.

Generation Z is the first truly global generation with limitless interests and avenues for learning. They have been raised in a high-tech, hyper-connected, on-demand, and impatient culture. Some experts expect Generation Z's mantra to be "good things come to those who act." This self-directed, entrepreneurial-minded, highly educated, and highly resourceful generation will stop at nothing to make their mark on the world.

Values That Matter to Generation Z

Customization

- 72% of Generation Z want the right to design their own majors

Social Good

- Generation Z is interested in giving back as 1 in 4 volunteer

Self-Educating and Online Learning

- Generation Z are adept researchers. 43% of teens prefer a digital approach to learning and find it easiest to learn from the internet

Other Values

- Wellness
- Entrepreneurship and Innovation
- Financial Responsibility
- Diversity and Inclusion

Issues that Matter to Generation Z

- School shootings
- Texting while driving
- Loneliness
- Women in STEM
- Education costs and student debt

- Economic uncertainty
 - 64% of Generation Z worry they might not be able to get a job
- Gender Equality
- LGBTQ rights
- Cyberbullying

Communication That Matters to Generation Z

- Authentic, social media, and video
 - 93% of Generation Z visits YouTube at least once per week
- In-Person
 - 66% say they prefer to interact with friends in person

Technology

Generation Z are the first true digital natives. They have grown up in a world where everyone has had a cell phone and been exposed to screens their whole life. They can multitask across at least five screens.

- 46% are connected online for 10+ hours a day

Career Driven

Students today are focused on their career after school more than ever, most likely due to the incredible cost they incur by attending college. Many students are more focused on career growth rather than salary when it comes to their first job. Students are looking to develop and practice skills that will help them in their professional future – which is important to remember when advising. Once again, guide, don't decide.

College Mindset List: Class of 2020/21

This list provides insight into the world that our students have grown up in. It is important to remember that their way of thinking may be different than yours due to experiences they have had in the past and the way the world was when they grew up vs. when you grew up.

Below is a small sample of the mindset list, compiled by Beloit College. Take a moment to review the following points and reflect on how your experience was different from theirs.

- Electronic signatures have always been as legally binding as the pen-on-paper kind.
- It is doubtful they have ever used or heard the high-pitched whine of a dial-up modem.
- By the time they entered school, laptops were outselling desktops.

- U.S. Supreme Court Decisions have always been available on its website.
- They have only seen a checkered cab in a museum.
- Men have always shared a romantic embrace on television.
- Justin Timberlake has always been a solo act.
- They have never had to watch or listen to programs at a scheduled time.
- Vaccines have always been erroneously linked to autism.
- If you want to reach them, text them.
- They disagree with their parents as to which was the “first” Star Wars episode
- Airline tickets have always been purchased online.

For more information regarding the college mindset list, visit <http://themindsetlist.com/>.

Effective Communication

Communication is an essential part of any positive relationship. There must be an openness to share ideas, an ability to listen, and a willingness to accept others’ ideas and lifestyles even if they differ from your own. Advisors and collegians need to understand and adapt to one another’s lifestyles. Time and schedules differ and the advisors need to inform the collegians of acceptable times to call and to plan meetings so advisors can attend. Students should inform advisors why certain times are more appropriate for their schedules.

Communication becomes more effective when advisors share their careers, experiences, and interests, and become “real people” in the eyes of the students. Advisors play a key role in developing the communication process within the chapter. Creating a system of communication between other advisors, the executive committee, and the chapter members helps to foster a positive working environment.

Keep in mind that today’s student communicates primarily through their phone. While each student is different, many will want quick answers via text message. Making yourself available to these questions is key to effective communication throughout your time as an advisor.

Methods of Communicating

Being an effective communicator means knowing how to use the best method of communication, depending on the situation and the people involved. There are two common methods of communicating, Tell-Directed and Ask-Directed.

- Tell - Directed
 - Best used sparingly, in emergency situations Making declarations
 - Offering opinions
 - Making promises

- Ask – Directed
 - Encourages thinking and problem-solving
 - Builds ownership and accountability
 - Creates awareness
 - Helps people see things differently

Challenging Conversations

In your role working with college students, it is natural for disagreements and challenges to arise. As these difficult situations develop, it can be crucial for you to connect with students and have meaningful conversations. This can be uncomfortable but having a purposeful face-to-face conversation can help put the student and organization on the right track. Below are a few tips to help you be successful.

- Assume the best intentions of all participants. If people are willing to take the time to discuss things, we need to believe that talking will lead to positive things.
- Create some “ground rules” that will help guide the conversation. This gives both of you something to come back to and a way to hold each other accountable. Some examples might be:
 - Figure out how long you will discuss this subject
 - No one should be interrupted while they are speaking
 - Everyone should have the opportunity to speak
- Listen to each other. Active listening requires us to be patient, understand and process what is being said. Questions allow us to fully understand each other and stay engaged in the conversation at hand. Fully listen before bringing new thoughts to the conversation.
- Take time to check in with people to figure out what they are hearing. What people say and what people hear can be two different things. Taking the time to check in during the conversation can limit the confusion after things wrap up.
- Be mindful that you are having a conversation, and not a debate. The point of your time together is to share information, and ideally, come to an agreement. Debating will likely entrench people in the mindset that they came to the table with, and will not be an effective use of anyone else’s time.
- Honesty is the best policy. Being honest and truthful is an important aspect of any difficult conversation. Being honest includes admitting mistakes when they are made. Failing to take ownership of these issues will create further barriers to any potential progress.

- Think about your location. If you're having a conversation on a sensitive topic, having the discussion in the busy student union surrounded by people may not be the best environment.

Campus Resources

CSU, Chico offers a variety of different resources and services to its students. As an advisor, it is important to know where to direct students when resources are needed. Below are all the resources campus offers.

*This list is also listed on the Fraternity and Sorority Affairs Website
(<http://www.csuchico.edu/fsa/campus-resources/index.shtml>)*

- Academic Advising
 - Student Services Center 220
 - 530-898-5712
 - <https://www.csuchico.edu/aap/index.shtml>
- Accessibility Resource Center
 - Student Services Center 170
 - 530-898-5959
 - <https://www.csuchico.edu/arc/>
- Associated Students (AS)
 - Bell Memorial Union 218
 - 530-898-6411
 - <https://as.csuchico.edu/>
- Campus Alcohol/Drug Education (CADEC)
 - Student Services Center 180
 - 530-898-6450
 - <https://www.csuchico.edu/cadec/>
- Career Center
 - Student Services Center 270
 - 530-898-5258
 - <https://www.csuchico.edu/careers/index.shtml>
- Chico Student Success Center
 - Student Services Center 370
 - 530-898-6783
 - <https://www.csuchico.edu/cssc/index.shtml>
- Child Development Lab
 - Aymer J. Hamilton, Room 120
 - 530-898-5865
 - <https://as.csuchico.edu/index.php/child-development-lab-cdl/>

- Counseling Center
 - Student Services Center 430
 - 530-898-6345
 - <https://www.csuchico.edu/counseling/>
- Legal Information Center
 - 25 Main Street, Suite 102
 - 530-898-4354
 - <https://as.csuchico.edu/index.php/legal-assistance-clic/about-legal-assistance-clic/>
- Cross Cultural Leadership Center (CCLC)
 - Merriam Library 172
 - 530-898-4101
 - <https://www.csuchico.edu/cclc/>
- DREAM Student Resources (Undocumented/AB 540 Students)
 - Siskiyou Hall 115
 - 530-898-5818
 - <https://www.csuchico.edu/ab540/>
- Educational Opportunity Program
 - Student Services Center 310
 - 530-898-6831
 - <https://www.csuchico.edu/eop/>
- ESL Resource Center
 - Arts and Humanities 206A
 - 530-898-5124
 - <http://www.csuchico.edu/engl/resources/esl-resource.shtml>
- Financial Aid & Scholarship
 - Student Services Center 250
 - 530-898-6451
 - <https://www.csuchico.edu/fa/>
- Foster Youth Program
 - Student Services 310
 - 530-898-6831
 - <https://www.csuchico.edu/fosteryouth/>
- Gender & Sexuality Equity Center
 - Bell Memorial Union 004
 - 530-898-5724
 - <https://as.csuchico.edu/index.php/gender-sexuality-equity-center-gsec/>
- Hungry Wildcat Food Pantry
 - Student Services Center 196
 - 530-898-6131

- <https://www.csuchico.edu/basic-needs/index.shtml>
- Off Campus Student Services
 - Kendall Hall 110
 - 530-898-6131
 - <https://www.csuchico.edu/offcampus/index.shtml>
- Office of Diversity and Inclusion
 - Kendall Hall 118
 - 530-898-4764
 - <https://www.csuchico.edu/diversity/index.shtml>
- Office of International Education
 - Student Services Center 440
 - 530-898-5415
 - <https://www.csuchico.edu/international/>
- Office of Veterans Affairs
 - Student Services Center 120
 - 530-898-5911
 - <https://www.csuchico.edu/va/index.shtml>
- Safe Place
 - Student Services Center 440
 - 530-898-3030
 - <https://www.csuchico.edu/safeplace/>
- Student Conduct, Rights and Responsibility
 - Student Services Center 190
 - 530-898-6897
 - <https://www.csuchico.edu/scrr/>
- Student Employment Office
 - Student Services Center 270
 - 530-898-5256
 - <https://www.csuchico.edu/sempp/index.shtml>
- Student Health Service
 - Student Health Center
 - 530-898-5241
 - <https://www.csuchico.edu/shs/>
- Student Learning Center
 - Student Services Center 340
 - 530-898-6839
 - <https://www.csuchico.edu/slc/>
- Student Support Services
 - Student Services Center 310
 - 530-898-6831

- <http://www.csuchico.edu/trio-sss/>
- Study Abroad
 - Student Services Center 440
 - 530-898-5415
 - <https://www.csuchico.edu/studyabroad/index.shtml>
- Testing Office/Computer-Based Testing Center
 - Student Services Center 420
 - 530-898-6218
 - <https://www.csuchico.edu/test/index.shtml>
- Title IX Coordinator
 - Kendall Hall, Room 220
 - 530-898-4949
 - <https://www.csuchico.edu/title-ix/index.shtml>
 - Title IX Coordinator – Dylan Saake
 - dsaake@csuchico.edu
- University Police Department
 - Corner of W. 2nd Street & Chestnut
 - 530-898-5555
 - EMERGENCY 9-1-1
 - <https://www.csuchico.edu/up/index.shtml>
 - Greek Liaison Officer
 - Dave Campbell
 - dcampbell20@csuchico.edu

Summary

If you cannot find the time to read through the previous pages, use these bulleted points as a short version of this manual.

- You can choose to be a good advisor or a great advisor
 - Set and meet mutual expectations with your advisees and the stakeholders with whom you communicate with 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 from your organization's liability insurance to put your mind at ease
 - Know the boundaries for the chapter
 - Know the end goal of advisement
 - Know the responsibilities of your chapter's advisory team
 - Help the chapter look to the future
- Know that FSA Staff and Inter/National organization staff/volunteers are here to support you
- Each campus culture is different. Invest the necessary to know and find the resources available to you. Keep that information of 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 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.”**

In the end, every advisor has his/her own style and way of working with students. We sincerely hope that this resource is one that can assist you in your role. We understand that your role is voluntary and want you to know that we have full-time professional staff available to you to help in any way that we can. Please do not hesitate to reach out to us if we can help!