



Fraternity & Sorority Life

UNIVERSITY OF DENVER

**ADVISORS RESROUCE
GUIDE**

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Hello! My name is Christopher Miofsky and I serve as the Associate Director of Fraternity and Sorority Life here at the University of Denver. I am very thankful to have you as part of our advising team. Without volunteers like you, we would not be as successful as we could be. Through our shared experiences and advisement, I hope that we will be able to be a community of global scholars dedicated to the support and advancement of our community.

A little about myself: I attended Southern Illinois University Edwardsville in the fall of 2001 where I affiliated with Delta Lambda Phi Social Fraternity and graduated with a Bachelor of Science in Sociology. I, then, attended the University of Missouri – St. Louis

graduating with a Master of Education in Adult and Higher Education. I have worked on four campuses since graduating: Logan University (admissions), Lindenwood University (FSL), Washburn University (FSL) and now at DU! I have also worked for my headquarters in Outreach, Expansion, and Alumni Engagement. I serve as volunteer for the Association of Fraternity and Sorority Advisors, (AFA) the Association of Fraternal Leadership and Values (AFLV), and the National Association of Student Personnel Administrators (NASPA). FSL work is a passion area and I am honored to be counted among those who have the opportunity to work with your members every day.

The purpose of this guide is to provide you with general information and recommendations on resources available at DU and on being a chapter advisor. This manual is not an exhaustive list of resources available (otherwise this would be 100 pages...lol). My hope is that you will be able to find most of what you need in this manual, but always reach out for something if you need it! Part of my role is to ensure that you are given accurate information and support. This guide would not have been possible without generous help from the following institutions: The Association of Fraternity and Sorority Advisors, Texas Tech University, Texas State University, the University of Rochester, and the University of Central Florida.

As always, if you need anything, please do not hesitate to reach out to me at christopher.miofsky@du.edu. Here's to a great year!

A handwritten signature in black ink that reads "Chris Miofsky". The signature is written in a cursive, flowing style.

FRATERNITY AND SORORITY LIFE AT THE UNIVERSITY OF DENVER¹

History

Fraternity and Sorority Life has been at the University of Denver since nearly the founding of the University. The first chapter was founded in 1885 with several chapters following shortly thereafter. Since then, many of our students have found learning, leadership, and social opportunities within one of the many chapters on campus. FSL at DU has a strong, vibrant, award-winning history of high-quality offerings. While the number of members and chapters has fluctuated since 1885, one thing remains the same: our commitment to a quality membership experience. The University of Denver sponsors chapters from a variety of national, umbrella councils and highlights these relationships as being critical to our success as a community.

University of Denver Mission Statement

The mission of the University of Denver is to promote learning by engaging with students in advancing scholarly inquiry, cultivating critical and creative thought, and generating knowledge. Our active partnerships with local and global communities contribute to a sustainable common good.

Student Affairs and Inclusive Excellence Mission Statement

Student Affairs & Inclusive Excellence (SAIE) is the central student life division of the University. We are committed to providing students with the resources, skills and support they need to become empowered citizens who positively impact their communities now and in the future. We do so by challenging students to:

- Reflect on their values and identities
- Recognize their strengths and weaknesses
- Understand the importance of seeking support
- Cultivate their passions
- Foster the public good

Fraternity and Sorority Life Mission Statement

The Office of Student Engagement believes membership in Fraternity & Sorority Life on campus provides undergraduates and alumni with tremendous, values-based opportunities for lifelong friendship, leadership development, scholarship enhancement and social interaction. Our fraternity and sorority students are scholars, athletes, and campus leaders; they are positively contributing to and benefiting from the University of Denver collegiate experience. Fraternity & Sorority Life strives to cultivate chapters who live their values: to promote individual member growth and development, to engage alumni and external partners, and to prepare members to become responsible global citizens.

¹ The University of Denver Archives is beginning a project to create an in-depth history of FSL on our campus. This information will be included in future iterations of this guide. If you have items you would like to share for this project, please let me know!

STUDENT DEVELOPMENT THEORIES

In Loco Parentis, literally meaning “in place of the parent” was the dominant feature in higher education advising for the better part of 300 years. During this time, students coming to college were about 14 years old at the time of admission. As the age of students being admitted to college has increased, *In Loco Parentis* has started to wane and has been replaced by student development theories. There are far too many student development theories to list them all in this document. Our office closely aligns is Maslow’s Hierarchy of Needs. More information on the next page.

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

1. Psychosocial theories address developmental issues or tasks and events that occur throughout the life span. These tasks and events tend to occur in sequence and are correlated with chronological age. Individuals progress from one stage to another by accomplishing related developmental tasks or by resolving crises. This is the "what" or "content" of student development. For example, William Perry's theory helps us understand how students think in a sequential order. The first five stages in this theory deal with students' intellectual development as they move from a dualistic view of the world (black and white, right and wrong) to a relativistic view of the world (all knowledge is contextual, "it depends"). The remaining positions deal with students' ethical development.
2. Cognitive-structural theories address how individuals reason, think, and make meaning of their experiences. Development is seen as hierarchical stages with each successive stage incorporating parts of the previous stage. This is the "how" or "process" of student development.
3. Person-Environment theories address behavior as a function of the person and the environment. For example, if you think about the chapters on campus there may be a beautiful chapter house and the members treat it with respect. Nobody punches holes in the walls, no one thinks of leaving their empty pizza boxes in the hallways. This chapter probably has an influential house director or chapter advisor positively influencing the behavioral expectations of the members and is there to remind them of the value of respect of property. Other chapter houses may be littered with garbage, old clothes, food smeared on the walls from a food fight – these members are equally (and negatively) influenced by their environment. The implicit values are destruction, an “it’s not my house” attitude, and basic disrespect. Many of these person-environment theories are used in career planning.
4. Humanistic existential theories share a common philosophy of the human condition. Humans are free, responsible, self-aware, potentially self-actualizing, and capable of being fully functioning. Development is internally motivated. These

theorists believe the forces of growth are within the person and are facilitated by self-disclosure, followed by self- acceptance and self-awareness. These theories are used extensively in counseling.

5. Student development process models are either abstract representations of the field of student personnel work or recommended sets of action steps for the practice of student development. They give us the process steps of how to use theories rather than the why, what to do, or how to do it that the theories provide. These models help practitioners put the theories into actual practice. There are dozens of theories falling into these five families. Many address general populations of traditionally-aged college students; however, more recently theories have emerged which address the differences in development in specific populations such as returning adult students, African-American students, gay/lesbian/bisexual/transgendered students, female students, etc.

Maslow's Hierarchy of Needs

The short explanation of Maslow is that people (in this case, FSL members) must meet the needs at the bottom before they can move up the pyramid. If something is missing, they may struggle to move up the pyramid. The pyramid is not a one-way journey. Life events can change where someone lands on the pyramid. For example, someone may be at the *Esteem* level and then lose their job which can bring them back to the *Physiological needs* as they try to ensure food, shelter, etc.



Maslow's hierarchy of needs

How this applies to Fraternity and Sorority Life

Our members come from infinite walks of life with infinite experiences and needs. Each member should be treated as the individual they are and be seen as such. Maslow applies in that we engage with members in the *Love and belonging* stage while assuming, sometimes erroneously, that they are taking care of their *Physiological needs* and *Safety needs*.

Oftentimes, they will not share with us or each other where they are challenged. If a member is not living up to their potential, it is likely their needs are not being met. It is easy for us to dismiss a lack in performance as lazy; especially when this is coupled with poor

behavior. It is important to listen to what is and is not being said. This is where knowing your members is crucial to fully understand what is needed. Once that is understood, then you will be able to determine where on hierarchy the student is and how best to support. It is important to remember to follow up with after the situation you are addressing has resolved to ensure that the member is feeling settled.

ROLE OF THE ADVISING TEAM

Team mentality

As advisors for our chapters, we must function as a team. While disagreements will happen, we must strive for a team approach. Our members rely on us to give them accurate advisement and information. If they are getting different information from one source over another, this can cause stress and anxiety about what to do, when to do it, etc.

We are here for the betterment of our members. We should all have this as a fundamental reason for advising. Members should learn and grow from their membership just as we grew from ours.

Role of Alum Advisor

Communicate!

Do not wait until problem arises. Be proactive and begin building a positive relationship with campus professional(s), members, alumni, and other stakeholders. Fraternity and Sorority Life is always happy to meet with any advisor to hear thoughts, opinions, and feedback. The chapter's representative to the chapter's governing council (IFC, MGC, or PHA) should have a copy of council governing documents and standards. Similarly, Fraternity and Sorority Life has standards and practices which are communicated to each chapter. In most cases, communication with campus should go through the chapter. While Fraternity and Sorority Life is eager to have good communication with all advisors, we recommend starting with the chapter to get information about happenings on campus. Fraternity and Sorority Life will continue to keep advisors informed of substantial information and changes via email and/or meetings. If you are not receiving communication from Fraternity and Sorority Life, please let us know so we can change that. It is recommended that each advisor team determine who will be the main point of contact to the University. This is not to say that only one person should communicate with Fraternity and Sorority Life (anyone can reach out at any time), but a main point of contact will make communication efficient.

Lead with Integrity

It is highly recommended to follow the "do as I do" philosophy. Our undergraduate members have a great connection to you and the inter/national organization. Be sure to always represent the organization in the best way possible.

Be present, but set boundaries

Attend and be an active participant in chapter meetings to create and sustain your relationships with the members. Work with the chapter on the number of meetings and events they would like you to attend. This will help you have a two-way relationship built on trust and understanding. It is recommended that you attend two meetings per month, but also set boundaries. Let them know how much time you can give to the chapter. If meetings consistently run longer than two hours, the chapter may need coaching on time management. Chapter meetings are recommended to end between 90 and 120 minutes from the start time. Do not let them take advantage of your time.

Understand and respect the chapter/campus culture

The chapter you advise may or may not be the one you joined during your undergraduate experience. Ask the chapter how “things are done around here” and listen to understand. Campus professionals are also eager and happy to help with your transition into being an advisor. For advisors who have been at DU for a while, your experience is invaluable, and we thank you for your service to our community. We look forward to connecting you with newer advisors so that they may learn from your experience. This also speaks to looking toward the future and succession planning. Showing proper transitions between advisors will model proper transitions between chapter leaders. Create a solid chapter advisor’s file with the lessons you have learned, helpful people to contact, and other notes so your successor can continue your good work. It is recommended that succession planning begin on your first day.

Remember the end goal is learning.

The main goal of advising is to help the chapter and members become accountable for their actions and learn. We are coaching them to be self-sufficient and self-regulated. Members have more resources available than ever before. They simply need direction from advisors. The thing to remember here is not to do the work for them. It is perfectly acceptable to let them fail sometimes. This can be a great motivator and teaching tool. For example, Fraternity and Sorority Life will provide regular updates on FORGE (formerly known as Chapter Accreditation) submissions. Your role, in this example, is to ensure they know the deadlines and that they follow them. You should not do it for them or pester them until it is done. A few reminders are perfectly acceptable, but after that, it is the chapter’s responsibility to ensure success.

Special Community Member

Any advisor can request Special Community Member status (SCM). This status allows an advisor to have a DU ID card and access to certain buildings on campus as needed to complete your duties as an advisor. Some SCMs even have house access if the house is owned by the University. This process begins with a background check covered by the University. Once you are cleared by this check, you will be moved through the SCM process which may include COVID protocols and/or other information shared to gain and maintain access to campus. To become an SCM, please contact Christopher Miofsky (christopher.miofsky@du.edu) to begin the process.

Role of the Campus Advisor

The primary campus advisor at the University of Denver is the Associate Director of Fraternity and Sorority Life. They have the responsibility to ensure that chapters are provided appropriate resources for success and ensuring all laws, policies, etc. are understood and followed. While doing so, the campus advisor also ensures that members’ needs are met and that if a member needs extra support, the chapter is provided with appropriate resources to provide that support. The caveat to this is that the campus advisor must know that a member or chapter needs support. The campus advisor also has the responsibility to support and protect the interest of the extra University. Sometimes the needs of the University and the needs to community will come into conflict.

During these times, the campus advisor will work with chapter advisors, students, etc. to ensure the best possible scenario is achieved. The campus advisor should always strive to be honest and transparent with information.

The campus advisor focuses on the big picture and the overall health of the community. Further, the campus advisor will work with student leaders to empower them to make decisions that are appropriate, timely, and ethical to provide the best outcomes. Campus advisors work to challenge the community to stretch in areas where possible for new learning experiences and other goals. Campus advisors should be caring, compassionate, and concerned while leading with empathy, honesty, and understanding.

Role of Headquarters

The role of Headquarters is to ensure the long-term success of the organization and chapters by providing resources and staff experts to support and encourage chapters to perform at an optimum level. HQ Staff members will consult with chapters and members as needed to challenge and support learning and growth. They uphold universal policies and standards of practice. Many times, HQ responsibilities overlap with campus responsibilities. When this happens, the University will collaborate with our HQ partners to effectively support members. Doing so, should increase efficiency and support for our chapters. During times of challenge (i.e. a chapter is working through an SRR process), we will partner with HQ to, provide for co- investigation (where appropriate) and ensure that all parties are provided with as much information as possible. It is common for HQ to be included in many conversations or projects on campuses that affect their chapter/members. At DU, we strive to always have an open relationship with our HQ partners. When HQ is contacted, it should not be seen as “tattling”, but rather should be seen as engaging extra resources and support.

EXPECTATIONS² -

Self-Regulation

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

Challenge can be achieved through one-on-one “tough topics” discussions with advisors, a new and different learning experience, a leadership class, a challenging leadership situation, etc. The student is personally stretched and developmentally challenged. They move from black and white, either-or thinking to more gray areas. The student grows to know their self better and is open to new experiences.

However, if the challenge is too great and there is an absence of appropriate support, a

student will not develop and may retreat back to earlier stages of development. For example, a student who is challenged too much by the new college environment as a freshman/transfer student may go back to their high school clique for comfort. They may even drop out of school. Support is found through familiar situations, a safe emotional place, and comfortable risk-taking.

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

There are two aspects to self-regulation – proactive action and reactive action. Proactive action involves many elements. The following list includes many opportunities for discussion with undergraduate members.

Proactive Self-Regulation

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

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

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

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

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

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

- I. I will know and understand the ideals expressed in my fraternity ritual and will strive to incorporate them in my daily life.
- II. I will strive for academic achievement and practice academic integrity.
- III. I will respect the dignity of all persons; therefore, I will not physically, mentally, psychologically or sexually abuse or haze any human being.
- IV. I will protect the health and safety of all human beings.
- V. I will respect my property and the property of others; therefore, I will neither abuse nor tolerate the abuse of property.
- VI. I will meet my financial obligations in a timely manner.
- VII. I will neither use nor support the use of illegal drugs; I will neither misuse nor support the misuse of alcohol.
- VIII. I acknowledge that a clean and attractive environment is essential to both physical and mental health; therefore, I will do all in my power to see that the chapter property is properly cleaned and maintained.
- IX. I will challenge my members to abide by these fraternal expectations and confront those who violate them.

Educational Programming

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

They can also practice peer education by leading discussions and workshops on their own on topics such as:

- Academic performance
- Alcohol and other drugs
- Date rape education
- Declining membership numbers
- Dues payment
- Eating disorders
- Hazing
- Health issues
- House fires
- Housing issues
- Involvement in the chapter

- Lifelong commitment (alumni involvement)
- Member education
- Senior involvement/Senior disengagement
- Social justice issues (sexism, racism, etc.)

Goal Setting

The old quotation still rings true: “If you don’t know where you’re going, how will you know when you get there?” Undergraduate leaders are oftentimes so busy with the mundane, daily chores of leadership that they don’t take the time for proactive planning and goal setting. Some leadership teams set goals but fail to involve the entire membership, thus missing out on opportunities for the general members to get excited about reaching the chapter’s goals together. They also miss out on key leadership development opportunities through committee work aimed at the chapter’s goals.

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

Awards Programming: Sometimes students (and advisors) forget that inter/national and campus awards programs are a form of proactive self-governance. Awards recognize individuals and organizations deemed “excellent.” Leaders can set higher standards for the chapter by using the award applications to guide the chapter goal setting sessions. Chapter leaders aiming for recognition through awards are goal-oriented, shaping the behaviors of their members and the programming of the chapter. Be aware not to give awards for meeting basic expectations. Awards should be given for performance that goes above and beyond.

Reactive Self-Governance

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

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

Chapter Standards Boards exist to investigate and resolve violations of the chapter bylaws, policies, code of conduct, and the constitution and bylaws of the organization. They provide a system of due process and fairness for members to be heard. The boards provide

a way for chapters to take care of their own membership issues without an external body's intervention though there will be times external intervention will be required in addition to internal intervention.

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

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

Governing Council Judicial Board

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

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

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

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

The campus fraternity/sorority professional and/or Dean of Students would be good resources for a full understanding of the steps involved in the campus judicial process. This is good information for all student leaders and their advisors to hear at the same time so

they can ask appropriate questions about policies and judicial procedures. They should understand the concept of due process. Everyone should have a good understanding of the appeals process as well.

WORKING THROUGH A CRISIS

It is our hope that you find this volunteer opportunity to be meaningful in working with our students. It is our hope that you are excited to empower them with information and resource to support them in strengthening the chapter and to learn good leadership skills. However, very few advisors volunteer only to manage a crisis. However, sometimes things happen that require a crisis management response. Invest time now in discussing crises and “what if” situations. Help members create an implementation plan to assist them as they work through the difficulties of these situations. Not only will they be prepared, but you will boost their self-confidence and adequately prepare them for the worst.

Immediate crisis situations may involve:

- Fire
- Flood
- Serious accident
- Death of a member

Short-term crisis situations may involve:

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

This portion of the guide will provide you with conversation tolls and resources for crisis preparation with advising and chapter leadership teams. Even though it may be unlikely, never say never. We always hope a crisis will not happen, but we must be prepared. In the event of an emergency, members will feel more in control of a situation with proper planning.

Preparation and Training

- Plan for a crisis by asking “what if” questions during an executive board meeting. Planning provides time to work well-reason, rehearsed decisions about crisis responses.
- Create a communication tool with important contact information for those who need to be informed of a crisis. This can take many forms including group chats, phone call lists, etc. This tool should be always easily accessible to all members. Take care that this tool includes contact information for appropriate campus professionals such as the Campus Safety, Fraternity and Sorority Life, Housing and Residence Education (for campus owned properties only), Student Rights and Responsibilities, and the Dean of Students. You should inform the membership at the earlier and most appropriate moment. Ensure that they know not to speak to anyone in the media and that they should all the chapter president represent them and their views.
- In the event a crisis happens, be sure to make sure all are safe and that appropriate medical attention is given. Once this is complete, determine the facts of what happened. Think about
 - What happened?
 - When did it happen?
 - Where did it happen?
 - How did it happen?
 - What was the damage or injury?
 - Who was involved?
 - What applicable inter/national organization policies involved?

- What applicable campus policies may be involved?

You should, then, prepare the president of the chapter to answer tough questions fully and truthfully as they are the chapter's representative. It is recommended not to speak to the media and allow the inter/national organization and/or the University of Denver handle this on the chapter's behalf. Afterward, the president should be ready to meet with Fraternity and Sorority Life, Student Rights and Responsibilities, and any other appropriate campus or HQ representative.

QUICK TIPS FOR ADVISING

- Show care for your members by using empathy, understanding, and respect.
- Advise...do not dictate. These are student run, student lead opportunities for learning and growth. If they make a mistake or miss a deadline, it is their responsibility to fix it.
- Do not make decisions for the students. Help them make their own decisions.
- Be an active listener. Listen to understand...not to respond. Be your true and authentic self.
- Be available, but not 24/7. Set office hours for when you are available. This will also teach them how to set boundaries. Members should not hear from you or Fraternity and Sorority Life everyday unless there is specific reason.
- Provide accurate information free from embellishment.
- If you are not sure, refer to campus policy guides or reach out to Fraternity and Sorority Life.
- Understand the resources available, when to use them, and how to make referrals.
- Do not refer too quickly, but do not attempt to handle situations by yourself if you do not feel qualified. When in doubt, contact Fraternity and Sorority Life or [make a referral](#). It is perfectly acceptable to have members make referrals for themselves or others while meeting with you.
- Seek out students you advise in informal settings to increase comfort. Support and monitor members' progress toward educational goals. If a student is not showing positive performance, connect them with appropriate campus resources. Do not be afraid to ask why academic performance is lacking.
- Be clear on your expectations.
- Keep notes on conversations for later review and for continuity of information.
- Do not be critical of faculty or staff to members.
- When meeting with students, ask open ended questions to encourage them to talk.
- Do not share confidential information unless you absolutely must.

FORGE (formerly known as Chapter Accreditation)

As stated in the mission statement, above all else, the Office of Student Engagement is committed to the undergraduate student experience. Through co-curricular programming and dynamic support networks, we strive to empower students through their college journey, linking them to possibilities that engage their pioneering spirit and create connections within the University of Denver community. Within the Office of Student Engagement, Fraternity & Sorority life (FSL) staff work closely with chapters and their members to ensure that this mission is fulfilled. Based off a model utilized at Colorado State University, the purpose of The Journey program is to ensure that recognized chapters at the University of Denver are meeting the expectations of what it means to be part of this community. The Office of Student Engagement and Fraternity & Sorority Life believe that as one chapter excels it also helps to elevate the rest of the community. This program is not a "one size fits all" model, but instead encourages that DU Chapters to assess their current reality, determine goals to fit their individual needs, develop action plans to meet their established goals and reflect on successes and opportunities for improvement. Chapters have the opportunity to continually grow and improve; achieving the goals they set for themselves in each of the eight Points of Emphasis created to provide congruence with the commonly shared values of fraternities and sororities. For questions about FORGE, please contact [Christopher Miofsky](#) or visit: <https://crimsonconnect.du.edu/fsl/forge/>.

CAMPUS RESOURCES AND CONTACT INFORMATION

Academic Advising

Email: advising@du.edu

Location: Community Commons, Suite 3100

Phone: 303-871-7001

Website: <https://academicaffairs.du.edu/academic-advising>

Career Center

Email: career@du.edu

Location: Burwell Center for Career

Achievement Phone: 303-871-2150

Website: <https://career.du.edu/>

CrimsonConnect

Email: christopher.miofsky@du.edu

Location: Community Commons, Suite

3200 Phone: 303-871-6810

Website: <http://crimsonconnect.du.edu>

Financial Aid

Email: finaid@du.edu

Location: University Hall,

255 Phone: 303-871-4020

Website: <https://www.du.edu/admission-aid/financial-aid>

Gender Violence Prevention & Education

Email: info@hcc.du.edu

Location: Community Commons, Suite 3200

Phone: 303-871-2205 or 911 if there is an emergency

Website: <https://studentaffairs.du.edu/health-counseling-center/promoting-health-wellbeing/gender-violence-prevention-education>

Health & Counseling Center

Email: info@hcc.du.edu

Location: 2240 E. Buchtel Blvd, Suite 3N (inside the Ritchie Center)

Phone: 303-871-2205 or 911 if there is an emergency

Website: <https://studentaffairs.du.edu/health-counseling-center>

Health Promotions

Email: info@hcc.du.edu

Location: Community Commons, Suite 3200

Phone: 303-871-2205

Website: <https://studentaffairs.du.edu/health-counseling-center/promoting-health-wellbeing>

Housing and Residence

Education General

Housing

Email: housing@du.edu

Location: Dimond Family Residential Village (DFRV), Suite

P112 Phone: 303-871-2246

Website: <https://studentaffairs.du.edu/housing>

FSL Housing

Email: Jeremy.wu@du.edu

Location: Dimond Family Residential Village (DFRV), Suite

P112 Phone: 303-871-2246

Website: <https://studentaffairs.du.edu/housing>

Library

Email: *Please see website for direct contact information*
Location: Anderson Academic Commons
Phone: *Please see website for direct contact information*
Website: <https://library.du.edu/>

Student Employment

Email: career@du.edu
Location: Burwell Center for Career Achievement
Phone: 303-871-2150
Website: <https://career.du.edu/channels/student-employment/>

Student Engagement & FSL

Email: studentengagement@du.edu
Location: Community Commons, Suite 3200
Phone: 303.871.6810
Website: <https://studentaffairs.du.edu/stay-involved>

Student Outreach & Support (SOS) – This is NOT for emergencies

Email: sos@du.edu
Location: Community Commons, Suite 3100
Phone: *Please see website for specific contact information*
Website: <https://studentaffairs.du.edu/student-outreach-support>
Links to make referrals are at the above website.

Student Rights and Responsibilities (SRR)

Email: srr@du.edu
Location: Community Commons, Suite 3001
Phone: 303-871-5724
Website: <https://studentaffairs.du.edu/student-rights-responsibilities>