Council for the Advancement of Standards in Higher Education

Fraternity & Sorority Life
Final Report

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CAS Program Review and Self-Assessment
Final Report
Fraternity and Sorority Advising Programs
Executive Summary of Review Process

During the months of October, 2015 through December, 2015, a review team met to conduct a self-study using the *Fraternity and Sorority Advising Programs Self-Assessment* developed by the Council for the Advancement of Standards in Higher Education (CAS) organization. The CAS self-assessment guide (SAG) was chosen by Dean of Students and Associate Vice President David Tuttle as the tool to assess the departments within Student Life. The SAG consists of standards and guidelines used to evaluate the strengths and deficiencies of Advising Programs and to plan for improvement opportunities within the Trinity Student Life community.

Jeremy Allen, Coordinator of Fraternity and Sorority Life, collected information and data regarding the goals, programs, services, policies and procedures to be evaluated for the Trinity University Fraternity and Sorority Advising Program (FSAP) CAS assessment process. The CAS Standards and Guidelines consist of twelve Parts used for the review of Fraternity & Sorority Programs:

- Part 1: Mission
- Part 2: Program
- Part 3: Organization and Leadership
- Part 4: Human Resources
- Part 5: Ethics
- Part 6: Law, Policy and Governance
- Part 7: Diversity, Equity, and Access
- Part 8: Institutional and External Relations
- Part 9: Financial Resources
- Part 10: Technology
- Part 11: Facilities and Equipment
- Part 12: Assessment and Evaluation

The review team for Student Conduct Programs consisted of 7 members. Members were recommended by the Student Involvement office.

- Jeremy Allen, Coordinator, Fraternity & Sorority Life
- Jamie Thompson, Director, Student Involvement
- Jennifer Henderson, Faculty, Communications
- Laura Kalb, Alumna, Zeta Chi sorority
- Krista Bennett, Fraternity & Sorority Life, University of Washington
- Jacob Coker, Student, Bengal Lancers fraternity
- Lyndsey Aguilar, Residential Life Coordinator

All team members were given training for the CAS review and then supplied with individual notebooks consisting of the following:


Data was gathered each week by Coordinator for Fraternity and Sorority Life, Jeremy Allen, for each section. Director Jamie Thompson assisted with evidence gathering. Links to the evidence gathered and the appropriate SAG criterion were emailed the week prior to in-person meeting times, and the Committee was asked to independently assign a rating to each of the criterion, as well as to provide overall comments regarding strengths and weaknesses, at least 24 hours prior to meetings.
During the in-person meetings, the CAS Committee team organized discussion around pre-identified rating discrepancies, open-ended questions as evidenced at the end of each section, and any other issues the Committee felt needed further discussion. Strengths, opportunities for growth, and action steps were also identified at each meeting for each section.

The following rating scale was used during the assessment.

**CAS Raters Definitions**
- DNA - Does not apply
- IE – Insufficient Evidence/Unable to rate
- 0 – Does not meet
- 1 - Partially Met
- 2 - Meets
- 3 - Exceeds

**Summary of Initial Findings**

**Conclusions:**

The CAS Review Committee rated the Trinity University Fraternity and Sorority Advising Program in the fall of 2015. The conclusions that can be drawn from the review are the following:

1. All twelve functional areas reviewed were rated at or above a 2.4, which qualifies as “Meets” standards (2.0) under the CAS SAG framework. Additionally, four functional areas were rated above a 3.0, which qualifies as “Exceeds” standards under the rating framework.
2. The highest rated section (3.42) in the FSAP CAS Assessment was Section 3: Organization and Leadership. Overall this section illuminated the FSAP’s intentional work with student leaders and organizations to help develop goals and other “big picture” initiatives that add value to Trinity’s vibrant campus culture.
3. The lowest rated section (2.4) in the FSAP CAS Assessment was Section 7: Diversity, Equity, Access. The Committee identified that the FSAP needed to include more intentional and proactive measures to educate members about the importance of diversity initiatives on campus, as well as the importance of increasing diversity within the organizations themselves.
4. The Committee developed 43 action steps/suggestions for the FSAP to investigate.

**Meaningful limitations to completion of the program review:**

In some sections, the Committee lacked the evidence to adequately rate the CAS questions. This resulted either because evidence was difficult to articulate in a single document, or because the specific criteria did not apply to this community (national fraternities have housing, while Trinity’s community does not). In most cases, the TU FSAP followed best practices as demonstrated by the criteria provided. A particular challenge in relation to identifying and collecting documentation for certain criteria arose due to the limitation of professional resources. While certain universities possess fraternity & sorority offices with multiple professional employees, or a professional employee supported by a graduate assistant student, Trinity’s office is staffed by one Coordinator for Fraternity & Sorority Life. This limitation also will present challenges in the implementation of the Action Steps outlined below, as available time and resources will dictate the schedule for execution of these items.

**Summaries**

The following pages represent the Review Committee’s collective responses and serves as the initial report.

**Overall Section Average Scores**

**Section 1: Mission (2.99)**
Section 1: Mission

CAS Section 1 Purpose Summary
Each program and service in higher education must incorporate student learning and student development in its mission. The program and service must enhance overall educational experiences. The program and service must develop, record, disseminate, implement, and regularly review its mission and goals. Mission statements must be consistent with the mission and goals of the institution. The program and service must operate as an integral part of the institution’s overall mission.

Section 1 Committee Summary – Average rating (2.99)
The Committee discussed the appropriateness of implementing a functional-area mission statement for the Student Involvement office. Specific organizations could also incorporate their own specific mission, but one universal mission statement would help promote camaraderie and connection between the organizations. The members also discussed how the four community pillars—Scholarship, Service, Camaraderie, and Leadership—could be incorporated into such a mission statement.

Achievements
Achievements include the overall promotion of learning and development for students within the community, even absent the existence of a specific mission statement. The existence of community pillars provide a clear direction and framework of values for students and organizations. The “Olympian Standards” program serves to further each of these values by providing a roadmap for organizations to contribute efforts to each of these pillars.

Opportunities for Growth
The Committee identified several opportunities for growth in this section. First and foremost, the Fraternity and Sorority community could create and implement a meaningful mission statement for its organizations and members. Another suggestion raised is to collect information from each organization to determine how prevalent mission statements, or similar statements of purpose, are within organizational constitutions or other governing documents. Ultimately, the Fraternity and Sorority office might implement a community-wide mission, related to Student Involvement’s broader mission, in addition to ensuring that each organization has their own independent and specific mission internally. Potentially, the Fraternity and Sorority office might even dedicate a portion of the mission statement to address the relationship with community alumni.
One reviewer wondered if scholarship chairs and study hours should be a required part of the Standards program. The group discussed the possibility of a community-wide GPA to maintain active member status. Significant discussion was spent on the diversity criterion measures.

**Action Steps:**

1. Develop a mission statement within the framework of the Student Involvement office. Consider developing a charge/mission statement for alumni advisors. Review Greek Council mission statement to determine if it sufficiently includes student learning opportunities.
2. Promote further diversity in the community. This may include:
   a. The creation of a “Diversity Panel” or “Diversity Chair” within Greek Council.
   b. Modifying the Standards framework to include attendance at diversity/cultural events.
   c. Collecting information to analyze the community population demographics relative to the greater Trinity student body.
   d. Planning purposeful programming, possibly through collaboration with Trinity Diversity Connection or other relevant student organizations.
   e. Examining LGBT-inclusive and/or identifying an appropriate community-wide statement for inclusion.

**Section 2: Program**

**CAS Section 2 Purpose Summary**

The formal education of students consists of the curriculum and the co-curriculum, and must promote student learning and development that is purposeful and holistic. Programs and services must identify relevant and desirable student learning and development outcomes and provide programs and services that encourage the achievement of those outcomes. Relevant and desirable outcomes include: intellectual growth, effective communication, realistic self-appraisal, enhanced self-esteem, clarified values, career choices, leadership development, healthy behaviors, meaningful interpersonal relationships, independence, collaboration, social responsibility, satisfying and productive lifestyles, and appreciation of diversity, spiritual awareness, and achievement of personal and educational goals.

**Section 2 Committee Summary – Average rating (3.01).**

This is considered by the Committee to be one of the strongest sections of the review. Members noted the “promotion of learning and success strategies within Greek organizations,” as well as the “great intentional work with individual students” like Greek Council members and organizational presidents. The Committee discussed ways to involve a larger portion of the fraternity and sorority community in much of the existing programming, or finding new ways to involve currently unreached members.

**Achievements**

The Committee noted that the newly-developed “Olympian Standards” framework encompassed many aspects determined to be of importance in this section. The collection and communication of academic resources is noted as a strength. The Coordinator position roles, scholarship promotion and awareness, and reflection in programming of institutional goals and values were also highlighted as achievements.

**Opportunities for Growth**

The Committee noted the importance of building regular assessment into many facets of the program (for example, to assess the recruitment and orientation process). Members suggested The Sorority Body Project should be expanded to men, or a similar program should be made available. Advising services might be expanded to include more collaboration with the Student Success Center, Career Services, Experiential Learning, Health & Wellness, etc. Further accomplishments and participation in programming by fraternities can be encouraged so that population can catch up with that displayed by sororities. The Committee discussed additional ways to deliver programming and other leadership development information to the general community, and not just to Greek Council/organizational presidents.

**Action Steps:**

3. Enhance or build upon a program that promotes student learning and development outcomes that help prepare students for meaningful and productive lives. Specific ideas include a fraternity/sorority-specific “Game of Life” program, Lunch N’ Learn leadership development series, professional and career development programs with Career Services, and others.
4. Brainstorm more recognition opportunities for organizations and individuals. Ideas might include scholar of the month, Greek Man/Woman of the Year, a community-wide awards banquet, and other accomplishments to showcase. Further analyze graduation rates, honors received, grade trends, etc. and promote these statistics (work with Institutional Research) to highlight individual student success and persistence.

5. Consider the college male experience and programs that might fit naturally with programming for fraternities (The Men Project, perhaps).

6. Examine how content learned during the AFA fall conference and the AFLV spring conference might be infused back into the community. Ideas include hosting round table discussions, designating presentation time during Greek Council meetings, encouraging presidents and other organizational executive members to attend AFLV, attending other local/regional conferences, co-hosting a fraternity/sorority student leadership conference with area colleges, and more.

7. Create more opportunities to share information that might help members understand their responsibilities to the group and to the community: interactive notes and programming related to the Greek Council and President retreats made available to all general members, organizations share all meeting minutes with Coordinator for F/S Life and/or alumni advisors, and executive members check-in with Greek Council counterparts.

Section 3: Organization and Leadership

CAS Section 3 Purpose Summary
Effective and ethical leadership is essential to the success of all organizations. Institutions must appoint, position and empower leaders within the administrative structure to accomplish stated missions. Leaders at various levels must be selected on the basis of formal education and training, relevant work experience, personal skills and competencies, relevant professional credentials, as well as potential for promoting learning and development in students, applying effective practices to educational processes, and enhancing institutional effectiveness. Institutions must determine expectations of accountability for leaders and fairly assess their performance. Leaders of programs and services must exercise authority over resources for which they are responsible to achieve their respective missions. Guided by an overarching intent to ensure student learning and development, programs and services must be structured purposefully and managed effectively to achieve stated goals. Evidence of appropriate structure must include current and accessible policies and procedures, written performance expectations for all employees, functional workflow graphics or organizational charts, and clearly stated service delivery expectations. Evidence of effective management must include use of comprehensive and accurate information for decisions, clear sources and channels of authority, effective communication practices, decision-making and conflict resolution procedures, responsiveness to changing conditions, accountability and evaluation systems, and recognition and reward processes. Programs and services must provide channels within the organization for regular review of administrative policies and procedures.

Section 3 Committee Summary – Average rating (3.42)
There are currently many processes in place to encourage and develop student and organizational leadership and growth. Jamie Thompson noted “We have great processes in place…that really speak to how intentional we are about managing risk and looking out for student and organizational health.”

Achievements
The CAS Committee noted the existence of numerous policies, procedures, and programs being delivered, as well as the multiple media forms utilized to deliver such content. The Committee noted the usefulness of the community-wide social media presence and strategic planning. The Committee appreciated the accountability and judiciary processes in place at the Greek Council level. Other specific programs mentioned as positives were the Risk Management and beach planning protocols, the orientation calendar S.W.O.T., Greek 201 PowerPoint details, strategic planning documents, goal-setting mechanisms, and Greek Council meeting agendas. The Committee felt we were strong in this area by doing a “good job promoting Greek growth without bias toward any particular organization.”

Opportunities for Growth
One opportunity for growth noted would be to develop and continuously improve programs and services in response to the changing needs of students served and evolving institutional priorities. The Committee also
noted a desire to observe how technology is being infused in the delivery of certain content, which potentially might become prioritized in the years ahead. Educating employees and Greek Council students more about the codes and laws relevant to programs and services (hazing, alcohol, etc.) might be helpful and impactful. Potentially create a centralized document or handbook with the goals of Greek Council, in addition to those of every organization, listed and available for members and advisors.

Action Steps:

8. Develop a Greek Council organizational flow chart that indicates partnerships/relationships with individual chapter positions.
9. Include brief Greek Council position descriptions in the brochure that is distributed to all FY students.
10. Amend Greek Council governing document to explicitly state that it supports the autonomous governance of each organization.
11. Embed annual goal-setting for Greek Council and presidents during fall and/or spring retreats prior to the beginning of the academic year/semester.
12. Use student feedback to design content for Leadership n’ Lunch series (this can address “changing needs of students”).
13. Review the AUP/event notification process in order to reflect changing campus policies regarding off-campus events, creating an environment that is proactively educating students while reflecting nationwide best practices.
14. Include a calendar of events in the Fraternity & Sorority Life web page (work with Marketing & Communications to pull directly from T-Space).

**Section 4: Human Resources**

**CAS Section 4 Purpose Summary**
The program and service must be staffed adequately by individuals qualified to accomplish its mission and goals. Within established guidelines of the institution, programs and services must establish procedures for staff selection, training, and evaluation; set expectations for supervision, and provide appropriate professional development opportunities. The program and service must strive to improve the professional competence and skills of all personnel it employs. Professional staff members must hold an earned graduate degree in a field relevant to the position they hold or must possess an appropriate combination of educational credentials and related work experience. Student employees and volunteers must be carefully selected, trained, supervised, and evaluated. They must be trained on how and when to refer those in need of assistance to qualified staff members and have access to a supervisor for assistance in making these judgments. Student employees and volunteers must be provided clear and precise job descriptions, pre-service training based on assessed needs, and continuing staff development.

**Section 4 Committee Summary – Average rating (2.81)**
Overall, the Committee noted strong policies and procedures in place to staff the Fraternity and Sorority office adequately and effectively. The Committee noted how additional resources and/or staff members would help the office provide greater depth in supporting students and organizations.

**Achievements**
The Committee noted significant infrastructure in place for staff members to ensure proper Human Resources issues are being addressed. Specifically, one Committee member noted the strength of the professional development opportunities available for the Coordinator for Fraternity and Sorority Life.

**Opportunities for Growth**
The Committee identified the potential benefit of having an assistant director, additional staff members, or graduate students to help support the work of the Fraternity and Sorority Life office. With approximately 25% of campus involved in Fraternity and Sorority Life, over 600 students, 13 organizations, and Greek Council all are within the purview of the Coordinator. In regards to FTE, Student Involvement could also review and potentially do more to encourage applications from underrepresented groups when staffing vacancies arise.

**Action Steps:**
15. Create a contract for Greek Council student leaders to better illustrate expectations for supervision and performance, to select/train Greek Council members, and to provide a clear job description and opportunities for continuing development.


17. Develop Subject Matter Expert (SME) list of contact information for resources across campus in relation to educating students on how and when to refer those in need of additional assistance to qualified staff members.

18. Create a separate break-out session during Student Organization Training for fraternity and sorority officers to better provide specific training on institutional policies pertaining to functions/activities in which they engage (i.e., alcohol awareness training).

19. Add FERPA to New Employee training checklist to ensure staff members are handling sensitive GPA information correctly. Confirm with the Registrar appropriate record retention regarding GPA records.

20. Ask for access list for our shared drive and request notice of compliance on an annual basis from ITS to ensure consistency with policies related to use of technology to store/access student records and institutional data.

Section 5: Ethics

CAS Section 5 Purpose Summary
All persons involved in the delivery of programs and services must adhere to the highest principles of ethical behavior. Programs and services must develop or adopt and implement appropriate statements of ethical practice. Programs and services must publish these statements and ensure their periodic review by relevant constituencies. Staff members must ensure that privacy and confidentiality are maintained with respect to all communications and records to the extent that such records are protected under the law and appropriate statements of ethical practice. Information contained in students’ education records must not be disclosed without written consent except as allowed by relevant laws and institutional policies. Staff members must disclose to appropriate authorities information judged to be of an emergency nature, especially when the safety of the individual or others is involved, or when otherwise required by institutional policy or relevant law. All staff members must be aware of and comply with the provisions contained in the institution’s human subject’s research policy and in other relevant institutional policies addressing ethical practices and confidentiality of research data concerning individuals.

Section 5 Committee Summary – Average rating (2.41)
Overall, the Committee noted that there is currently a lack of ethical statements in the Fraternity and Sorority office—both for the Coordinator and for student leaders and organizations. With regard to the Student Affairs ethics documents, these policies exist and do apply for Trinity University Student Life, but the FSAP can do a better job making this connection more clear and the utilization more effective.

Achievements
Awareness of the AFA ethics statement and how it could drive the FSAP approach to adopting a similar approach is useful. Some coverage of these issues on an institutional level exists during new employee orientation and training.

Opportunities for Growth
The FSAP should adopt specific statements and standards regarding ethics, both from a community-wide standpoint as well as encouragement of specific organizational statements. Such statements could especially address the fraternity and sorority orientation/bid process. Ethics training could be more explicit and focused for staff members, and student leaders might even benefit from such exposure.

Action Steps:
21. Add Ethical Statement to Greek Council Calendar Policy and modify the document to include Trinity University and Division of Student Life.
22. Add foot note on web pages with data (e.g. GPA) to indicate source (Registrar’s Office).
23. Consider embedding a “fair treatment” statement for PNMs in the Greek Council governing documents.
24. Include Ethical Statement in SI New Employee Orientation.
25. Publish Ethical Statement on web page.
Section 6: Law, Policy, Governance

CAS Section 6 Purpose Summary
Staff members must be knowledgeable about and responsive to laws and regulations that relate to their respective responsibilities. Staff members must inform users of programs and services and officials, as appropriate, of legal obligations and limitations including constitutional, statutory, regulatory, and case law; mandatory laws and orders emanating from federal, state/provincial and local governments; and the institution’s policies. Staff members must use reasonable and informed practices to limit the liability exposure of the institution, its officers, employees, and agents. Staff members must be informed about institutional policies regarding personal liability and related insurance coverage options. The institution must provide access to legal advice for staff members as needed to carry out assigned responsibilities. The institution must inform staff and students in a timely and systematic fashion about extraordinary or changing legal obligations and potential liabilities.

Section 6 Committee Summary – Average rating (2.8)
The Committee understood the University’s approach of regularly updating their faculty and staff on any legal policy/governance concerns, and students are receiving information about legal issues pertaining to their roles. However, alumni and faculty advisors specifically could be provided more thorough information about their roles, responsibilities, and obligations from a law and policy standpoint.

Achievements
The CAS Committee believed the FSAP to have a “great handle” on issues of law, policy, and governance. Overall, the Committee considered the policies to be accessible, clear, and, ultimately, a “strength” (especially in relation to the new member orientation process).

Opportunities for Growth
One opportunity for growth is to ensure that compliance exists not just for students, but also for Student Involvement staff and other appropriate university staff. Student Involvement can potentially review the costs and benefits associated with incorporating contracts for student positions (including paid positions), which may require updated legal language. Compliance letters can also be collected from the offices of ITS, FSC, the library, etc. Developing additional resources for alumni advisors to understand their legal obligations of reporting cases of sexual assault, hazing, and more has been discussed and is in progress.

Action Steps:
26. Student Involvement has recently developed an internal, ad-hoc compliance team that is reviewing compliance processes and confirmation of compliance in many areas (e.g. collecting letters of compliance from departments such as ITS, FSC, the library, etc.) to ensure compliance with laws, regulations, and policies that relate to respective responsibilities. (Regular/annual review)
27. Create systems and procedures to disseminate timely and accurate information to relevant members of the community. Develop a call tree and/or Group Me text list for emergency situations (include organizational presidents and Greek Council). Review emergency situations each semester at a Greek Council general meeting.

Section 7: Diversity, Equity, Access

CAS Section 7 Purpose Summary
Staff members must ensure that services and programs are provided on a fair and equitable basis. Facilities, programs, and services must be accessible. Hours of operation and delivery of and access to programs and services must be responsive to the needs of all students and other constituents. Each program and service must adhere to the spirit and intent of equal opportunity laws. Programs and services must be open and readily accessible to all students and must not discriminate except where sanctioned by law and institutional policy. Discrimination must be avoided on the bases of age; color; creed; cultural heritage; disability; ethnicity; gender identity; nationality; political affiliation; religious affiliation; sex; sexual orientation; or social, economic, marital, or veteran status.

Section 7 Committee Summary – Average rating (2.4)
Ultimately the FSAP, and even the office of Student Involvement more broadly, has no specific strategic plan in relation to diversity, equity, or access initiatives. The Committee noted limited evidence in this section, as
Student Life primarily has elected to utilize the Trinity Tomorrow strategic plan to guide work related to diversity initiatives.

**Achievements**
Multicultural training opportunities are currently provided to the Coordinator in a sufficient manner. Certain groups within the community have demonstrated an appreciation and proactive furthering of a diverse membership.

**Opportunities for Growth**
The Committee suggested providing students with more information about diversity events and opportunities on campus. The Committee also recommended a higher degree of celebration of diversity of among groups (promoted through recruitment of new members and communication of diversity existing within organizations). More FSAP-specific initiatives can be created separate from those provided by Student Involvement, Trinity Diversity Connection ("TDC"), and other campus-wide groups. Additional opportunities for multicultural training can be provided to fraternity and sorority organizations. Greek Council can partner with other student groups, like TDC, to co-host and promote collaborative events aimed at increasing awareness of diversity-related issues on campus. Areas of focus and specific content for programming can be determined to reach those areas of deficiency as determined by demographic and other data collected during the assessment period (as discussed previously in Action Step 2(c)).

**Action Steps:**
- 28. As organizations develop strategic plans each year, include a required component for diversity, equity, and access.
- 29. Embed diversity, equity, and access into the Standards Framework to incentivize organizations to further strive to emphasize this value.
- 30. Utilize Greek Council communications chair to build communication that promotes respect about commonalities/differences among people within their historical and cultural contexts (e.g. profiles of undergraduate students shared via social media).
- 31. Consider specific recruitment messages to FIGUS, McNair, and international students in the fall semester each year to ensure the opportunity is reaching a variety of student populations.

**Section 8: Internal and External Relations**

**CAS Section 8 Purpose Summary**
Programs and services must establish, maintain, and promote effective relations with relevant individuals, campus offices, and external agencies.

**Section 8 Committee Summary – Average rating (2.38)**
The Committee noted the extensive efforts of the FSAP to establish, maintain, and promote relations with appropriate constituents (alumni, Trinity community, active members, etc.). Groups have significant presence on social media and through alumni newsletters though which they share updates and photos regarding community service projects, upcoming events, member and alumni achievements, and more. The FSAP can utilize more cross-institutional resources (i.e. marketing, admissions) to help promote community events and “spotlight” alumni and organizations to the alumni, prospective students, etc.

**Achievements**
The FSAP community currently demonstrates effective and consistent use of social media, through both community-wide posts and updates as well as at an individual organizational level. Alumni and active student spotlights consistently are posted to highlight accomplishments of the community’s members. Individual organizations maintain websites and distribute alumni newsletters to help connect actives with alumni bases in order to keep the latter contingent interested and connected. The FSAP has adopted an established and detailed plan to communicate to alumni and students any pertinent information regarding upcoming investigations and/or the imposition of significant sanctions upon the organization.

**Opportunities for Growth**
The community can work to establish more meaningful partnerships with non-fraternity/sorority organizations and students on campus. FSAP can implement safeguards/policies to ensure equal communication for each active organization.
Action Steps:

32. Meet with Alumni Relations and University Communications to discuss including current events, alumni accomplishments, etc. in the Trinity Magazine and through various other official University outlets.
33. Begin reaching out to other campus USOs and RSOs to establish partnerships with Greek Council.

Section 9: Financial Resources

CAS Section 9 Purpose Summary
Programs and services must establish, maintain, and promote effective relations with relevant individuals, campus offices, and external agencies.

Section 9 Committee Summary – Average rating (3.0)
Members noted the FSAP followed and implanted policies consistent with those adopted by Student Involvement and other departments of the University (consistent with policies set forth by the FSC office).

Achievements
The Committee noted the FSAP’s detailed budget planning and accountability process as an accomplishment, as well as tracking of how funds are being utilized.

Opportunities for Growth
Committee members noted that “given the institutional and national spotlight on fraternities and sororities…some funding for the community should be provided by TU.” Specific opportunities for funding use include leadership development of students and advisor training.” Another member noted institutional protocols could be strengthened to make policies and procedures for tracking finances and spending more concise.

Action Steps:

34. Review Student Activity Fee funding allocations by assessing appropriateness of expense categories and reasonableness of amounts requested. Annually review protocols to ensure policies and procedures for tracking expenditures are aligned with University and Student Involvement best practices.

Section 10: Technology

CAS Section 10 Purpose Summary
Each program and service must have adequate and suitably located facilities, adequate technology, and equipment to support its mission and goals efficiently and effectively. Facilities, technology, and equipment must be evaluated regularly and be in compliance with relevant federal, state, provincial, and local requirements to provide for access, health, safety, and security.

Section 10 Committee Summary – Average rating (3.07)
With a 3.07 rating, Section 10 meets the criterion presented by Fraternity and Sorority Advising Programs. The board generally believed the FSAP utilizes the appropriate technology for staff, student leaders, and to deliver programming and content. One member noted that many examples demonstrated messaging to organizations and students regarding current events, upcoming programs, and general information sharing electronically, but perhaps more can be done to promote the “big picture” mission through technology.

Achievements
Through the evidence provided, the Committee noted the FSAP uses an efficient, well-kept, and secure system to organize hearings, students, and other information.

Opportunities for Growth
Committee members discussed the concept of “accessibility”, and discussed how the FSAP could ensure appropriate accessibility to students. Members also recommended an easier access link to an online version of the HAZE video (and other resources as necessary for recruitment, orientation, etc.) in order to provide on-demand access to such information.
Action Steps:
35. Student Accessibility Services (SAS) and FSAP will work together to identify needs in the space.
36. The FSAP can use technology to facilitate learning and development (intended outcomes) more completely and efficiently. This can include the development of simple learning outcomes that are assessed periodically via technology. The Student Organization Training risk management quiz via T-Learn is a sufficient example of this. Additional scenarios in which this can apply will also be considered. Formal evaluation through an Assessment Summary will be conducted to inform FSAP about measures of success related to identified learning outcomes.
37. FERPA policies will be reviewed with the assistance of the Registrar’s Office in regards to retaining GPA records.
38. In an attempt to prevent and limit cyber bullying, programs (online and other) and other resources including support services will be considered. A proposed referral system (Counseling Services, Residential Life, etc.) can be developed and be made available online.

Section 11: Facilities and Equipment

CAS Section 11 Purpose Summary
Each program and service must have adequate and suitably located facilities, adequate technology, and equipment to support its mission and goals efficiently and effectively. Facilities, technology, and equipment must be evaluated regularly and be in compliance with relevant federal, state, provincial, and local requirements to provide for access, health, safety, and security.

Section 11 Committee Summary – Average rating (2.58)
The Committee noted the sufficient availability of space and appropriate technology capabilities, such as computers, Wi-Fi, and printers. While acknowledging space is likely sufficient, some members noted more space would be beneficial to help facilitate student engagement and interaction, as well as more suitable space for private/sensitive conversations.

Achievements
Achievements include the physical accessibility of office as well as the basic security of files.

Opportunities for Growth
Committee members raised the issue that the current Coates University Room set-up may not lend itself to privacy. Some also questioned whether or not the room in use provided accessibility for all students in attendance and whether or not it could easily be noted on a campus map. Some committee members questioned whether or not space was appropriate for instances that required more privacy (i.e., judicial hearings).

Action Steps:
39. An annual check-in with TUPD and SAS will confirm an absence of concerns and/or presence of secure, safe, and accessible space. This will ensure that adequate facilities, technology and equipment are available.
40. The continued collaboration with SAS will ensure the space provided is listed on the campus map and accessible to those who need it.

Section 12: Assessment

CAS Section 12 Purpose Summary
Each program and service must provide evidence of its impact on the achievement of student learning and development outcomes.

Section 12 Committee Summary – Average rating (2.91)
Overall, the Committee noted that assessment is being done for certain programs or initiatives, but the FSAP can do more to identify and measure learning outcomes, as well as ensure that feedback is being implemented.
**Opportunities for Growth**
The Committee overall enjoyed the assessments, evaluations, and surveys that were provided as evidence in this section, but also questioned the “next steps” and follow-through for these evaluations and surveys. Some noted that there needed to be documentation to illustrate evaluations and surveys are in fact implemented and drive policy changes and/or FSAP functioning.

**Achievements**
Achievements include the consistency with which assessments have been used in relation to the Greek U student development program. In addition, at the staff level the Committee noted that performance recognition includes a quarterly and annual process, and that numerous opportunities for professional development in the area of assessment exist.

**Action Steps:**
41. All discussion sections for each Assessment Summary should demonstrate resulting changes from assessment efforts. This will ensure that the feedback provided has been more thoroughly analyzed.
42. Assessments throughout the year will be centered on specific initiatives within the fraternity/sorority community, such as involvement in recruitment, orientation, Greek Council leadership experiences, Greek U, and/or the spring AFLV leadership conference. An end-of-year summary could also provide data on student development and experiences throughout the academic year.
43. Alumni affinity to fraternity/sorority organizations demonstrates significant connections that are developed as a result of fraternity/sorority life. To this end, alumni data can be reviewed and its findings discussed. End-of-year assessment instruments provided to the fraternity/sorority alumni community could provide feedback related to this criterion measure.
CAS Recommendations – By Theme

Below is a list of recommendations from the FL2015 Fraternity and Sorority Advising Programs (FSAP) CAS Review, categorized by theme and including contemplated timeline and parties responsible for completion.

Assessment Recommendations

41. All discussion sections for each Assessment Summary should demonstrate resulting changes from assessment efforts. This will ensure that the feedback provided has been more thoroughly analyzed (Summer 2016; Jeremy Allen).

42. Assessments throughout the year will be centered on specific initiatives within the fraternity/sorority community, such as involvement in recruitment, orientation, Greek Council leadership experiences, Greek U, and/or the spring AFLV leadership conference. An end-of-year summary could also provide data on student development and experiences throughout the academic year (2016-2017 academic year; Jeremy Allen + Greek Council representatives).

43. Alumni affinity to fraternity/sorority organizations demonstrates significant connections that are developed as a result of fraternity/sorority life. To this end, alumni data can be reviewed and its findings discussed. End-of-year assessment instruments provided to the fraternity/sorority alumni community could provide feedback related to this criterion measure (2016-2017 academic year; Jeremy Allen).

Collaborative Recommendations

14. Include a calendar of events online (work with Marketing Communications to pull directly from T-Space) (Summer 2016; Jeremy Allen, Reann Esparza (GC) & Jeanna Balreira).

17. Develop Subject Matter Expert (SME) list of contact information for resources across campus in relation to educating students on how and when to refer those in need of additional assistance to qualified staff members (Summer 2016; Jeremy Allen).

32. Meet with Alumni Relations and University Communications to discuss including current events, alumni accomplishments, etc. in the Trinity Magazine and through various other official University outlets (Summer 2016; Jeremy Allen, Jeanna Balreira, Michelle Bartonico & Sharon Jones Schweitzer).

33. Begin reaching out to other campus USOs and RSOs to establish partnerships with Greek Council (SGA and TDC collaborations began Spring 2016; ongoing; Rebecca Prager & Jake Spitz).

35. Student Accessibility Services (SAS) and FSAP will work together to identify needs in the space (ongoing; Jeremy Allen & Jamie Thompson).

39. An annual check-in with TUPD and SAS will confirm an absence of concerns and/or presence of secure, safe, and accessible space. This will ensure that adequate facilities, technology and equipment are available (yearly; Jeremy Allen & Jamie Thompson).

40. The continued collaboration with SAS will ensure the space provided is listed on the campus map and accessible to those with accessibility needs (ongoing; Jeremy Allen & Jamie Thompson).

Communication Recommendations

23. Consider embedding a “fair treatment” statement for PNMs in the Greek Council governing documents (Fall 2016; Jeremy Allen).

25. Publish Ethical Statement on web page (Fall 2016; Jeremy Allen & Reann Esparza).
27. Create systems and procedures to disseminate timely and accurate information to relevant members of the community. Develop a call tree and/or Group Me text list for emergency situations (include organizational presidents and Greek Council). Review emergency situations each semester at a Greek Council general meeting (2016-2017 academic year; Jeremy Allen & students).

Diversity-Focused Recommendations

2. Promote further diversity in the community. This may include:
   i. The creation of a “Diversity Panel” or “Diversity Chair” within Greek Council (Spring 2018; Jeremy Allen & Greek Council).
   ii. Modifying the Standards framework to include attendance at diversity/cultural events (Completed Spring 2016; Jeremy Allen & Sara Vivatson (GC)).
   iii. Collecting information to analyze the community population demographics relative to the greater Trinity student body (2016-2017 academic year; Jeremy Allen & Reann Esparza).
   iv. Planning purposeful programming, possibly through collaboration with Trinity Diversity Connection or other relevant student organizations (began Spring 2016; ongoing; Jeremy Allen, Rebecca Prager & Jake Spitz).

28. As organizations develop strategic plans each year, include a required component for diversity, equity, and access (2016-2017 academic year; Jeremy Allen).

29. Embed diversity, equity, and access into the Standards Framework to incentivize organizations to further strive to emphasize this value (began Spring 2016; expand yearly; Jeremy Allen & Sara Vivatson).

30. Utilize Greek Council communications chair to build communication that promotes respect about commonalities/differences among people within their historical and cultural contexts (e.g. profiles of undergraduate students shared via social media) (2016-2017 academic year; Jeremy Allen & Reann Esparza).

31. Consider specific recruitment messages to FIGUS, McNair, and international students in the fall semester each year to ensure the opportunity is reaching a variety of student populations (Fall 2016; ongoing; Jeremy Allen, Yvette Pena & Ben Blanke).

Leadership Development Recommendations

1. Develop a mission statement within the framework of the Student Involvement office. Consider developing a charge/mission statement for alumni advisors. Review Greek Council mission statement to determine if it sufficiently includes student learning opportunities (Summer 2017; Jamie Thompson).

3. Enhance or build upon a program that promotes student learning and development outcomes that help prepare students for meaningful and productive lives. Specific ideas include a fraternity/sorority-specific “Game of Life” program, Lunch N’ Learn leadership development series, professional and career development programs with Career Services, and others (Leadership n’ Lunch began Spring 2016; ongoing; Jeremy Allen & Greek Council in collaboration with other TU offices/groups).

4. Brainstorm more recognition opportunities for organizations and individuals. Ideas might include scholar of the month, Greek Man/Woman of the Year, a community-wide awards banquet, other awards to showcase. Further analyze graduation rates, honors received, grade trends, etc. and promote these statistics (work with Institutional Research) to highlight individual student success and persistence (recognition banquet: Spring 2017; ongoing; Jeremy Allen & Greek Council sub-committee).
5. Consider the college male experience and programs that might fit naturally with programming for fraternities (i.e. The Men Project) (The Men Project is ongoing; Jeremy Allen & Jamie Thompson).

6. Examine how content learned during the AFA fall conference and the AFLV spring conference might become infused back into the community. Ideas include hosting round table discussions, allowing for presentations at Greek Council meetings, attending other local/regional conferences, co-hosting a student leadership conference with area colleges, and more (AFLV shared via Greek Council Spring 2016; expand for 2016-2017; Jeremy Allen & Greek Council).

7. Create more opportunities to share information that might help members understand their responsibilities to the group and to the community: interactive notes and programming related to the Greek Council and President retreats made available to all general members, organizations share all meeting minutes with Coordinator for F/S Life and/or alumni advisors, and executive members check-in with Greek Council counterparts (minutes shared with alumni and Greek Council check-ins began Spring 2016; sharing retreat information in Fall 2016; Jeremy Allen, Greek Council & organization presidents).

8. Develop a Greek Council organizational flow chart that indicates partnerships/relationships with chapter positions (Summer 2016; Jeremy Allen).

9. Include brief Greek Council position descriptions in brochure that goes to all FY students (Summer 2016; Jeremy Allen).

10. Amend Greek Council governing document to explicitly state that it supports the autonomous governance of each organization (2016-2017 academic year; Jeremy Allen, Greek Council & organization presidents).

11. Embed annual goal setting for Greek Council and presidents at training in January each year (2016-2017 academic year; Jeremy Allen & Greek Council).

12. Use student feedback to design content for Leadership n’ Lunch series (this can address “changing needs of students”) (2016-2017 academic year; Jeremy Allen & Greek Council with student input).

13. Review the AUP/event notification process in order to reflect changing campus policies regarding off-campus events, creating an environment that is proactively educating students while reflecting nationwide best practices (Summer 2016; Jeremy Allen & Jake Spitz).

15. Create a contract for Greek Council student leaders to better illustrate expectations for supervision and performance, to select/train Greek Council members, and to provide a clear job description and opportunities for continuing development (Spring 2017; Jeremy Allen & Greek Council).

16. Review staff handbook for promotion policy/statement (Summer 2016; Jamie Thompson).

19. Add FERPA to New Employee training checklist to ensure staff members are handling sensitive GPA information correctly. Confirm with the Registrar appropriate record retention regarding GPA records (Summer 2016; Jamie Thompson).

21. Add Ethical Statement to Greek Council Calendar Policy and modify the document to include Trinity University and Division of Student Life (Summer 2017; Jeremy Allen).
24. Include Ethical Statement in SI New Employee Orientation (Summer 2016; Jamie Thompson).

26. Student Involvement has recently developed an internal, ad-hoc compliance team that is reviewing compliance processes and confirmation of compliance in many areas (e.g. collecting letters of compliance from departments such as ITS, FSC, the library, etc.) to ensure compliance with laws, regulations, and policies that relate to respective responsibilities (Summer 2016; Jamie Thompson).

**Technological & Logistical Recommendations**

20. Ask for access list for our shared drive and request notice of compliance on an annual basis from ITS to ensure consistency with policies related to use of technology to store/access student records and institutional data (yearly, Spring; Jeremy Allen).

22. Add foot note on web pages with data (e.g. GPA) to indicate source (Registrar’s Office) (Summer 2016; Jeremy Allen & Reann Esparza).

34. Review Student Activity Fee funding allocations by assessing appropriateness of expense categories and reasonableness of amounts requested. Annually review protocols to ensure policies and procedures for tracking expenditures are aligned with University and Student Involvement best practices (yearly; Jeremy Allen & Greek Council Treasurer).

36. The FSAP can use technology to facilitate learning and development (intended outcomes) more completely and efficiently. This can include the development of simple learning outcomes that are assessed periodically via technology. The Student Organization Training risk management quiz via T-Learn is a sufficient example of this. Additional scenarios in which this can apply will also be considered. Formal evaluation through an Assessment Summary will be conducted to inform FSAP about measures of success related to identified learning outcomes (2017-2018 academic year; Jeremy Allen & Jamie Thompson).

37. FERPA policies will be reviewed with the assistance of the Registrar’s Office in regards to retaining GPA records (Summer 2016; Jeremy Allen & Jamie Thompson).

38. In an attempt to prevent and limit cyber bullying, programs (online and other) and other resources including support services will be considered. A proposed referral system (Counseling Services, Residential Life, etc.) can be developed (Summer 2016; Jeremy Allen with collaboration).
CAS Recommendations – A Timeline

Below represents a good-faith estimation for the implementation of recommendations from the FL2015 Fraternity and Sorority Advising Programs (FSAP) CAS Review, sorted chronologically, along with parties responsible for implementation.

Completed, or Partially-Completed

2. Promote further diversity in the community. This may include:
   ii. Modifying the Standards framework to include attendance at diversity/cultural events (Completed Spring 2016; Jeremy Allen & Sara Vivatson (GC)).
   iv. Planning purposeful programming, possibly through collaboration with Trinity Diversity Connection or other relevant student organizations (began Spring 2016; ongoing; Jeremy Allen, Rebecca Prager & Jake Spitz).

3. Enhance or build upon a program that promotes student learning and development outcomes that help prepare students for meaningful and productive lives. Specific ideas include a fraternity/sorority-specific “Game of Life” program, Lunch N’ Learn leadership development series, professional and career development programs with Career Services, and others (Leadership n’ Lunch began Spring 2016; ongoing; Jeremy Allen & Greek Council in collaboration with other TU offices/groups).

6. Examine how content learned during the AFA fall conference and the AFLV spring conference might become infused back into the community. Ideas include hosting round table discussions, allowing for presentations at Greek Council meetings, attending other local/regional conferences, co-hosting a student leadership conference with area colleges, and more (AFLV shared via Greek Council Spring 2016; expand for 2016-2017; Jeremy Allen & Greek Council).

7. Create more opportunities to share information that might help members understand their responsibilities to the group and to the community: interactive notes and programming related to the Greek Council and President retreats made available to all general members, organizations share all meeting minutes with Coordinator for F/S Life and/or alumni advisors, and executive members check-in with Greek Council counterparts (minutes shared with alumni and Greek Council check-ins began Spring 2016; sharing retreat information in Fall 2016; Jeremy Allen, Greek Council & organization presidents).

29. Embed diversity, equity, and access into the Standards Framework to incentivize organizations to further strive to emphasize this value (began Spring 2016; expand yearly; Jeremy Allen & Sara Vivatson).

33. Begin reaching out to other campus USOs and RSOs to establish partnerships with Greek Council (SGA and TDC collaborations began Spring 2016; ongoing; Rebecca Prager & Jake Spitz).

Summer 2016

8. Develop a Greek Council organizational flow chart that indicates partnerships/relationships with chapter positions (Summer 2016; Jeremy Allen).

9. Include brief Greek Council position descriptions in brochure that goes to all FY students (Summer 2016; Jeremy Allen).

13. Review the AUP/event notification process in order to reflect changing campus policies regarding off-campus events, creating an environment that is proactively educating students while reflecting nationwide best practices (Summer 2016; Jeremy Allen & Jake Spitz).

14. Include a calendar of events online (work with Marketing Communications to pull directly from T-Space) (Summer 2016; Jeremy Allen, Reann Esparza (GC) & Jeanna Balreira).
16. Review staff handbook for promotion policy/statement (Summer 2016; Jamie Thompson).

17. Develop Subject Matter Expert (SME) list of contact information for resources across campus in relation to educating students on how and when to refer those in need of additional assistance to qualified staff members (Summer 2016; Jeremy Allen).

19. Add FERPA to New Employee training checklist to ensure staff members are handling sensitive GPA information correctly. Confirm with the Registrar appropriate record retention regarding GPA records (Summer 2016; Jamie Thompson).

22. Add foot note on web pages with data (e.g. GPA) to indicate source (Registrar’s Office) (Summer 2016; Jeremy Allen & Reann Esparza).

24. Include Ethical Statement in SI New Employee Orientation (Summer 2016; Jamie Thompson).

26. Student Involvement has recently developed an internal, ad-hoc compliance team that is reviewing compliance processes and confirmation of compliance in many areas (e.g. collecting letters of compliance from departments such as ITS, FSC, the library, etc.) to ensure compliance with laws, regulations, and policies that relate to respective responsibilities (Summer 2016; Jamie Thompson).

32. Meet with Alumni Relations and University Communications to discuss including current events, alumni accomplishments, etc. in the Trinity Magazine and through various other official University outlets (Summer 2016; Jeremy Allen, Jeanna Balreira, Michelle Bartonico & Sharon Jones Schweitzer).

37. FERPA policies will be reviewed with the assistance of the Registrar’s Office in regards to retaining GPA records (Summer 2016; Jeremy Allen & Jamie Thompson).

38. In an attempt to prevent and limit cyber bullying, programs (online and other) and other resources including support services will be considered. A proposed referral system (Counseling Services, Residential Life, etc.) can be developed (Summer 2016; Jeremy Allen with collaboration).

41. All discussion sections for each Assessment Summary should demonstrate resulting changes from assessment efforts. This will ensure that the feedback provided has been more thoroughly analyzed (Summer 2016; Jeremy Allen).

**Fall 2016**

23. Consider embedding a “fair treatment” statement for PNMs in the Greek Council governing documents (Fall 2016; Jeremy Allen).

25. Publish Ethical Statement on web page (Fall 2016; Jeremy Allen & Reann Esparza).

31. Consider specific recruitment messages to FIGUS, McNair, and international students in the fall semester each year to ensure the opportunity is reaching a variety of student populations (Fall 2016; ongoing; Jeremy Allen, Yvette Pena & Ben Blanke).

**2016-2017 Academic Year**

2. Promote further diversity in the community. This may include:
   iii. Collecting information to analyze the community population demographics relative to the greater Trinity student body (2016-2017 academic year; Jeremy Allen & Reann Esparza).
4. Brainstorm more recognition opportunities for organizations and individuals. Ideas might include scholar of the month, Greek Man/Woman of the Year, a community-wide awards banquet, other awards to showcase. Further analyze graduation rates, honors received, grade trends, etc. and promote these statistics (work with Institutional Research) to highlight individual student success and persistence (recognition banquet: Spring 2017; ongoing; Jeremy Allen & Greek Council sub-committee).

10. Amend Greek Council governing document to explicitly state that it supports the autonomous governance of each organization (2016-2017 academic year; Jeremy Allen, Greek Council & organization presidents).

11. Embed annual goal setting for Greek Council and presidents at training in January each year (2016-2017 academic year; Jeremy Allen & Greek Council).

12. Use student feedback to design content for Leadership n’ Lunch series (this can address “changing needs of students”) (2016-2017 academic year; Jeremy Allen & Greek Council with student input).

15. Create a contract for Greek Council student leaders to better illustrate expectations for supervision and performance, to select/train Greek Council members, and to provide a clear job description and opportunities for continuing development (Spring 2017; Jeremy Allen & Greek Council).

18. Create a separate break-out session during Student Organization Training for fraternity and sorority officers to better provide specific training on institutional policies pertaining to functions/activities in which they engage (i.e., alcohol awareness training) (2016-2017 academic year; Jeremy Allen & Greek Council).

27. Create systems and procedures to disseminate timely and accurate information to relevant members of the community. Develop a call tree and/or Group Me text list for emergency situations (include organizational presidents and Greek Council). Review emergency situations each semester at a Greek Council general meeting (2016-2017 academic year; Jeremy Allen & students).

28. As organizations develop strategic plans each year, include a required component for diversity, equity, and access (2016-2017 academic year; Jeremy Allen).

30. Utilize Greek Council communications chair to build communication that promotes respect about commonalities/differences among people within their historical and cultural contexts (e.g. profiles of undergraduate students shared via social media) (2016-2017 academic year; Jeremy Allen & Reann Esparza).

42. Assessments throughout the year will be centered on specific initiatives within the fraternity/sorority community, such as involvement in recruitment, orientation, Greek Council leadership experiences, Greek U, and/or the spring AFLV leadership conference. An end-of-year summary could also provide data on student development and experiences throughout the academic year (2016-2017 academic year; Jeremy Allen & Greek Council representatives).

43. Alumni affinity to fraternity/sorority organizations demonstrates significant connections that are developed as a result of fraternity/sorority life. To this end, alumni data can be reviewed and its findings discussed. End-of-year assessment instruments provided to the fraternity/sorority alumni community could provide feedback related to this criterion measure (2016-2017 academic year; Jeremy Allen).

**Summer 2017**

1. Develop a mission statement within the framework of the Student Involvement office. Consider developing a charge/mission statement for alumni advisors. Review Greek Council mission statement to determine if it sufficiently includes student learning opportunities (Summer 2017; Jamie Thompson).
21. Add Ethical Statement to Greek Council Calendar Policy and modify the document to include Trinity University and Division of Student Life (Summer 2017; Jeremy Allen).

2017-2018 Academic Year

2. Promote further diversity in the community. This may include:
   i. The creation of a “Diversity Panel” or “Diversity Chair” within Greek Council (Spring 2018; Jeremy Allen & Greek Council).

36. The FSAP can use technology to facilitate learning and development (intended outcomes) more completely and efficiently. This can include the development of simple learning outcomes that are assessed periodically via technology. The Student Organization Training risk management quiz via T-Learn is a sufficient example of this. Additional scenarios in which this can apply will also be considered. Formal evaluation through an Assessment Summary will be conducted to inform FSAP about measures of success related to identified learning outcomes (2017-2018 academic year; Jeremy Allen & Jamie Thompson).

Yearly/Ongoing

5. Consider the college male experience and programs that might fit naturally with programming for fraternities (i.e. The Men Project) (The Men Project is ongoing; Jeremy Allen & Jamie Thompson).

20. Ask for access list for our shared drive and request notice of compliance on an annual basis from ITS to ensure consistency with policies related to use of technology to store/access student records and institutional data (yearly, Spring; Jeremy Allen).

34. Review Student Activity Fee funding allocations by assessing appropriateness of expense categories and reasonableness of amounts requested. Annually review protocols to ensure policies and procedures for tracking expenditures are aligned with University and Student Involvement best practices (yearly; Jeremy Allen & Greek Council Treasurer).

35. Student Accessibility Services (SAS) and FSAP will work together to identify needs in the space (ongoing; Jeremy Allen & Jamie Thompson).

39. An annual check-in with TUPD and SAS will confirm an absence of concerns and/or presence of secure, safe, and accessible space. This will ensure that adequate facilities, technology and equipment are available (yearly; Jeremy Allen & Jamie Thompson).

40. The continued collaboration with SAS will ensure the space provided is listed on the campus map and accessible to those with accessibility needs (ongoing; Jeremy Allen & Jamie Thompson).