

SEPTEMBER 2021

RECOMMENDATIONS FOR EXCELLENCE IN
FRATERNITY AND SORORITY LIFE

 **NASPA**[®]
Student Affairs Administrators
in Higher Education

 Association of
Fraternity/Sorority
Advisors

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Executive Summary

For more than 20 years, NASPA has convened important discussions among fraternity and sorority life (FSL) stakeholders including fraternity and sorority professionals (FSPs), vice presidents for student affairs (VPSAs) and other senior student affairs officers (SSAOs), inter/national organizational leaders, umbrella organizations, and professional associations. More recently, stakeholders gathered in January 2019 at The Ohio State University for the Fraternity and Sorority Life Leadership Convening. Building on that meeting and previous discussions, a group of college and university professionals, staff and volunteers from inter/national fraternity and sorority organizations, and members of higher education associations met in November 2019 at the University of Houston Fraternity and Sorority Life Summit to discuss the future of FSL on college and university campuses. The Houston meeting, coordinated by NASPA–Student Affairs Administrators in Higher Education, also involved the Association of Fraternity/Sorority Advisors (AFA), the Fraternity Executives Association (FEA), and Association of Student Conduct Administrators (ASCA). The meeting was also attended by VPSAs, deans, and campus-based professionals who work in fraternity and sorority life offices as primary advisors along with executives from fraternity and sorority headquarters, and volunteers from fraternities and sororities.

Following the meeting, task groups were formed to begin the process of developing recommendations on the most pressing issues facing fraternity and sorority life. While many concerns were identified and

discussed, an initial priority set of issues was selected and assigned to both NASPA- and AFA-led working groups.

This executive summary highlights the major recommendations of each working group. The full set of recommendations is intended to act as a guide for creating policies and procedures that can be tailored to the specific needs of colleges and universities and inter/national organizations to support the success of the sorority and fraternity experience—recognizing their distinct membership experiences, unique characteristics, histories, and structures. The complete scope of work undertaken by each group is presented in the working group full reports attached to this document.

Fraternities and sororities are recognized by institutions, and it will take a full range of institutional and organizational skills and talents to achieve positive outcomes. Success requires active engagement of institutional, organizational, and chapter leaders along with engaged advisors, mentors, and advocates.

Working Groups

The following working groups were created to address the initial set of FSL issues:

- Communication Standards Between Organizations and Institutions
- Designing the Disciplinary Process for Chapters
- Fraternity and Sorority Life Staffing (with a specific focus on institutions)
- Health, Safety, and Well-being
- New Member/Recruitment Process

All working groups are in agreement that diversity, equity, and inclusion are core components of the fraternity and sorority experience and must be reflected in all aspects of fraternity and sorority life. Similarly, the working groups identified the need for a common language when discussing specific issues, with clear definitions agreed upon by all institutions and organizations.

Note: Throughout this document, "institution" refers to the college and university, "organization" refers to the inter/national organization that oversees campus-based groups, and "chapter" refers to the campus-based group.



Communication Standards Between Organizations and Institutions Working Group Recommendations

Value of the Relationship. It is important for institutional and organizational leadership to have open and honest conversations about the value of their FSL community. The future of FSL will depend on the strength of the partnerships (both individually and collectively) between institutions and organizations. To create those partnerships, the right people must be engaged in the conversation; meaningful and appropriate ways must be identified for VPSAs, presidents, and chancellors to engage in conversations with student, council, and regional or inter/national organization leaders; and regular communication opportunities should be created to discuss group needs and how they can be mutually addressed. Formal communication at regular intervals—with an eye toward relationship building rather than crisis management—can foster trust and strengthen relationships among all stakeholders.

Proactive Measures. An essential part of creating positive and sustainable relationships between institutions and organizations is the implementation of proactive measures for open and ongoing communication. Contacts should be identified and contact information shared between institutions and organizations. A communications strategy should include learning outcomes and guiding philosophies for chapters along with ongoing communication on chapter progress, including a regular discussion of strengths, improvement areas, outcomes and success metrics, and stakeholder support. Learning outcomes can be used as a guide for creating success metrics to be evaluated annually. Celebration of successes should also be included in the communication strategy.

Organizational and Institutional Partnerships. Institutions and organizations should have a consistent, focused, and documented approach to support all students and stakeholders. Collective communication among all stakeholders is important in establishing buy-in and building trust. These processes can take many forms, include multiple stakeholders, and involve the creation of new supporting documents such as standards of excellence, expectations or guidelines for behavior, relationship agreements, assessments, and accreditations. Institutional and organizational professionals should begin communication early; identify stakeholders; share the rationale for any new documents or changes to existing ones; identify opportunities for meaningful discussion and feedback; determine where final documents will be housed and accessed; and define document revision timelines.

Membership and Recruitment. The sustainability of chapters or provisional groups depends on the success of membership intake/recruitment efforts and a healthy, safe, and learning-focused new member experience. As part of the communication plan between institutions and organizations,

an outline and overview of membership intake/recruitment procedures and new member education curriculum should be provided to the institution's contact person prior to the start of the academic year. At the same time, institutions should provide campus guidelines to contacts at FSL organizations. This exchange allows concerns to be shared regarding campus or organization guidelines and proposed alternate plans or adaptations. Additionally, it creates a level of transparency that helps the institution properly guide and advocate for the chapter or provisional group throughout these processes. Communication between institutions and organizations is particularly critical in the following two instances: if membership intake/recruitment and/or new member processes must be paused or completely rescinded or if a local chapter or provisional group is removed from recognition by an institution or closed by an organization.

Accountability and Enforcement. When situations arise that require behavioral intervention, it should be clearly articulated in advance how communication should flow—especially in determining situations that require immediate actions by organizations and/or institutions. Communication related to accountability goes beyond the disciplinary conduct process and policy violations, and it should include academic expectations, financial expectations, accreditation program compliance, and timely administrative submissions.

Transparency. In all communication, transparency is essential. However, there are circumstances in which transparency is systematically and legally limited. As a result, communication may break down because stakeholders do not understand what can and cannot be shared with others. It is understood that certain institutional and federal laws may limit sharing certain information, including institutional codes of conduct, the Family Educational Rights and Privacy Act, and the Health Insurance Portability and Accountability Act. Understanding the “why” behind these limitations is essential and can lead to more productive conversations among stakeholders.

In Short

- ▶ Encourage open and honest conversations about the value of the FSL community.
- ▶ Implement proactive measures that allow for open and ongoing communication channels and sharing of appropriate contact information and points of contact.
- ▶ Have a consistent, focused, and documented approach to support all students and stakeholders.
- ▶ Provide an outline and overview of membership intake/recruitment procedures and new member education curriculum to

the institution's contact person prior to the start of the academic year; institutions should provide campus guidelines to contacts at FSL organizations.

- ▶ Clearly articulate in advance how communication should flow when situations arise that require behavioral intervention.
- ▶ Understand what can and cannot be shared with others, and recognize that institutional and federal laws can limit sharing certain information.

Designing the Disciplinary Process for Chapters Working Group Recommendations

Foundational Tenets. Fraternities and sororities exist at institutions through a cooperative agreement between the institution and organization. With this relationship as the foundation, both entities are vested in the health and success of undergraduate chapters and ensure chapter members exhibit values in alignment with the organization and with regulations governing the fraternity and sorority experience. Student accountability systems and processes are put in place to create safe learning environments and promote student growth and development. Accountability, as opposed to discipline, more accurately describes the purposes and outcomes of these systems and processes. Accountability processes, as outlined by both the host institution and the local or inter/national organization, should be grounded in fairness and equity, communication and collaboration, mutual trust and respect among all stakeholders, understanding of scope and reach within each entity, and an educational philosophy. Specific to the host institution's accountability process, an additional critical element is the capacity for intercultural awareness of the professionals involved in applying the process across the fraternity and sorority experience.

Reporting and Initial Inquiry. Institutions and organizations should share policies and procedures for the reporting and initial inquiry of any incident. Policies and procedures should also align for addressing allegations of misconduct for both students and organizations. Institutions and organizations should have transparent reporting procedures and requirements for instances of possible misconduct by fraternity or sorority chapter(s) and should determine factors they will use in assessing credibility of a report of misconduct. Institutions, chapters, FSPs, and organizations should establish Collaboration Expectations Guides outlining each entity's role in an investigation process and how information will be shared between collaborators. Institutions and organizations should work collaboratively to establish a timeline and framework for any initial inquiry.

Communication Standards. When an incident arises that requires adjudication, a line of communication should exist between institutions and organizations. Accountability procedures may be initiated on individual or organizational behavior upon receipt and analysis of an official incident report or valid complaint received by the institution or organization, whose staff must investigate to determine sufficient cause to proceed with disciplinary action. If there is sufficient cause, the institution or organization will contact all involved parties, including the chapter president and the chapter advisor. Questioning of individuals should be conducted according to an agreed-upon process by the organization or institution if a joint investigation is conducted, which may not always be possible. The institution's conduct office may facilitate an administrative hearing, assign the case to be mediated, or assign the case to a fraternity/

sorority conduct board, original jurisdiction, or appeal board for fraternity/sorority organizations. When permissible, the organization and the institution should share investigative reporting for review by all parties involved. The FSP will provide updates to the chapter president, chapter advisor, and/or organization as appropriate to ensure all parties are aware of the progress of any investigation. The institution and organization will review their final decisions together and attempt to agree on a unified resolution for the local organization, acknowledging that different sanctions may come from the institution and organization. A communication plan will be reviewed to notify all constituents (students, advisors, alumni, etc.).

Investigations. Institutions should clearly define the responsibilities of individuals in investigator roles as they relate to misconduct by student organizations. Factors should be established that help determine the appropriate investigation approach or method for reporting misconduct by organizations. Procedures should be in place to notify an organization of the investigation process, including conclusion of an investigation. Institutions should establish the appropriate method to document the components and findings of an investigation. Policies should provide guidance on what is necessary and appropriate to include in an investigation report. The final report should be reviewed by an objective third-party prior to forwarding it to the institution, organization, or chapter.

Adjudication. Institutions must have defined procedures for possible options to resolve allegations as well as for potential outcomes of an adjudication process. Institutions must have defined procedures regarding any hearing process. Institutions and organizations must establish clear procedures for notifying a chapter of any outcome, including the rationale for decisions and any appeal rights available.

Sanctioning. Institutions and organizations should take a collaborative approach in determining appropriate sanctions that balance the need for meaningful education and accountability and promote the health and safety of the members, chapter, and institutional community. Sanctions should also limit recurrence of problematic behavior and explore opportunities for corrective and sustainable culture change. Educational sanctions and accountability-based sanctions are options as well as a combination of the two. Institutions and organizations should establish mitigating and aggravating factors that affect sanctioning. Appropriate sanctions should include, but are not limited to: current disciplinary status; willingness of a chapter to take responsibility; degree to which a chapter has cooperated with the process; extent to which measures were taken within a chapter; interplay between recommended process and existing university policy; case precedent based on similar fact patterns; impact on other students; impact on the greater campus community; level of health and safety risk behavior; and best options for student and community safety and the chapter's future.

Appeals. Institutions and organizations should establish clear procedures for appeals. A chapter that desires an appeal should task a chapter leader (e.g., president) with notifying the adjudicating office by submitting a written appeal within a prescribed timeline after receiving the original decision. Institutions and organizations should establish procedures that thoroughly explain the outcome of any appeals, including rationales. This information must be provided to the appropriate individuals in writing. The outcome determined by an independent entity is the final level of appeal. Based on the written appeal provided by the chapter, this entity has the right to affirm the original decision, lessen the original sanctions, add additional sanctions, or dismiss the case.

In Short

- ▶ Share policies and procedures for the reporting and initial inquiry of any incident with an emphasis on accountability rather than discipline.
- ▶ Initiate accountability procedures on individual or organizational behavior based upon receipt and analysis of an official incident report or valid complaint received by the institution or organization.
- ▶ Clearly define the responsibilities of individuals in investigator roles as they relate to misconduct by student organizations.
- ▶ Take a collaborative approach in determining sanctions that balance the need for meaningful education and accountability and promote the health and safety of members, chapters, and the institutional community.
- ▶ Establish clear procedures for appeals.

Fraternity and Sorority Life Staffing Working Group Recommendations

General Staffing and Compensation. There is common agreement that the entry-level salary compensation for many full-time FSL professionals at institutions contributes to high levels of turnover for young and mid-level FSL professionals. In many cases, at smaller, less resourced campuses, the youngest and least experienced FSL professionals are managing some of the most complex and high-risk decisions on campus. Appropriate compensation for senior FSL advising staff at institutions can help retain career FSPs, who are adequately prepared to handle the complexity of advising work. Colleges and universities must audit and benchmark the compensation and titles of their senior FSL professional and related staff; the extensive expertise they bring to the position; and the size, scope, and complexities of the populations they serve.

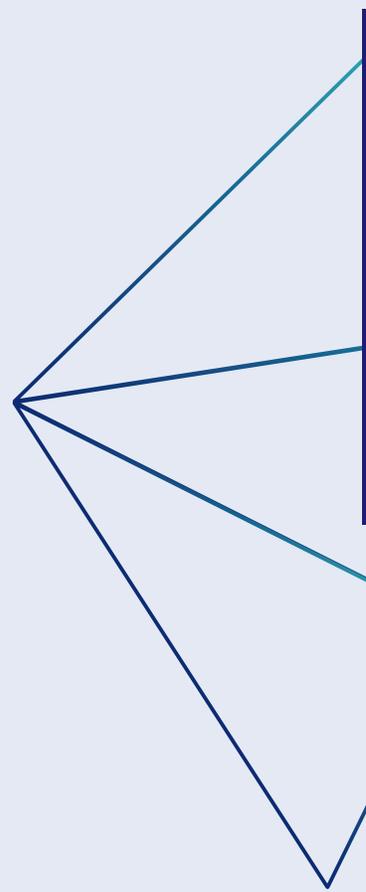
Appropriate compensation helps FSPs establish roots and invest in campus communities for the long term, which enhances their ability to build strong teams. Consistency in staff, specifically at the senior level, can promote communitywide change without the disruption of continually onboarding new staff.

Strategic Staffing. While there is no specific student-to-staff ratio at which fraternity and sorority advising programs must operate, institutions must staff fraternity and sorority advising operations at a level consistent with the size and scope of their communities; the level of complexity tied to risk management, stakeholder development, and maintenance; and the extent to which they manage tangential programs and operations. A more strategic approach should be taken to staffing FSL advising operations beyond hiring council advisors, which recognizes only one classification of the fraternity and sorority experience—council affiliation. Institutions should consider multiple models of staffing to help them structure related departments more strategically.

FSL Operational Structure. Fraternity and sorority operations should exist as a separate, stand-alone department with separate budgetary resources if the operation includes several staff members. This structure ensures staff can focus on their area of content expertise (fraternity and sorority development) and that directors and senior FSPs are considered peers to other department directors. For advising operations at flagship or larger universities, this recommendation is particularly important. When full-time resources for subject matter experts are not available within FSL departments, staff from other institutional departments (e.g., student wellness, fire safety, assessment, marketing, fundraising, alumni engagement, etc.) must be assigned to help meet community needs. By creating a stand-alone functional area, the new department can begin to cultivate its own strategies around advising, educational programming, and behavioral intervention, and can showcase more demonstrated support for the FSL experience on campus.

Communication and Access to SSAOs. Institutions should recognize the level of complexity, including size, risk, and involvement levels, of the fraternity and sorority community, which should inform the line of communication between senior student affairs leaders and senior FSL professionals. These staff members should be in regular communication with as little organizational distance between them as possible. This reduction in reporting levels is designed to ensure clarity and cohesion in decision making, and it may allow for controversial messaging to be framed to increase understanding across the FSL community and ensure decisions reflect the input of those staff members executing initiatives on the front lines.

Advising Organizational Approaches. Institutions should be able to communicate their organizational approach to FSL professionals, which can help clarify how position descriptions are crafted based upon desired competencies, skills, and experiences. Historical models of staffing FSL



advising operations tend to promote inequity in access to staff expertise; fail to prepare staff to work across multiple FSL experiences; and create silos of support within departments. Multiple advising operational approaches, beyond the traditional model, should be considered to assist institutions in articulating their approach to fraternity and sorority staffing and desired outcomes. Four possible approaches include council-based, chapter coach-based, compliance/intervention-based, and specialist-based models, all of which are detailed in the full report. Rarticulating an organizational approach to an FSL advising operation can leverage employee skills and talents; increase awareness and understanding of cultural differences among staff; avoid isolation for FSL professionals; and promote a more targeted approach to hiring and measuring staff and departmental success.

Staff Responsibilities. Position descriptions must reflect the ability of staff to work across the spectrum of fraternity and sorority experiences, including working with chapters, programs, and initiatives to build intercultural awareness and responsiveness across the FSL community. Staff responsibilities should be reshaped toward work across the community, leading staff to feel more ingrained in the FSL advising operation as a whole. Staff members' abilities to work across different FSL experiences increase their effectiveness in the FSL advising operation and can lead to longevity and upward mobility in their positions. The FSL experience should be centered in department operations versus a particular council or joining process.

In Short

- ▶ Audit and benchmark the compensation, titles, and job descriptions for senior FSPs and related staff.
- ▶ Evaluate and identify an advising structure for FSL professionals and consider broadening beyond council-specific advising responsibilities.
- ▶ Recognize the level of complexity, including size, risk, and involvement levels, of the fraternity and sorority community, which should better inform lines of communication and reporting structures.
- ▶ Communicate the organizational approach to FSL professionals to clarify how position descriptions are crafted based upon desired competencies, skills, and experiences.
- ▶ Reshape staff responsibilities toward work across the community, leading staff to feel more ingrained in the FSL operation as a whole.

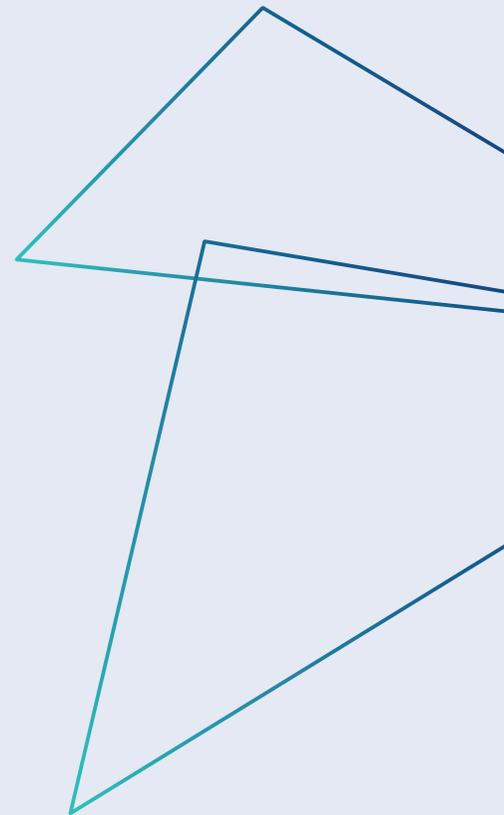
Health, Safety, and Well-being Working Group Recommendations

Equity, Inclusion, and Social Justice. Institutions and organizations must ensure all programs are grounded in equity, inclusion, and social justice and must acknowledge how different identities are impacted differently by health, safety, and well-being issues. Consideration for the distinct identities of intended audiences must be an essential component of the program planning process, including: centering the audience; sharing information on how to request accommodations and to secure necessary accommodations; identifying and addressing barriers to access; exploring the impact of issues on different identities; evaluating content for inclusive examples and framing; and offering resources that can be accessed for support and care to ensure choice, comfort, and connection.

Campus Partnerships. Colleges and universities must assemble comprehensive and cross-functional teams of experts to explore, implement, and evaluate the best health promotion practices for any health and safety behavior addressed within the FSL community. This team must include individuals with professional subject matter expertise in public health and wellness.

Needs Assessments. Appropriate stakeholders must create an FSL-focused needs assessment to better understand the landscape of fraternity and sorority members' health, well-being, and associated needs. The assessment must measure health and related problems along with risk and protective factors for FSL members. Every institution must conduct an assessment of the FSL population and the diversity that exists within the community, paying keen attention to students from marginalized communities who choose to join historically White organizations and ethnic-centric or historically Black organizations. Campuses should rely on data to inform future health, safety, and well-being initiatives.

Strategic Planning. A strategic plan should be developed to address each problematic health behavior. The strategic plans should include evaluations of individual and environmental factors contributing to the problematic behavior, including assessing factors such as policy, environment, and access; developing consistent educational interventions for specific concerns or needs as students move through the student experience; conducting regular and robust evaluations of policies and procedures to ensure they align with industry best practices such as using most current language and terminology; accurately identifying the behavior or problem to be addressed; and evaluating the program for effectiveness. Additionally, institutions and organizations should incorporate the continuum of care principles outlined by the Substance Abuse and Mental Health Services Administration, which include treatment and recovery as part of the overall picture in addressing, intervening, and treating problematic health behaviors.



Common Language and Goals. Stakeholders working with the FSL community must adopt a common language, preferably that already used by the NASPA Strategies Conferences, institutional public health staff, and experts in the public health field, to effectively and consistently address health behaviors. A common language is imperative in establishing clear guidelines and goals related to assessment, implementation, and evaluation of any program. Harm reduction, evidence-based program, and evidence-informed programming are terms that must be used consistently throughout any FSL health, safety, and well-being program.

Available Resources. NASPA and AFA should provide a clearinghouse of accessible resources to assist FSL professionals with developing a basic knowledge of health, safety, and well-being concerns and determining effective programs that could be used with institutions and organizations. Specifically, NASPA and AFA should provide information on alcohol education, resources, and support based on current research and data. Suggested resources can be found in this working group's full report.

In Short

- ▶ Acknowledge how different identities are impacted differently by health, safety, and well-being issues.
- ▶ Assemble cross-functional teams of experts to explore, implement, and evaluate the best health promotion practices for any health and safety behavior.
- ▶ Create an FSL-focused needs assessment to better understand the landscape of fraternity and sorority members' health, well-being, and associated needs.
- ▶ Develop a strategic plan for addressing each problematic health behavior.
- ▶ Use a common language to establish clear guidelines and goals related to assessment, implementation, and evaluation of any program.
- ▶ Review accessible resources and build a basic knowledge of health, safety, and well-being concerns.

New Member/Recruitment Process Working Group Recommendations

The process through which students join fraternities and sororities is impacted by the way in which national and international organizations and umbrella associations are organized. These organizations have traditionally belonged to the Interfraternity Council (IFC), National Pan-Hellenic Council (NPHC), National Panhellenic Conference (NPC), and national culturally oriented organizations have often been grouped as Multicultural Greek Councils (MGCs). The working group recognizes National Association of Latino Fraternal Organizations, Inc. (NALFO), National Multicultural Greek Council (NMG), and National APIDA (Asian Pacific Islander Desi American) Panhellenic Association (NAPA) have joining processes that may affect how students become members of the FSL community.

Student Development and Safety. A serious rehabilitation process must begin immediately for chapters with cultures that compromise student safety. Unless bold action is taken, chapters that have consistently ignored policy, fostered unhealthy behaviors, and compromised the safety of members and guests are likely to continue to do so. Institutions must denounce independent, rogue, and/or underground chapters or entities operating without institutional recognition. Institutions should establish meaningful deterrents for individuals who knowingly violate behavioral policies and find ways to enhance accountability measures at the student level. There must be serious consequences to deter students from engaging in high-risk activities that threaten the well-being of others in the community. Institutions and organizations should define and promote learning and development outcomes that communicate a clear vision for how and why individuals should engage in the sorority and fraternity experience.

Recruitment Processes. To change chapter and community culture, recruitment paradigms must be reimagined and assumptions about what works re-examined. Structures, policies, and practices empirically proven to align with desired outcomes should be consistently followed. Chapters associated with campus Interfraternity Councils that participate in “rush,” typically a week-long recruitment period, are involved in an antiquated practice that often compromises safety and student development objectives. There is a distinction between engaging in year-round recruitment and the actual period of time when new members are actively participating in the joining process. Chapters that recruit year-round with values-based strategies and messages consistently offer a safer experience and achieve more positive student development results. Institutions must incentivize councils and chapters to redefine “rush” as a year-round recruitment process that FSL department and organization staff members can consistently support. All councils within an FSL community should facilitate the joining process in manners consistent with the organization with which they are affiliated. Undergraduate leaders

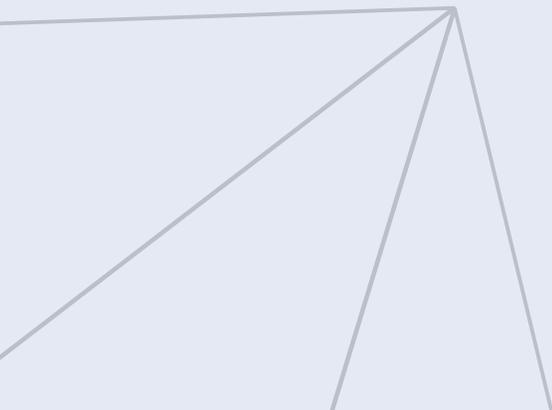


should be challenged to apply academic lessons as they perform their leadership responsibilities, which can help redefine the competitive nature of recruitment efforts. This approach will challenge undergraduates to clarify their messaging and its delivery to potential new members, minimize the marketing of risky behaviors, and lend focus to elements aligned with organizational and institutional ideals.

Strategic Planning. Institution and organization staff must create a regular strategic planning process with each chapter's executive team to build a customized recruitment strategy. Strategic plans should include annual and long-term goals for recruitment/membership intake as well as other key areas. Once plans are finalized, FSL professionals should meet regularly with chapter officers and advisors to discuss progress against plan objectives. Organizations should create a nationally endorsed new member education experience that all chapters are held accountable to deliver. Organization staff should provide guidance to chapters regarding the experiences, skills, motivations, and other attributes of potential new members that lead to strong chapters and a solid pipeline of future leaders.

Accessible Data. Student affairs and organization professionals should be familiar with current research on the sorority and fraternity experience and use it to shape strategy and approaches for how all entities can work together. The assessment platforms used to produce this research are accessible to all institutions and can be implemented quickly. The results of any campus assessment should be a key reference for regular meetings with council leaders. Organizations should oversee chapter assessments to gain a deeper understanding of chapters' motivations, beliefs, and perceptions that influence behavior, chapter culture, and individual learning outcomes. Efforts to understand and mitigate risk begin with understanding new member recruitment practices and potential new members' motivation to join a sorority or fraternity. Organizations have the ability to automate a new member survey at the time a new member accepts their bid and registers with the organization. Data and reports should be shared with institutions to support larger transparency and partnership goals. Institutional staff should meet regularly with chapter and council leadership to review survey results and other objective data points and discuss ways to continue strengthening community culture.

Value-Based Partnerships. Every chapter should receive visits, support, education, and programming from the organization, regardless of size, alumni base, or assets (chapter facility, etc.). Institutions must prioritize providing expansion opportunities to organizations willing to invest in a new chapter's immediate and ongoing success. Institutions should provide high-performing chapters with privileges or opportunities not available to other chapters. The amount and quality of the investment will strongly influence the immediate and long-term health and success of that chapter, which will inevitably shape the quality of the entire community. Invitations for expansion should not be extended to organizations that continue to demonstrate an unwillingness to be transparent or partner in efforts to address ongoing issues.



In Short

- ▶ Establish meaningful deterrents for individuals who knowingly violate behavioral policies and find ways to enhance accountability measures at the student level.
- ▶ Incentivize councils and chapters to redefine "rush" as a year-round recruitment process that FSL departmental and organizational staff members can consistently support.
- ▶ Create a nationally endorsed new member education experience that all chapters are held accountable to deliver.
- ▶ Use chapter assessments to gain a deeper understanding of chapters' motivations, beliefs, and perceptions that influence behavior, chapter culture, and individual learning.
- ▶ Provide high-performing chapters with privileges or opportunities not available to other chapters.

Next Steps for Excellence in Fraternity and Sorority Life Initiative

This executive summary and the accompanying complete working group reports and recommendations cover the initial set of critical issues facing fraternities and sororities. Stakeholders must be engaged collaboratively in addressing additional concerns vital to the ongoing success of fraternity and sorority life.

While resource limitations may make some of the recommendations nearly impossible for certain professionals, institutions, and chapters to implement, the working group reports can serve as useful tools for those who are advocating for increased resources. The recommendations, when enacted upon, can go far in achieving excellence in fraternity and sorority life.



Communication Standards Between Organizations and Institutions Working Group

Recommendations for Excellence in Fraternity and Sorority Life

COMPLETE FINAL REPORT – MAY 2021

The way in which inter/national fraternal organizations and institutions of higher education build sustained and beneficial relationships is through protocols and practices that build trust and create proactive steps for open and sustained communication both in challenging and positive times. It is integral to the future success of fraternal organizations that inter/national organizations and institutions keep partnership in mind when approaching the support of students. Communication between local chapters, inter/national organizations, institutions, families, and government officials has become increasingly important within the current reality. As partners in the educational enterprise, it is crucial that inter/national organizations and institutions focus their attention on working together and communicating openly, regardless of the personnel of those involved.

The Communication Standards working group was charged with creating a comprehensive communication plan for use by institutions and inter/national organizations. A key portion of this plan was to highlight how to develop a culture of trust between the entities, and recommendations for systems to improve access to information. As a part of the work of the group members, multiple areas that were key to the success of this communication were developed, which are outlined here:

- Value of the Relationship
- Proactive Measures
- Organizational and Institutional Partnerships
- Membership Intake/Recruitment and New Member Education
- Accountability and Enforcement
- Transparency

Given the need for any set of recommendations to ensure that all umbrella organizations and institutional types had representation in development, the working group did take additional time to recruit and prioritize that representatives could be identified and committed to the work. In addition, the goal of this final document is for organizations and institutions to utilize this framework as a reference of best practices, regardless of their overall structure or staffing size. This document serves to provide structure to communication systems that create a standard by which all organizations and institutions can follow. While there are multiple sections, many of the types of communication outlined throughout the document may occur in the same meetings or other update methods between all entities.

Section 1: Value of the Relationship

Involvement in fraternal organizations has the potential to be a high impact experience for students. Fraternities and sororities bring a great deal to the host institutions in terms of energy, engagement, and development. However, negative behaviors from members (e.g., hazing, substance abuse, assault) may overshadow the positive value that the organizations bring to a campus. It is important for university leadership and inter/national organizations to have open and honest conversations about the value of their fraternity and sorority life community. The future of fraternity and sorority life will depend on the strength of the partnership (both individually and collectively) between the institutions and the inter/national organizations. To do this, we propose the following outline in solidifying the value of these organizations:

1. Determine the right people to engage in the conversation.
 - a. Identify a framework for when situations should be evaluated or elevated to senior leadership.
 - b. Identify meaningful opportunities to engage the senior student affairs officer (SSAO)/senior leaders in dialogue and review of the positive impacts of the fraternity and sorority community.

It is important for university leadership and inter/national organizations to have open and honest conversations about the value of their fraternity and sorority life community.

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- 2.** Determine meaningful and appropriate ways for SSAOs, as well as presidents and chancellors, to engage in conversations with student leaders and council leaders, as well as leaders from regional or inter/national headquarters.
 - a.** Identify a framework for regular opportunities to have dialogue about the positive impact, as well as any concerns, regarding the value the organizations bring to the campus.
 - b.** Having clear guidelines and procedures at the university and the organizational level will assist in engaging SSAOs and up.
 - c.** When engaging SSAOs and upper administration, the purpose and expectations for the engagement needs to be clear.
 - 3.** Considerations for such discussions should include what the chapter/provisional group brings to the campus and/or individual student members, including:
 - a.** Leadership and holistic student development
 - b.** Engagement, persistence, and retention to the institution
 - c.** Tradition and upholding/participating in campus traditions
 - d.** How the chapter/provisional group or inter/national organization partners with the campus for programming, training, brand management, philanthropy/fundraising, service, and management of conduct or crisis situations
 - 4.** Use these regular communication opportunities to discuss the needs of each group and determine how these can be mutually addressed.
 - a.** Needs may center on how all stakeholders (students, councils, advisors, alumni, institutions, inter/national organizations) are living up to the ideals that are professed.
 - b.** Ensure there are opportunities to convey how these needs are identified, communicated and resolved if there is conflict.
 - 5.** Campuses should identify who is responsible for maintaining communication based on the above.
 - a.** For example, determine when the fraternity/sorority advisor (FSA) takes the lead on reaching out to an inter/national organization; determine when the SSAO needs to be brought into discussions; determine how to best engage university presidents/chancellors.
 - 6.** All stakeholders should understand the barriers that may exist in creating organic relationships to support the student fraternity and sorority experience and work collectively to reduce these barriers. These may include:
 - a.** Language: The ways we communicate and the terms we use that may inadvertently create barriers of understanding at all levels, as well as language specific to certain umbrella organizations.
 - b.** Perceived disconnect between stated values and lived experience (i.e., leadership development versus social aspects of the experience).

- c. Perceived disconnect between university policies and the lived experience; i.e., students and organizations feeling used when it benefits the university and a scapegoat at other times.
 - d. Lack of a unified voice for the institutions and from the organizations.
 - e. Financial impact: perceived distrust regarding who is making money off of our students/institutions/organizations.
7. Campus professionals and organization partners should effectively utilize resources to work collaboratively.

By building communication at regular intervals, and with an eye toward relationship building rather than crisis management, there is opportunity to build trust and in turn develop and strengthen relationships among all stakeholders (students, council leaders, advisors, university staff, inter/national headquarters staff, etc.).

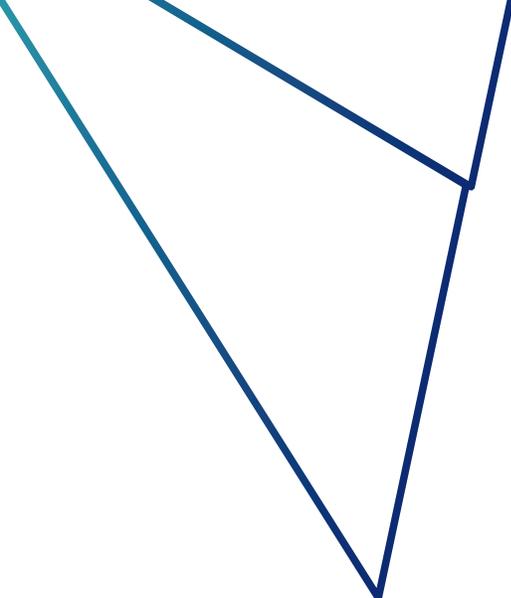
Section 2: Proactive Measures

An essential part of creating a positive and sustainable relationship between campuses and inter/national organizations is the implementation of proactive measures that allow for an open and ongoing communication flow between the two parties. It is important to remember that at the center of these conversations should be the long-term success of a chapter.

The following include a list of recommended proactive measures that should be mutually implemented by the campus and (inter)national organization to ensure continuing success:

1. *Creating a positive and sustainable relationship between campus and headquarters/national board.* In order to create a positive and sustainable relationship between campuses inter/national organizations, it is important to determine and communicate who the appropriate contacts are for both parties along with an exchange of contact information. Time should be spent by each party introducing themselves to one another and discussing expectations and needs associated with communicating beyond chapter conduct concerns. It is recommended the two parties commit to working through differences in approaches and exercise curiosity to understand these differences, build a trusting relationship, practice honesty and transparency (as able to), and work toward mutual respect. It is important to note that staff members at both campus and inter/national organizations may move on from their roles; in those cases, providing notice of this change and giving an alternative contact (if temporary) or providing successor information in a timely manner is essential. This ensures communication continues between the two entities and new relationships are built.



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2. *Shared learning outcomes and philosophies.* At the center of an undergraduate student's education is the learning that takes place, as this is the fundamental purpose of higher education. As a result, creating learning outcomes that drive the fraternity and sorority program and center learning as part of membership in these organizations is necessary. While campuses and inter/national organizations may establish their individual learning outcomes and philosophies for chapters, it is important for the two entities to share those with one another and identify which are mutual, as these can assist in the ongoing development of the relationship between the two entities and more importantly, in the guidance provided to that specific chapter. It is also recommended that the two entities discuss what their shared learning outcomes for the chapters will be and the philosophies they will use to guide their relationship with one another and the chapter.
 3. *Ongoing communication.* A key to creating and maintaining a positive and sustainable relationship between campus and inter/national organization members involves communicating about the progress of a chapter or provisional group on an ongoing basis, and not just when faced with a conduct situation. It is recommended that at a minimum, this communication should take place at least twice per year. An appropriate contact person on behalf of the institution and the inter/national organization should be determined annually by each party and communicated accordingly. The following topics should be discussed when the two entities come together:
 - a. A high level update of campus and inter/national organization initiatives and trends
 - b. An overview of strengths and areas of improvement observed for the chapter
 - c. A discussion surrounding support of advisor(s) and other key alumni
 - d. An examination of progress toward shared learning outcomes
 - e. Desired outcomes and success metrics for the chapter
 - f. Needs from one another (including desired changes to communication patterns)
 - g. Once these discussions take place, appropriate action steps should be implemented and follow up on the outlined action steps should take place based on a mutually agreed upon timeline.
 4. *Defining success for the organization.* When defining success for the organization, it is important to use learning outcomes as a guide in creating success metrics. Additionally, the institution's expectations for recognition of fraternities and sororities as well as the inter/national organization's goals for chapters should play a role in defining the chapter's success. Last, current trends facing the campus and inter/national organization should be used to finalize any success metrics. These metrics should be evaluated at least

annually and appropriate enhancements for the following year should take place at that time.

5. *Recognition.* Celebrating the chapter or provisional group's successes (whether that is when awards are received by the chapter or members of the chapter, or when good deeds take place) should be included as part of the communication strategy between the institution and inter/national organization. Sharing these instances with one another allows for identification of the chapter's strengths and also helps connect the two entities in a positive manner. Both entities should share in a timely manner when a chapter or members of the chapter have been awarded with recognition, when external entities (such as campus departments or community partners) provide positive feedback, and/or when outstanding positive and desired action is observed. It is also recommended that the party receiving the good news reaches out to the chapter to congratulate them and mentions where the news came from; this demonstrates to the chapter that communication happens between the campus and headquarters and/or inter/national board representatives beyond when concerns are expressed and allows for a partnership to be demonstrated.

Following these steps will assure a positive relationship, focused on the success and forward movement of the chapter or provisional group takes place, and will make difficult discussions and decisions easier to address as they come.

Section 3: Organizational and Institutional Partnerships

The partnership between organizations and institutions involves a variety of stakeholders and can be influenced by multiple factors; it is recommended that both organizations and institutions have a consistent, focused, and documented approach to support all students and stakeholders. These processes can take many forms, include multiple stakeholders, and involve the campus or inter/national organization creating new documents. Examples of these documents can be standards of excellence, expectations/guidelines for behavior, relationship agreements, assessments, accreditations, etc. This section outlines the types of agreements that could be present on a campus or through an inter/national organization with recommendations on how to navigate their creation and revision over time.

It is recommended that a campus or inter/national organization engage with all stakeholders before any agreement is created or updated, so that all are aware of the rationale for such agreement, the intended outcomes and the specifics of implementation. Often, these documents are designed to be agreements between organizations and institutions



Celebrating the chapter or provisional group's successes should be included as part of the communication strategy between the institution and inter/national organization.

or between campuses and the present chapters/provisional groups. Therefore, collective communication amongst all stakeholders is important in establishing buy-in and building trust. The following tips can help to guide communication regarding the creation of, updates to, and day-to-day access of any organizational and institutional agreements.

- 1. *Begin communication early.*** Engage in conversation with your campus and inter/national organization partners in advance of any policy implementation. More time allows for more opportunity for discussion, input, and feedback. It also allows for additional stakeholders to be engaged in a timely manner, before any new policies or agreements go into effect.
- 2. *Identify the stakeholders.*** Based on the campus community or makeup of the inter/national organization, consider who will be impacted by the document. This may include individual student members, council leaders, local advisors, regional or national organization leaders/headquarters representatives, umbrella groups, SSAOs or leadership, legal counsel, and others. Determine these groups and identify meaningful ways to facilitate conversation and communication about the organizational and institutional document.
- 3. *Share the “why”.*** To aid in building trust and open communication, provide the rationale for any new document or changes to existing ones. Identify the area(s) the document is trying to address and be open about any issues or challenges that the document may be trying to solve.
- 4. *Identify opportunities for meaningful discussion and feedback.*** Based on the stakeholder list, determine the best ways for these groups to provide input, ask questions and offer constructive feedback or alternative solutions to the areas identified in the document. This could be achieved through distributing online surveys, holding town hall meetings or focus groups, circulating drafts with requests for feedback, hosting a conference call for discussion, or any other method that allows for all stakeholders to be part of the discussion. Where applicable, allow time for review by legal affairs and the umbrella group document review processes (if applicable) to take place.
- 5. *Determine where the final document(s) will be housed and how it can be accessed.*** The recommended home for any organizational and institutional document is a public website or link that can be accessed without a campus or members-only login. It is important for all stakeholders to be able to access the document at any time.
- 6. *Define revision timeline.*** Once a document has been published, it will likely need to be revised or updated with changes to campus and organizational policy. It is recommended that a review occurs annually, at the discretion of the organization or institution (e.g., start of academic year, start of calendar year, during officer transition times, etc.). It is recommended that institutions and organizations engage in the process listed above during this review period, and use this as an opportunity to update relevant points of contact (i.e., student leaders, advisors, staff members, etc.) in the event that those individuals have changed.

Section 4: Membership Intake/Recruitment and New Member Education

The sustainability of chapters or provisional groups depends on the success of membership intake/recruitment efforts and a healthy, safe, and learning-focused new member experience. It is recommended that as part of the communication plan between institutions and inter/national organizations, an outline and overview of the membership intake/recruitment procedures and new member education curriculum is provided to the campus point of contact by the inter/national organization prior to the start of each academic year. The institution should provide campus guidelines in their area to organization points of contact in kind. This allows the campus to share any concerns regarding contradictions to campus or organization guidelines and for alternate plans or adaptations to be made. Additionally, it creates a level of transparency that helps the campus properly guide and advocate for the chapter or provisional group throughout these processes.

Within these plans, at least the following should be addressed by the inter/national organization:

1. Guidelines on when and how membership intake/recruitment activities can take place
2. Accessibility mechanisms/accommodations for membership intake/recruitment activities and new member education processes
3. Environment in which the new member process/program will occur (which should include locations permitted)
4. Method of delivery for new member education (e.g., in-person facilitation, virtual learning, online module completion, etc.)
5. Framework/outline/syllabus/facilitation guide of the new member education program
6. Plan to ensure health and safety of aspirants/new members including hazing prevention strategies
7. Oversight of the membership intake/recruitment activities and new member education experience (e.g., advisor presence)
8. Process to receive approval for membership intake/recruitment and new member education (if one exists) along with the timeline of approval from both the campus and inter/national organization
9. Expectations for chapters focused on membership intake/recruitment and new member education
10. Communication frequency and contact information for personnel who oversee membership intake/recruitment and new member education for the inter/national organization and the local chapter/provisional group

In order to assist chapters/provisional groups in successful recruitment, membership intake, and new member education, institutions should provide (and publish) campus guidelines that address expectations surrounding the concepts outlined above and educate the inter/national organizations

at least once a year on these expectations. Should there be contradicting policies between the campus and inter/national organization, points of contact for the two entities should meet to discuss a resolution and said resolution should be put in writing and implemented by all parties involved.

Additionally, the campus should create policies and procedures that address the following and share those with inter/national organizations:

1. How the campus will connect the chapter and the campus' respective office focused on accessibility services and accommodations (if those are needed)
2. Clarification regarding the roles of the institution and the chapter's designated council as it relates to membership intake/recruitment and new member processes
3. City-wide chapter expectations (whether or not permitted) and implications

Finally, there are certain special circumstances related to membership intake/recruitment and new member education where communication between institutions and inter/national organizations is critical, and are outlined below:

1. *Pause/Moratorium of membership intake/recruitment and/or new member education:* In the event membership intake/recruitment and/or new member processes are to be paused or completely rescinded, an inter/national organization should communicate this with the appropriate campus representative within two business days or the decision (or vice versa). A reason for the decision should be provided at that time to increase transparency between the two entities and assess whether additional interventions are necessary. If the institution or inter/national organization chooses to restart membership intake/recruitment and/or new member processes, that should be communicated at least two business days prior to the desired restart of the process and should be mutually agreed upon by both entities.
2. *Return to campus after removal or chapter closure:* In the event that a local chapter or provisional group is removed from recognition by an institution and/or closed by an inter/national organization, it is necessary to provide clear direction, action steps, and associated timelines. It is recommended that a Memorandum of Understanding/Return Agreement is created by the institution that addresses return timelines, a checklist of actions that must take place prior to return, expectations prior to and upon return, and what the institution will provide the inter/national organization at the time of return. The inter/national organization should provide feedback and/or address concerns prior to the Memorandum of Understanding/Return Agreement being finalized. The finalized Memorandum of Understanding/Return Agreement should be signed by qualified representatives of the institution and inter/national organization and added to the organization file within a reasonable timeline following the decision to remove and/or close the chapter.

Section 5: Accountability and Enforcement

When situations arise that may require some type of behavioral intervention determining how, when, and who should be communicating can be confusing especially for new staff and student leaders. This is true regardless of position; therefore, the following is a guide to assist in understanding how communication should flow especially in determining situations that require actions by inter/national organizations, and/or institutions. Communication related to accountability goes beyond a disciplinary conduct process and should include a wider range of concerns than just policy violations. Such areas may include academic expectations, financial expectations, accreditation program compliance, and timely administrative submissions.

3. *Timeline of communication and for what reasons:* It is important to note that handling issues of accountability and enforcement is easier when positive relationships between inter/national organizations and institutions already exist.
 - a. Host institution and inter/national organization expectations of chapters/provisional groups should be clearly communicated in a written document that is reviewed with students at least once a year. If changes occur, all entities should be made aware so they can understand the expectations to which their chapters/provisional groups will be held.
 - b. If a chapter/provisional group is not meeting expectations at either the campus or inter/national organization level, this should be communicated to the appropriate point of contact within a reasonable amount of time so each partner can assist with an intervention strategy to resolve the situation. If a chapter/provisional group is not in good standing or operations are limited in some capacity (e.g., financial probation), both entities MUST be informed.
 - c. Crisis management: In a crisis situation (of which each entity may have many definitions), whether that be physical, facility, or brand related, the chapter/provisional group, FSL office, and inter/national organization must communicate immediately to work together to address the problem.
4. *Define stakeholders:* In an institutional accountability process, it is important to define when and how to communicate and engage stakeholders, including but not limited to: chapter officers/members, council officers, FSAs, conduct offices, inter/national organizations, SSAOs, alumni, board of regents/trustees, and/or umbrella organizations. In addition, communicating the "ownership" of the conduct process is crucial to mutual understanding (e.g., is the process overseen by a university conduct office, FSA, council, etc.).
5. *Discussion of processes:* Each institution and organization should have clear processes for dealing with conduct and crisis situations. These processes should be shared and available to each other through proactive measure conversations and the local chapters.

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6. *Jurisdiction of accountability with institution and inter/national organization:* There is not currently a process for resolving disagreements between the host institution and the inter/national organization as it relates to removal of recognition of a chapter. When one entity recognizes a chapter and the other does not, it creates challenges that impact the entire fraternity/sorority community. It is our recommendation that the Association of Fraternity/Sorority Advisors lead an effort to enhance consensus between inter/national organizations and host institutions around this topic that includes umbrella organization involvement.

Section 6: Transparency

Transparency in communication is essential for chapters, councils, institutions, and inter/national organizations. However, there are circumstances where transparency is systematically and legally limited. As a result, communication often breaks down because stakeholders may not understand what can and cannot be shared with others. This section provides areas where communication may be limited either by the campus or the organization and offers a basic starting point where stakeholders can come to a mutual understanding of how information can be shared and what questions to ask. Understanding the “why” behind these limitations is essential because it can lead to more productive conversations among stakeholders.

Additionally, accurate contact information for both institutions (e.g., fraternity/sorority office, conduct office, SSAO) and for inter/national organization staff/volunteers is essential for timely communication and transparency. Information (including name, title, email address, and phone number) should be updated regularly and should be available in an accessible place on a website where stakeholders can find the right person to connect with ease. It is also recommended that annual updates of organizational charts and contact information be communicated to relevant stakeholders during yearly meetings.

The following outlines areas where institutional barriers may exist in the sharing of information and in the coordination with stakeholders.

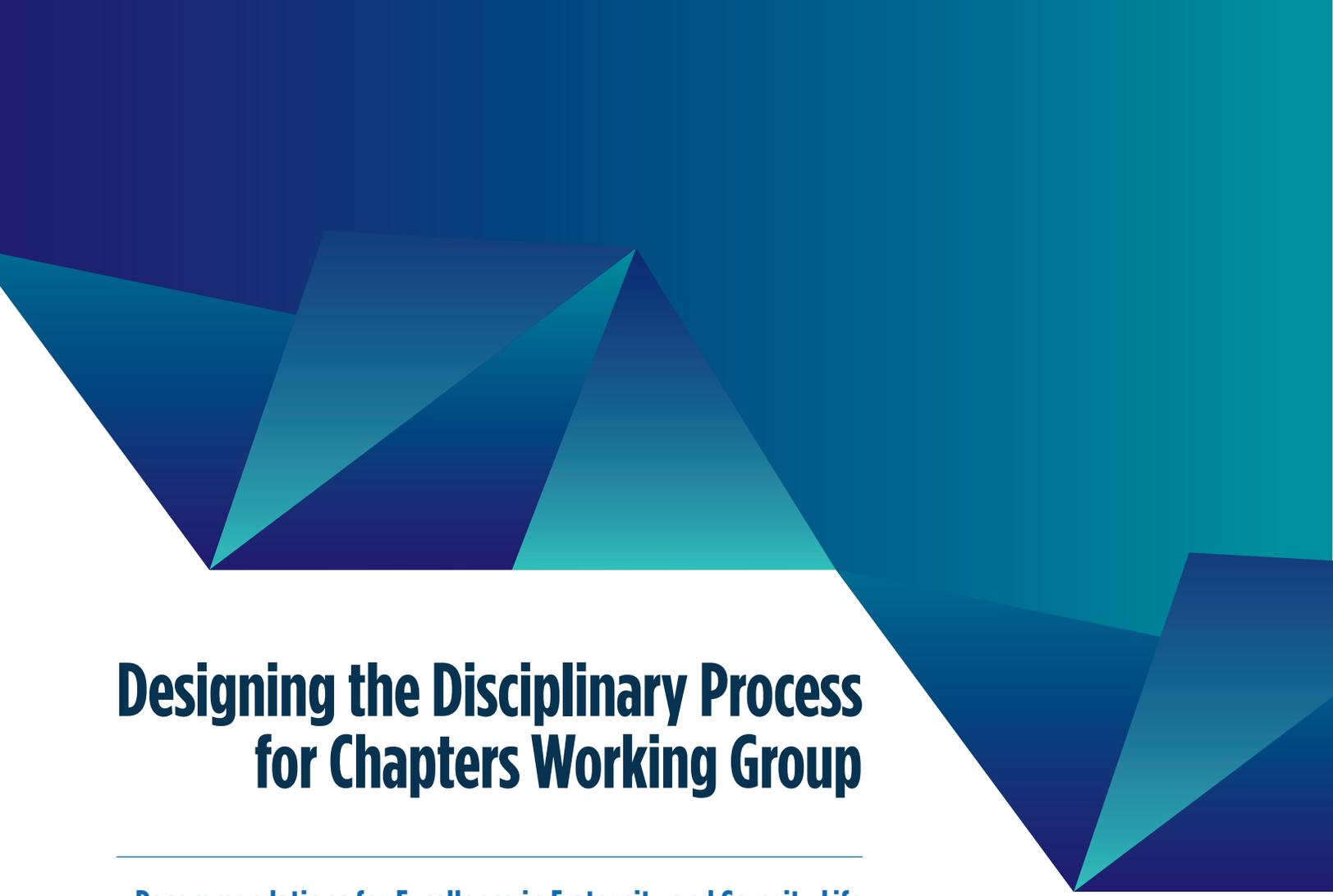
1. *Student Code of Conduct:* The student code of conduct is an important document that outlines the behavioral expectations of students and student organizations and it should be a first place to start to understand how students individually are held accountable. On some campuses, an honor code may also exist to outline academic expectations.
 - a. Key questions:
 - i. Does the student conduct office adjudicate student organizations?

- ii. Is there a formal or informal relationship between the FSL office or governing councils with the conduct office?
 - iii. What types of cases are councils "allowed" to hear?
 - iv. Does the geography of the offense limit what action a conduct office can take?
- b.** Common misunderstandings:
- i. Who has jurisdiction?
 - ii. Which entity (institution or inter/national organization) is actually responsible to adjudicate?
 - iii. Which policy or procedure has been violated?
- 2.** *Family Educational Rights and Privacy Act (FERPA)*: FERPA is a federal law that protects the privacy of student education records which include personally identifiable information, academic records, such as report cards, transcripts, disciplinary records, contact and family information, and class schedules. Protections under FERPA may be waived by the student. Such waivers largely exist for the purpose of grade reporting but may also include conduct records. FERPA protects the individual students and does not protect student organizations.
- a.** Key questions:
- i. Is there a FERPA waiver in place for fraternity and sorority members?
 - ii. If a waiver is in place, who listed on the release to view specific information?
 - iii. Are there opportunities for joint investigation of an issue which may include an organization and the institution?
- b.** Common misunderstandings:
- i. What is actually covered under FERPA?
 - ii. What information can and cannot be shared with a third party?
- 3.** *Health Insurance Portability and Accountability Act (HIPAA)*: HIPAA protects health information such as diagnoses, treatment information, medical test results, and prescription information. HIPAA does not regulate the ability of institutions to request medical information from their employees and students for legitimate business reasons.
- a.** Key questions:
- i. What circumstances would HIPAA apply?
 - ii. What is the relationship between HIPAA and FERPA?
- b.** Common misunderstandings:
- i. What is actually covered under HIPAA?
 - ii. How do FERPA and HIPAA interact with each other?

The following outlines specific institutional or organizational policies that may exist outside of the student code of conduct or federal law that could be unique to an individual campus or inter/national organization. While

this list is not exhaustive, it does provide examples of places that may cause confusion among stakeholders that can impact transparency.

- 1.** Organizational Policies
 - a.** Financial expectations of members
 - b.** Membership agreements
 - c.** Membership accountability policies
 - d.** Advisor placement and replacement
- 2.** Housing Policies and Operations (On-Campus and Off-Campus)
 - a.** University owned
 - b.** Fraternal house corporation owned and operated
 - c.** Local housing corporation
 - d.** Private-public partnership
 - e.** Land ownership/building ownership
 - f.** Apartment buildings turned fraternity/sorority houses



Designing the Disciplinary Process for Chapters Working Group

Recommendations for Excellence in Fraternity and Sorority Life

COMPLETE FINAL REPORT – MAY 2021

The working group collected documents and other resources from various stakeholders in fraternity and sorority life (FSL). Using those materials and the expertise of working group members, the working group identified central and foundational tenets of a chapter disciplinary process. These central and foundational tenets formed the following recommendations, which should be interpreted as such. These recommendations provide a framework to reassess current policies, procedures, and practices. Three subgroups were established to explore, in the context of the agreed upon foundational tenets, the distinct deliverables of the working group.

Chapter Disciplinary Process Working Group Description

The goal of this working group was to “develop mutually agreed upon goals, expectations, and accountability processes related to chapter discipline, communication, and information sharing that allow for flexibility based upon institution type, state regulations, and organization type.” (See the Working Group’s charge stemming from the October 2019 Fraternity and Sorority Life Summit that was held at the University of Houston for more information about the expected outcomes for the Working Group.)

Fraternities and sororities exist on college and university campuses through a cooperative agreement between the host institution and the local or inter/national organization. Using this relationship as the foundation, both entities have a vested interest in the health and overall success of undergraduate chapters. Thus, both entities also have a vested interest in responding to the undergraduate chapter when members of the group have exhibited behaviors that are not in alignment with the stated values of the organization, or the regulations governing the fraternity and sorority experience.

Student accountability systems and processes are in place to create a safe and educational learning environment. (The working group discussed at length the importance of shifting away from the language of “discipline” to that of “accountability” to more accurately describe the purposes and hoped for outcomes of these systems and processes.) The developmental nature of these processes are intended to promote growth and learning in the individuals involved. When such an educational process operates optimally, participants involved in the process feel heard, respected, and treated fairly.

Accountability processes, as outlined by both the host institution and the local or inter/national organization, should be grounded within the following tenets:

- Fairness and equity
- Communication and collaboration
- Mutual trust and respect among all stakeholders
- Understanding of scope and reach within each entity
- Educational in nature

Specific to the host institution’s accountability process, an additional critical element is the cultural competence of the professionals involved in applying the process across the fraternity and sorority experience. It is imperative that the professional staff have a strong working knowledge of the difference between organizations within the fraternity and sorority community, and are able to navigate both the marked and subtle differences that exist among the different types of organizations (e.g., local, inter/national organizations, NIC, NALFO, NPHC, NAPA, NPC).

The establishment of exceptional accountability processes for fraternities and sororities can be challenging, however, it is imperative that effective processes are developed. Using the tenets above as a guide, the process provides the potential to:

- enhance professionals' capacity to do the work
- create a common understanding of what excellent practice involves
- inform evidence-informed practices for the institution and/or inter/national organization
- engage students in a developmental learning process in response to behaviors that are not permitted within the stated rules and regulations

It is in the context of the above statement of shared values and goals, including the need for cultural competency for all involved staff, that guide the accountability processes for violations of both institutional and organizational rules and procedures that the working group makes the recommendations that follow.

Chapter Disciplinary Process Working Group Policies/Procedures

Recommendations for Communications Standards in Accountability Procedures

The following steps have been identified as a baseline of communications that should exist between institutions (colleges and universities) and organizations (inter/national headquarters and/or chapter advisors) when an incident arises that requires adjudication.

Step 1: Accountability procedures may be initiated on individual or organizational behavior upon receipt and analysis of an official incident report or valid complaint received by university or inter/national organization.

Step 2: Institutions'/organizations' staff investigates to determine if there is sufficient cause to proceed with disciplinary action. Should sufficient cause be determined, the institution/organization will contact involved parties including chapter president, chapter advisor, and university/organization.

Step 3: All questioning of individuals should be conducted according to the institution and organization agreed upon process if there will be a joint investigation. However, this may not always be possible.

Step 4: The institution's conduct office may conduct an administrative hearing, assign the case to be mediated, or assign the case to a fraternity/sorority conduct board, original jurisdiction, and appeal board for fraternity/sorority organizations. When permissible, the inter/national organization and the university should share investigative reporting for review by all parties involved. The university fraternity/sorority advisor



will provide updates to the chapter president, chapter advisor, and/or headquarters as appropriate to ensure that all parties are aware of the progress of any investigation.

Step 5: The institution and organization will review their final decisions together and attempt to agree upon a unified resolution for the local organization, acknowledging that the outcomes might include two different sanctioning outcomes from both the institution and organization. Communication plan will be reviewed to notify all necessary constituents (students, advisors, alumni, etc.)

Recommendations for Investigating and Adjudicating Alleged Violations

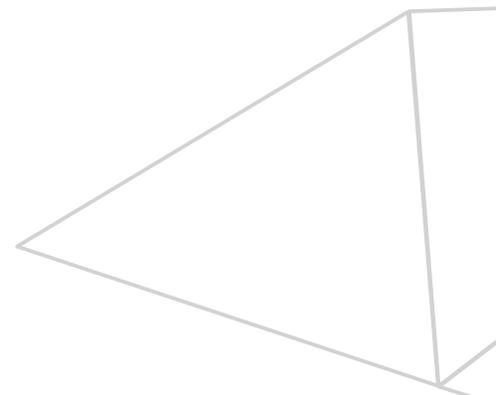
Regarding terminology, we use "institution" to refer to the college/university, "organization" to denote the inter/national entity that oversees campus-based groups, and "chapter" to refer to the campus-based group. If your fraternity and sorority community includes local organizations, you will want to alter your terminology to acknowledge their structure.

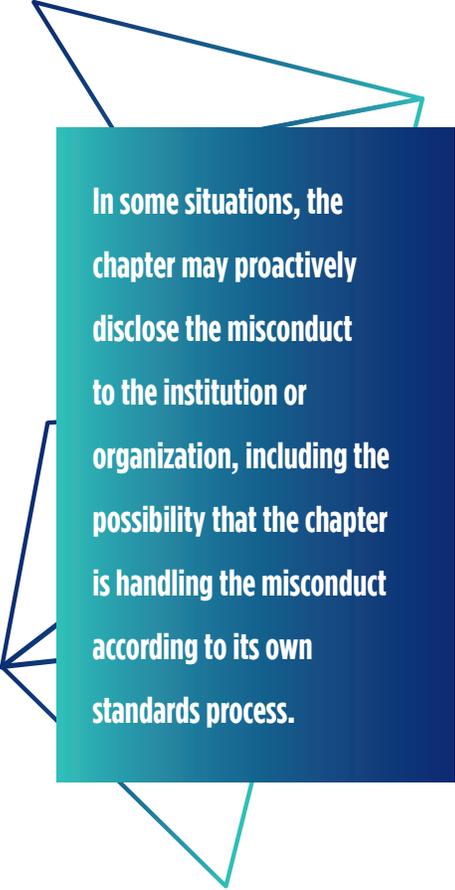
REPORTING AND INITIAL INQUIRY

- 1.** Institutions and organizations should share with each other its policies and procedures.
 - a.** In an effort to create efficient, effective collaboration between institutions and organizations, copies of policies and procedures, including any updates, should be exchanged as expeditiously as possible.
- 2.** Institutions and organizations should ensure policies and procedures for addressing allegations of misconduct for both individual students and organizations align. Doing this promotes transparency, consistency, and fairness to all parties involved.
- 3.** Institutions and organizations should have transparent reporting procedures related to instances of possible misconduct by fraternity or sorority chapter(s).
 - a.** As reports containing allegations or evidence of alleged misconduct by chapters can arrive through numerous channels, it is important to educate a campus community and external stakeholders regarding how and where to route such reports upon receipt.
 - b.** Veracity of reports can vary widely, from an anonymous report alleging hazing but with scant details to a thorough report from an identified source which includes an informative narrative, photo and/or video evidence, witness and participants lists, etc.
 - c.** Procedures must be established for when local authorities (e.g., police, emergency medical personnel, etc.) should be notified/contacted in situations involving the potential for immediate risk to the health and safety of students. Additionally, when police are involved in or serving as the primary investigative

unit, institution, and organization representatives should cooperate as requested.

4. Institutions and organizations should determine factors it will use in assessing credibility of a report of misconduct by fraternity or sorority chapter(s).
 - a. Once a report is received, an initial review of the report's contents and assessment of validity/probability should be conducted. Questions for consideration may include:
 - i. Does the report involve a dangerous incident in process which warrants immediate action?
 - ii. Does the report include time, place, and manner of the alleged incident?
 - iii. Does this report include currently enrolled students/members/chapter(s)?
 - iv. Does the reported time frame line up with official or unofficial chapter activities (e.g., intake, recruitment, scheduled party or social, etc.)?
 - v. If evidence submitted includes photographs and/or social media posts, are additional posts available that further substantiate what was received?
 - vi. If the reporting party was anonymous, was enough information provided to proceed with further inquiry?
 - vii. Are there any jurisdictional considerations that would preclude follow-up?
 - b. Regardless, each report should be thoroughly reviewed and vetted.
5. Institutions and organizations must have clear procedures and requirements related to notifying a chapter of allegations of misconduct.
 - a. The recipient of information alleging misconduct (whether institution or organization) should notify the other in writing as soon as possible, especially if the reported incident potentially affects the health and safety of students. Early notice sets the tone for stronger collaborative partnerships that encourage trust building.
 - b. Policies regarding interim measures or cease-and-desist orders must be adequately defined, published and consistently applied, including timeframes, rationale for implementation, and if appealable.
 - c. The notice delivered from the institution to organization (or vice versa) should include the following information:
 - i. Copy of relevant policy that governs institution/organization investigation
 - ii. Nature of alleged misconduct and relevant policies/standards
 - iii. Source of report, without personally identifying information

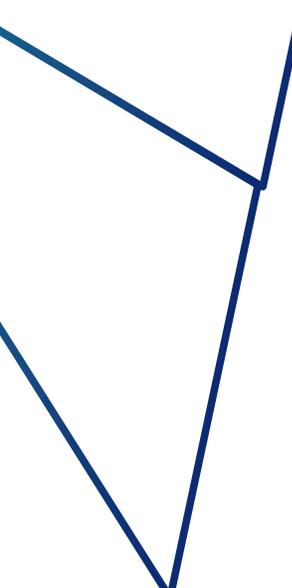




In some situations, the chapter may proactively disclose the misconduct to the institution or organization, including the possibility that the chapter is handling the misconduct according to its own standards process.

- iv.** Potential interim measures or cease-and-desist orders under consideration (if any)
 - v.** Name, title, contact information, and role in process of institution staff/organization staff or volunteer(s)
 - vi.** Next steps of investigation and estimated timeline (if available)
 - vii.** Opportunities (if any) for collaboration between institution and organization
 - 1.** Can include visit from (or other form of interaction with) organization
 - 2.** If collaborative investigation not possible, institution must make clear that it is compelled to proceed regardless
 - viii.** Determination if a city-based group will have impacts beyond the campus
- d.** In some situations, the chapter may proactively disclose the misconduct to the institution or organization, including the possibility that the chapter is handling the misconduct according to its own standards process. Factors to consider include:
- i.** Consistent application of process at the institution level but with option for flexibility to recognize student leadership and self-governance
 - ii.** Transparent communication is critical
 - iii.** Severity of violation and/or misconduct history by chapter might limit flexibility in institution response
 - iv.** Reporting for statistical tracking, etc. must be maintained
- 6.** Institutions, chapters, advisors, and the inter/national organization should establish Collaboration Expectations Guides outlining each entity's role in the investigation process and how information will be shared between collaborators.
- a.** If the institution and organization proceed collaboratively, the items outlined in the Collaboration Expectations Guide can be utilized to foster ongoing communication and assure students of a fair and equitable process.
 - b.** In general, a Collaboration Expectations Guide should include the following:
 - i.** Expectations related to communication between collaborators, including:
 - 1.** Frequency
 - 2.** Regarding what matters
 - 3.** Mechanism (e.g., phone call, written communication, combination)
 - 4.** Between whom, and including whom
 - ii.** Expectations regarding sharing information
 - 1.** Defining transparency
 - 2.** Privacy expectations

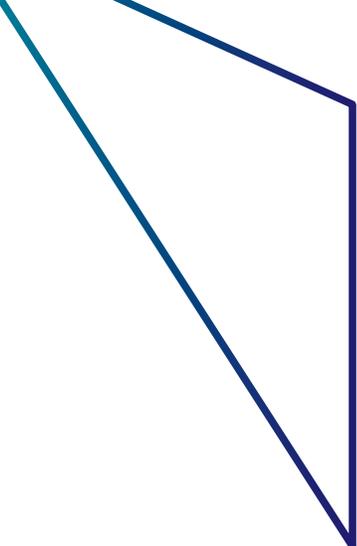
- a. FERPA
 - b. Redaction policy and practice
 - c. Mandatory reporting responsibilities
 - d. Organization ritual information
 - 3. Applicable exceptions
 - iii. Investigation logistics
 - 1. Whether the following should be joint or independently completed:
 - a. Interviewing reporters
 - b. Interviewing witnesses
 - c. Interviewing victims/complainants
 - d. Interviewing individual respondents
 - e. Interviewing non-students
 - 2. Planning process
 - a. House-keeping matters (e.g., signing releases)
 - b. Distribution of work (equally or primary/secondary approach)
 - c. Techniques to be used (e.g., audio recording, interview questionnaires, group/simultaneous interviews, etc.)
 - d. Drafting of questions/documentation
 - e. Tracking/updating investigation
 - f. Compiling of documentation
 - g. Decision making regarding next steps (e.g., who receives final report)
 - h. Drafting of investigation report
 - i. Determine who will maintain communication with which bodies (e.g., alumni, undergraduates, etc.)
- 7. Institutions and organizations should work collaboratively to the extent permissible to establish a timeline and framework for any initial inquiry conducted.
 - a. The institution will work with the organization to assess the following:
 - i. If identifiable, interview reporting party to ascertain additional information, clarify initial questions, and determine reporter's willingness to participate further, if needed
 - ii. Gather information from other sources as applicable (e.g., campus or local police, campus housing, surveillance videos, social media, etc.)
 - iii. Seek to determine whether the alleged misconduct is individual, chapter-related, or both
 - iv. Determine how many members were involved and what percentage of the chapter this represents
 - v. Determine if alumni or inactive members were involved
 - vi. Clarify if other organizations/chapters were involved

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- vii.** Collect additional information about the nature of the violation including the following:
 - 1.** What potential violations occurred? (e.g., alcohol, hazing, sexual assault)
 - 2.** Were there any injuries, and if so, details?
 - 3.** Were there any victims, and if so, who, how many, and affiliations?
 - viii.** Determine if chapter leaders were aware of incident(s), and their response to the report
 - ix.** Seek to determine whether the alleged misconduct is individual, chapter-related, or both
- 8.** Institutions should consider the following factors when determining whether students have the ability to self-regulate and handle organization behavior on their own.
- a.** Conduct history of the organization
 - b.** Positive advisory support
 - c.** Strength of student leadership
 - d.** Relationship between the institution and the organization
 - e.** Whether the alleged behavior involves a large number of the membership
 - f.** Whether the alleged behavior are strict policy violation
 - g.** Whether the alleged behavior resulted in harm to the community and/or individuals
 - h.** Whether the alleged behavior has occurred in the past and how it was handled in the past
 - i.** Whether the students have received or will receive adequate training related to policy enforcement

INVESTIGATIONS

- 1.** Investigators must be equipped with basic investigation skills and knowledge as it relates to individual student and student organization misconduct including, but not limited to:
 - a.** Being neutral and objective during the course of the investigation
 - b.** Ability to balance the needs of a fair, efficient and thorough investigation
 - c.** Ability to follow investigative procedures as outlined in your policy, including relevant timelines
 - d.** Possess awareness and acknowledgement of implicit bias
 - e.** Possess the ability to acquire and maintain knowledge of the structure of the type of organization(s) under investigation
 - f.** Ability to pivot and adjust investigation methods as necessary
 - g.** Maintaining strong knowledge of relevant policy and rules
 - h.** Maintaining strong communication and collaboration skills with vested partners
 - i.** Competent in use of investigation technology, including generation-specific tools (e.g., social media platforms)
- 

- j. Ability to manage large amounts of information in a fast-paced setting
 - k. Ability to spot strengths and weakness of an investigation
 - l. Ability to apply facts to policy
 - m. Strong verbal and written communication in articulating investigation findings
2. Institutions should clearly define the role and responsibilities of individuals in an investigator role as it relates to misconduct by student organizations.
 - a. There exists a tremendous level of trust in an investigator to assist a campus/organization in determining a) what happened in an incident, b) why it happened, and c) ultimately whether what happened violates policy/rules.
 - b. The investigator's role should not be to determine what level of accountability and type of education is proportionate and appropriate where a violation is found. Instead, the investigator's role is narrowly tailored to recreating the circumstances of what occurred.
 - c. The end product is generally an investigative report or presentation of findings to an independent group responsible for determining appropriate next steps. If the investigator and the adjudicator must be the same individual, the processes should be separated as to not confuse what is occurring for the involved parties and other stakeholders.
 3. Institutions and organizations should establish factors that help it determine the appropriate investigation approach/method for reports of misconduct by organizations.
 - a. Student organizations are often subject to the policies and regulations of multiple constituencies including that of a university/campus (e.g., code of conduct, fraternity and sorority life office, campus safety/law enforcement, etc.) headquarters/chapter, and state and federal laws and regulations.
 - i. **University/Institution Investment:** student organizations, including fraternity and sorority life groups, bring value to institutions of higher education. The value these groups add include, but are not limited to: social and professional networking, belonging, leadership skills, personal identity, and community service. When fraternities and sororities are done right, the university or college benefits as well.
 - ii. **Fraternity and Sorority Headquarter/Organization Investment:** Fraternity and sorority headquarters are highly invested in ensuring their group's success on a college campus not only due to alumni presence but also for the vibrancy and longevity of the organization. Fraternities and sororities understand the value added they bring to the table and want to see those outcomes as well.

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- b.** In determining whether a collaborative or autonomous approach to an investigation is appropriate, consider the following questions:
 - i.** Are all potential collaborators considering pursuing an investigation?
 - ii.** Does the role of investigations and/or conduct fall under the potential collaborators' purview? Also consider their degree of separation from the chapter/organization. Are there staff-specific considerations in working with the collaborators?
 - iii.** Does the reported information allege misconduct that if proven, may be a violation of multiple policies? (e.g., university/campus policy, and headquarters/organization policy)
 - iv.** Does the reported information allege misconduct by an individual (a small number of individuals) or by a chapter?
 - v.** Does the reported information allege misconduct that if proven, may be a violation of multiple policies?
 - vi.** Does the reported information allege misconduct of a sexual nature and possibly include a violation of Title IX?
 - vii.** Does the reported information allege misconduct that may have other privacy implications/concerns that affect the feasibility of a collaborative investigation?
 - viii.** Does the reported information allege misconduct by students and staff?
 - ix.** Does the reported information allege ongoing misconduct?
 - x.** Does the reported information allege grave misconduct that warrants an expedited and speedy investigation?
 - xi.** Is there a pending civil or criminal matter that affects the feasibility of a collaborative investigation?
 - xii.** Is the timeframe for which this investigation must be conducted one that can be agreed upon between all collaborators?
 - xiii.** Is the scope of the investigation such that it may affect the feasibility of an autonomous investigation?
 - xiv.** Do differences in the investigation procedures and steps of your collaborators affect the feasibility of a collaborative investigation?
 - xv.** Of the potential collaborators involved, is there capacity for all to participate in a collaborative investigation?
 - 4.** Institutions and organizations should establish procedures to notify an organization of the investigation process, including conclusion of an investigation.
 - a.** An investigation should generally include the following steps:
 - i.** Interviewing of the reporter(s)
 - ii.** Placing an organization on notice of an investigation
 - iii.** Interviewing relevant witnesses
 - iv.** Gathering and compiling information from various sources

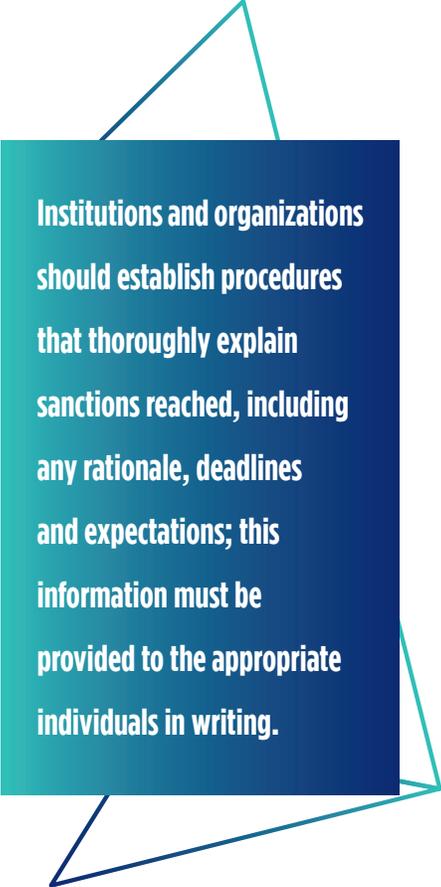
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- 2.** Institutions must have defined procedures regarding any hearing process.
 - a.** In-person hearing: This process may include an in-person hearing to review relevant information where an organization is offered the opportunity to respond.
 - b.** Paper hearing: This process may call for an organization to respond to allegations in writing, either initially or as the sole method of response.
 - 3.** Institutions and organizations must establish clear procedures for notifying a chapter of any outcome reached, including rationale for its decision and any appeal rights available.
 - a.** The outcomes reached should be documented in writing and distributed to the chapter as soon as possible. The decision should explain the rationale and any evidence supporting the outcome reached. If a violation is found, the outcome should also include the sanction(s) imposed with the rationale for the sanction(s) assessed. The rationale should include any mitigating and aggravating circumstances considered by the decision-making body.
 - b.** The outcome should include information regarding an appeals process, if applicable, including the format and deadline to appeal.

SANCTIONING

- 1.** Institutions and organizations should take a collaborative approach in determining appropriate sanctions that balances the need for meaningful education and accountability.
 - a.** Sanctions should be meaningful and educational, designed to promote the health and safety of the members, chapter, and campus community. Sanctions should also limit recurrence of problematic behavior and explore opportunities for corrective and sustainable culture change. Sanctions may include educational sanctions, accountability-based sanctions or a combination of the two. The behavioral issues may also call for the different entities to take independent actions outside of this matter (i.e., chapter judicial boards, individual student conduct, and/or inter/national organization required sanctions). Individual efforts from inter/national organizations, regional officers, and local organization alumni boards, and the chapter should be shared with the college/university.
 - b.** Examples of educational sanctions include a Plan of Action to put the organization back on the correct path or various membership development opportunities with campus partners and/or organization leadership (advisors, regional, inter/national organization, or alumni board members). Examples of accountability-based sanctions include probation (restrictive or

nonrestrictive), loss of privilege(s), restitution to revocation of the organization's recognition at the campus level. In certain situations, accountability-based sanctions may be the best way to address health and safety of individuals, support member learning, and/or minimize liability for the institution and organization. Additionally, specific attention should be paid toward actions that led to the creation of underground groups. Finally, when organizations lose recognition by an institution for a period of time, both entities should endeavor to work together to help the organization navigate the transition.

2. Institutions and organizations should establish what are mitigating and aggravating factors that affect sanctioning.
 - a. Factors to consider in determining appropriate sanctions should include, but are not limited to: current disciplinary status, willingness of chapter to take responsibility, degree to which they have cooperated with the process, extent to which they took measures within their own chapter, interplay between recommended process and existing university policy, case precedent based on similar fact patterns, impact on other students, impact on the greater campus community, level of health and safety risk behavior posed, what will likely be best for student and community safety and the chapter's future, etc.
3. Institutions and organizations should establish procedures that thoroughly explain sanctions reached, including any rationale, deadlines and expectations; this information must be provided to the appropriate individuals in writing.
 - a. The following information should be included in the outcome letter to the chapter: appeals process, name and contact information of point person(s) for questions and support through sanction completion, specific instructions for completing sanctions (timeline, reporting method) and terms of non-compliance.
4. Institutions and organizations should consider the following factors for how to address behavior of un-recognized organizations/underground groups:
 - a. Whether the institution is a private or public institution
 - b. Whether the institution holds students responsible alongside student organization cases
 - c. Whether the reported behavior is considered as part of a reinstatement process
 - d. If the reported behavior occurs off campus, whether local law enforcement has a relationship to address town gown issues.



Institutions and organizations should establish procedures that thoroughly explain sanctions reached, including any rationale, deadlines and expectations; this information must be provided to the appropriate individuals in writing.

APPEALS

1. Institutions and organizations should establish clear procedures for appeals.
 - a. A chapter that desires an appeal should task a chapter leader (e.g., president) with notifying the adjudicating office by submitting a written appeal within a prescribed timeline after receiving the original decision. A chapter should have a right to appeal based on one or more of the following grounds:
 - i. Procedural irregularity that affected the outcome of the matter.
 - ii. New evidence that was not reasonably available at the time of the determination regarding responsibility or dismissal was made that could have affected the outcome of the matter.
 - iii. Sanctions assigned are disproportionate and/or are unreasonable
 - iv. Weight of the evidence is inconsistent with the finding
 - b. Institutions and organizations must establish procedures for review of appeals by an independent entity.
2. Institutions and organizations should establish procedures that thoroughly explain the outcome of any appeals, including any rationale; this information must be provided to the appropriate individuals in writing.
 - a. The outcome determined by the independent entity is the final level of appeal. This entity has the right to determine the following outcomes based on the written appeal provided by the chapter: Affirm the original decision, lessen the original sanctions, add additional sanctions, or dismiss the case. The decision of the appeal should include the following information:
 - i. A decision on each ground appealed
 - ii. Rationale for each decision
 - iii. Whether the decision impacts the sanctions, if so, how
 - iv. Rationale for decision as it relates to the sanctions
 - b. The appeal should be provided to the chapter in writing as soon as possible.

Recommendations for Future Action

1. Institutions and national organizations should develop effective investigator training, including cultural humility training to effectively work with diverse organizations and individuals.
2. Institutions and organizations should periodically review and update their policies and procedures.
3. Research and evaluation projects should place particular emphasis on the efficacy and value of various sanctions imposed on organizations and/or individuals.

4. Institutions and organizations should create/utilize mechanisms to share organization misconduct in a public forum.
5. Institutions and organizations should increase collaboration with local communities and build better town-gown relationships.
6. Institutions of higher education and inter/national fraternity and sorority headquarters should continue to review communications protocols. Continue to explore use of F/S Central as a central hub of communications between fraternity/sorority inter/national headquarters and fraternity and sorority advising staff at colleges and universities.
7. Continue partnerships with other relevant stakeholders and professional associations such as the following:
 - a. Association of Student Conduct Administration (ASCA)
 - b. Fraternity Executives Association (FEA)
 - c. Fraternal Law Conference (FLC)
 - d. Association of Fraternity/Sorority Advisors
 - e. National Pan-Hellenic Council (NPHC)
 - f. National Association of Latino Fraternal Organizations (NALFO)
 - g. National Multicultural Greek Council
 - h. National APIDA Panhellenic Association
8. Evaluate ongoing communications in the form of standing meetings between FSAs and campus conduct offices and including inter/national headquarters staff. Where there might be meetings between consortia of institutions of higher education including fraternity/sorority advisors, consider inviting conduct officers, headquarters staff and/or umbrella organization representatives in proactive planning and evaluation of communications.
9. Utilize conferences like AFA Annual Meeting or NASPA Annual Conference to gather campus-based professionals from similar systems or schools to discuss evidence informed practices related to communications and invite umbrella associations to participate.
10. Encourage a standard of communication through newsletters to streamline communications from institutions of higher education and fraternity/sorority inter/national headquarters.
11. Many colleges and universities have made accountability processes public facing so that any can read and understand how accountability processes are executed. Therefore, we recommend that all colleges and universities and inter/national fraternities and sororities make available on their websites, their accountability procedures/process as well as a point of contact for these processes. The workgroup believes that this would improve and streamline communications regarding accountability processes.





Fraternity and Sorority Life Staffing Working Group

Recommendations for Excellence in Fraternity and Sorority Life

COMPLETE FINAL REPORT – MAY 2021

In October 2019, a large group of campus professionals, headquarters staff/volunteers, and higher education association members gathered at the University of Houston to discuss the future of fraternity and sorority life on college campuses. This meeting was coordinated by NASPA–Student Affairs Administrators in Higher Education and had participation from both the Association of Fraternity/Sorority Advisors (AFA) and Association of Student Conduct Administrators (ASCA). The meeting was attended by senior student affairs leaders (vice presidents and deans), professionals who work in fraternity/sorority life offices as primary advisors, executives from fraternity/sorority headquarters, and volunteers from fraternities/sororities.

One outcome of the meeting in Houston was the formation of task groups that would be charged with developing recommendations for action on five topics that attendees identified as top priority areas:

- Staffing in Fraternity/Sorority Life Offices
- Communication Standards
- Disciplinary Processes
- Health, Safety, and Well-being
- New Member Recruitment

The work group that focused on staffing was assigned to AFA, while the other four groups were coordinated by NASPA. Members of the staffing work group were asked to serve because of their long-term experience in higher education, their active participation in one or more of the prior meetings, and their interest in the topic. Members of the committee collectively represented over 250 years of full-time professional experience in fraternity/sorority advising roles at multiple institutional types, held multiple terminal degrees, and represented multiple fraternity/sorority affiliations including NALFO, NPHC, NPC, and NIC.

The work group identified the following core elements of their charge:

1. To most accurately communicate the challenges and opportunities that exist in effectively staffing fraternity/sorority advising operations;
2. To provide a shared framework/language around multiple staffing/advising approaches; and
3. To create a library of research that may inform the effectiveness of staffing patterns and decisions on chapter-level and student-level outcomes.

The work group began with a larger brainstorm grounded in their professional expertise as fraternity/sorority department leaders and volunteers, centering around all the considerations and/or challenges that emerge in building effective staffing plans.

Staffing Work Group Description

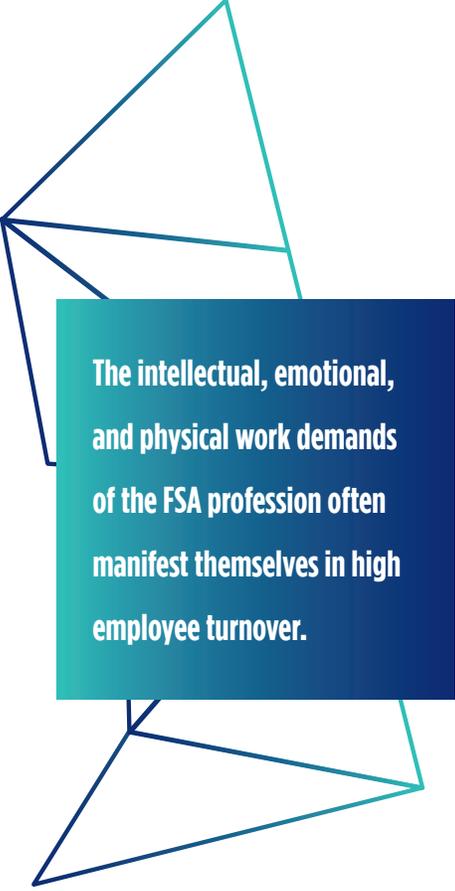
The work group provides the following recommendations outlined within the larger areas mentioned below:

- **General Staffing and Compensation:** This area includes considerations for general staffing and compensation patterns for fraternity/sorority life (FSL) advising operations.
- **Organizational Positioning of Fraternity/Sorority Advising Operation:** This area considers how the fraternity/sorority advising operation is positioned within the larger student affairs operation and how it is connected to other departments and divisional leaders.
- **Building a Fraternity/Sorority Advising Operational Approach:** This area considers the ways in which guiding philosophies may frame how staff is hired, trained, and organized within fraternity/sorority advising operations.
- **Staff Responsibilities, Professional Development, and Evaluation:** This area considers how staff is trained and/or socialized within the fraternity/sorority advising profession and provides recommendations to enhance staff competency development.

Contextual Challenges

To best frame the recommendations provided by the work group, it is important to recognize the following contextual challenges that influence the fraternity/sorority advising (FSA) profession:

- While the collective knowledge and expertise of this work group is extensive, there is a dearth of literature regarding the role of staffing decisions on student-level, chapter-level, and council-level outcomes. These recommendations reflect what the working group perceived to be promising practices but are not empirical in nature.
- While many student affairs roles require navigating complexity, the level of complexity in successfully navigating the FSA profession is significant including but not limited to managing significant risk and safety issues, alumni affinity, volunteer management, assessment, and planning, etc. This is often (but not always) done by early-career staff who are still building/strengthening their skills in these areas.
- The intellectual, emotional, and physical work demands of the FSA profession often manifest themselves in high employee turnover. While this is a socialization tactic that emerges within the larger student affairs profession, it is amplified within the FSA profession, meaning that traditional approaches to employee balance and longevity are less effective in FSA environments.
 - Effective staffing practices in FSL-advising serve to achieve two primary purposes—to increase staff competency and to increase staff longevity.
- The generalist advising style is a luxury coming from privileged experiences in historically/predominately White organizational membership. There is a need to have operational knowledge across all councils and fraternal membership experiences, not just the predominately White/historically White organizations.
- Some of those in FSA roles may be a staff/department of "one," or may be assuming responsibility for other functional areas in addition to FSA, making their ability to think strategically about staffing significantly more challenging. This may traditionally be seen at institutions with a more intimate enrollment size and private institutions. It is imperative that the practices tied to staffing are evaluated to assess for community philosophy and competency of fraternity/sorority operations. If someone is taking on FSA in conjunction with another area of student involvement, housing, or engagement, it is imperative the staff member has a clear understanding of the different advising practices and support models for FSL.



The intellectual, emotional, and physical work demands of the FSA profession often manifest themselves in high employee turnover.

Additional Notes of Consideration

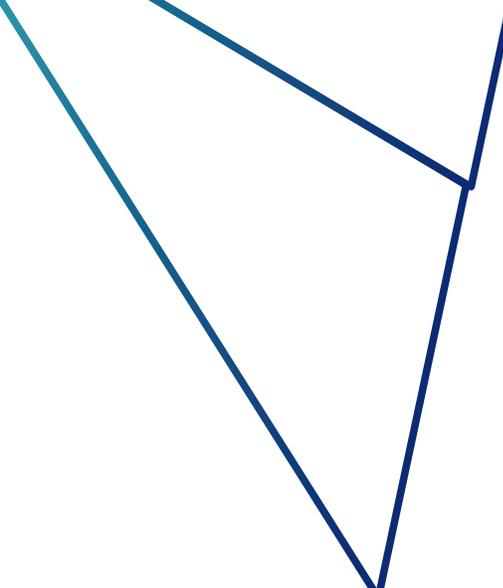
- Fraternal organizations are recognized by an institution, not by an office/department. Thus, the senior student affairs officers should engage the range of skills, talents, and systems within and beyond the division to achieve expected outcomes.

- The work of a fraternity/sorority community doesn't live within the walls of the institutional staff members. Developing a strong system of volunteers should be a priority in partnership with inter/national organizations. Regardless of size, chapters need strong advising and mentor teams to sustain, enhance, and build upon the efforts of the fraternity/sorority life staff on campus. This work is complex, and success requires actively engaged advisors, mentors, and advocates beyond the staff.
- There is a distinct difference between the work of other student affairs professionals and that of fraternity/sorority professionals. Most student affairs professionals interact directly with students through a specific functional area like housing, dining, career services, academic support, and student activities. Most departments are organized around functional areas that provide a specified service to students on their campus. In contrast, fraternity/sorority professionals work with a defined sub-population of students and often touch or cross many functional areas in their role. Fraternity/sorority professionals may be tempted to mimic each functional area under the umbrella of FSL by recreating each of these services specifically for the FSL office or community. Instead, it should be encouraged that they integrate FSL into the existing work of colleagues in each functional area.
- Decisions connected to staffing structures and numbers are tied to funding and financial resources. It is understood the resource allocations will be critically assessed following the complexity of 2020 and as we look to the future of an enrollment cliff. Before assessing a "Greek fee" to fraternity/sorority community members to cover salaries, it is recommended to assess the necessity of the Greek fee and what this funding source would/could be utilized for when it comes to staffing and programming for the fraternity/sorority community. Greek fees may not be seen as an equitable practice, with students funding a functional area.
- Institutions should take a proactive approach to assessing fraternity/sorority staffing structures on campuses in the present time versus reactive approaches we have seen in the last 10 years due to a tragic loss in a fraternity/sorority community. Take time to review current practices and structures, consult peer institutions and experts in the field, and strategically expand services and staff where needed during a time where forecasting and futuristic thinking are at the root of change.

Staffing Work Group Recommendations

General Staffing and Compensation

- Colleges/universities MUST audit and benchmark the compensation and title of their senior FSA (and associated FSL staff) in comparison to other department directors (and peer positions), the extensive expertise they must possess in numerous areas, and the size/scope/complexities of the populations they serve. This includes



housing and residence life, student involvement/student activities, student conduct, alumni affairs, diversity and inclusion, campus recreation, etc.

- **Description:** Senior fraternity/sorority advisor (FSA) (and associated FSL staff members throughout the operation) are often staff members dealing with high complexity and requiring high competency, but they have lower comparative salaries than their student affairs peers. CUPA-HR's annual [Administrators in Higher Education](#) report regularly identifies the senior "Greek Life Official" at the bottom of the salary listing when compared to peer student affairs operations.
- **Outcomes Expected:** Compensating senior-level FSL advising staff at an appropriate level helps to build career FSA professionals, providing space and time to build the cognitive complexity necessary to do fraternity/sorority advising work well. Specifically, as FSL professionals may find long-term partners, desire to build families, and seek to purchase real estate, appropriate compensation helps them to invest in campus communities long-term and to establish roots in communities that enhance their abilities to build strong teams. Consistency in staff, specifically at the senior level, will allow long-term investment to create communitywide change without having to continually onboard new FSL staff.
- **Resources Available:** AFA has a growing database of salary information, staffing information, and general FSL community data that can be accessed for the purposes of benchmarking against peer institutions. Senior FSAs should network with colleagues and peer institutions to benchmark compensation, staffing, and financial support.
- While there is no specific student-to-staff ratio at which fraternity/sorority advising programs must operate, colleges/universities MUST staff fraternity/sorority advising operations at a level congruent with the size/scope of their community, their level of complexity tied to risk management, their stakeholder development and maintenance, and the extent to which they may manage other tangential programs and operations.
 - **Description:** With the complexity of work within fraternity/sorority advising, a staffing structure shouldn't be tied to the number of members in a community. The proper FTE (full-time equivalent) rate for staffing fraternity/sorority advising operations should incorporate the important considerations below that are unique to fraternity/sorority advising operations (outside of traditional student affairs considerations).
 - **Student Participation and Demographics:** This includes the number of students served in the entire FSL community, the number of chapters and councils engaged in the FSL community, the extent to which students are actively engaged

in their own governance/accountability, and the wealth students are expected to manage.

- **Community and Campus Partnerships:** To navigate the institutional environment and the surrounding community, FSL staff could work closely with alumni engagement, fundraising, donor development, student conduct, town and gown, and local law enforcement, to name a few.
- **Housing/Property:** This considers the extent that staff are either directly managing fraternity/sorority housing operations or are expected to work with private housing corporations in their supervision of housing staff.
- **Risk, Compliance, and Accountability:** This includes, but is not limited to, responsibilities for organizational misconduct adjudication, partnerships with conduct operations, managing organizational recognition and unrecognized groups, and on-call/after-hours responsibilities.
- **Outcomes Expected:** This recommendation is designed to take a more strategic approach to the staffing of FSL advising operations beyond the more traditional, but incomplete approach, of hiring “council advisors” as that approach only recognizes one singular classification of the fraternity/sorority experience, council affiliation. The matrices provided within this document assist in operationalizing multiple models of staffing that may assist in helping institutions to structure the department more strategically.

NOTE: The integration of graduate assistants into staffing models can serve as a useful learning laboratory for future professionals and can supplement some FSL advising operation labor needs. While it is important that graduate assistants be given responsibilities that prepare them to enter the FSL advising field, they should NOT be used to fill in full-time advising roles, specifically in working within communities of color. NPHC, NALFO, NAPA, NMGC, Native fraternities and sororities, and other emerging culturally-based fraternities and sororities must have equal access to the full-time staff as their Interfraternity Council and Panhellenic Council community member peers.

Notes on Staff-to-Student Ratios

While direction on staff-to-student ratios may serve as a successful starting point in determining the level of FTE (full-time equivalent) staff for your fraternity/sorority advising operation, it is important to understand the equity issues in solely relying on a ratio to determine the number of FTE staff.

By nature of the demographics of college campuses favoring White students, in combination with the recognition that historically White organizations typically house significantly larger numbers of students, ratios often favor White students in historically White fraternities and sororities.





Ratios often fail to recognize the nuance and/or complexity of fraternity/sorority communities, including but not limited to:

- Communities in which chapters may not house as many members;
- Communities that have a robust collection of culturally-based fraternities and sororities;
- Communities in which the staff have responsibilities over fraternity/sorority housing.

As such, we are not providing a recommendation for a specific staffing structure model that is based upon a staff-to-student ratio. It is encouraged to benchmark staff to student ratios in connection to peer institutions to compare your structure, offerings, and support within a similar environment. This should not create the standard of practice but instead create a baseline of consistency in how peer institutions provide oversight and support to fraternity and sorority communities.

Organizational Positioning

- It is recommended that, if housing multiple staff, the fraternity/sorority advising operation SHOULD exist as a separate, stand-alone department with separate budgetary resources. This ensures that staff can focus on their area of content expertise (fraternity/sorority development) and that directors/senior fraternity/sorority advisors (FSAs) are considered peers to other department directors. If you are operating a fraternity/sorority advising operation at a flagship institution, this recommendation is a MUST.
- **Description:** It is essential that a FSL team can center planning, resource allocation, and advising strategy around the FSL student experience. This prioritization is often unable to occur when FSL advising operations are housed as a secondary operation within other functional areas. Given the risks associated with FSL, it is critical to reduce the number of reporting levels between the senior FSA and the SSAO. When full-time resources for subject matter experts are not available within FSL departments, staff from other institutional departments (e.g., student wellness, fire safety, assessment, marketing, fundraising, alumni engagement, etc.) must be assigned, in part, to meet community needs.
- **Outcomes Expected:** By creating a stand-alone functional area, it is expected that the department can begin to cultivate their own strategies around advising, educational programming, and behavioral intervention, and they can showcase more demonstrated support for the FSL experience on campus.
- **Resources Available:** There are multiple campuses of different FSL community sizes/demographics that operate standalone staffing operations. This is also an opportunity to leverage the AFA Institutional Survey data for benchmarking against peer and aspirational institutions.

- Colleges/universities SHOULD recognize the level of complexity (framed around size, risk level, involvement level, etc.) of the fraternity/sorority community, which SHOULD inform the line of communication between the senior student affairs officer (SSAO) and the senior FSA. Complex systems should be in consistent, regular communication with the SSAO and should ideally have as little organizational distance between these two roles as possible.
- **Description:** SSAOs are increasingly being pulled into important decision making around the health and safety of the FSL experience. Having minimal distance between the SSAO and the senior FSA ensures that decisions are being made with a consideration of how they will impact those performing front-line FSL advising work and issues that need engagement up and down the organizational chart can be prioritized more easily.
 - The more distance put between the SSAO and senior FSA, the more important training for the full reporting line becomes. If the institution is not able to provide a more direct reporting line to the SSAO, then fraternity/sorority advising practices and philosophy education should be provided for all those up through the reporting line. For example—if you have a director of FSL → dean of students → assistant VPSA → VPSA—the dean of students and assistant VPSA must be well versed in community operations and expectations so there is a shared understanding of the complexity of the FSL advising operation up the communication pipeline. This also allows for communication to be focused on a core component and not become a lesson on how we arrived here through each level of leadership.
- **Outcomes Expected:** This reduction in reporting levels is designed to ensure that there is clarity and cohesion in decision-making between the SSAO and the senior FSA. This may allow for controversial messaging to be framed in ways that increase understanding across the FSL community, while also ensuring that decisions are made under consideration of those executing those initiatives on the front lines.



Fraternity/Sorority Advising Operational Approach

- It is recommended that the university SHOULD be able to communicate its organizational approach to fraternity/sorority advising. This creates some clarity around how position descriptions are crafted based upon desired competencies, skills, and experiences.
 - **Description:** Historical models of staffing FSL advising operations are being challenged in a few ways. They tend to promote inequity in access to staff expertise, they fail to prepare staff work across multiple FSL experiences, and they create silos of support within

departments. In this report, an analysis of multiple advising operational approaches has been provided to assist colleges/universities in articulating their approach to fraternity/sorority staffing and desired outcomes.

- **Outcomes Expected:** Rearticulating an organizational approach to a FSL advising operation can allow for greater use of employee skills and talents, increased cultural competency and understanding among staff, avoidance of FSL advising staff working in isolation, and a more targeted approach to hiring and measuring staff and departmental success.
- **Resources Available:** For the purposes of this report, the Staffing in Fraternity/Sorority Life Offices Work Group has created resources that operationalize multiple staffing approaches, which can be found directly after the recommendations section of the report. Additionally, the work group has developed a set of guiding questions that will assist in thinking through what the desired organizational approach is, also found directly after the recommendations.

Staff Responsibilities, Professional Development, and Evaluation

- In cooperation with the recommendations regarding the “fraternity/sorority advising operational approach,” position descriptions MUST reflect the ability for staff to work across the spectrum of fraternity/sorority experiences. This includes working with chapters, programs, and initiatives that build cultural awareness and responsiveness across the FSL community.
- **Description:** When composing a job description, campuses must make sure there are opportunities for roles to work across a variety of councils and student populations in their work. A priority should be made that individuals who join an institution's staff are competent to work with any population of students who are in the fraternity/sorority community, instead of having one area of focus such as serving solely as the Panhellenic Council advisor. For this reason, AFA's Fraternity/Sorority Systems Core Competency (found in AFA's Core Competency Manual, available to members of AFA) notes the importance of understanding all governance structures and joining processes instead of noting their knowledge on only one type of process, like Panhellenic formal recruitment.

NOTE: While the experiences through which someone comes into the FSL-advising field (often through an undergraduate or graduate fraternity/sorority experience) certainly frames their perspective, council affiliation, and/or cultural identities should not be the primary determining factor for how their responsibilities are defined. Staff MUST be prepared to work across the spectrum of FSL experiences. Someone stepping into a professional role on-campus, should not automatically move into advising and

support the council of their membership. Instead, their placement should be based on their competency of the overall advising of fraternity/sorority communities and in alignment with the guiding approach for the institution.

- **Outcomes Expected:** This recommendation can reshape staff responsibilities toward work across the community, leading staff to feel more ingrained in the FSL advising operation as a whole. Staff members' ability to work across different FSL experiences increases their effectiveness to the FSL advising operation and can lead to longevity and upward mobility. The FSL experience is centered in the department operations vs a particular council or joining process.
- AFA's Core Competencies for Excellence in the Profession SHOULD serve as a foundation for creating position descriptions for FSL-specific positions. This allows for the appropriate competencies to be identified based upon level or responsibility and complexity (i.e., different levels of expected competency mastery with upper-level positions) and integrates position descriptions, competencies, and employee evaluation practices.
 - **Description:** Each university or college has human resource practices that guide job descriptions. Instead of building examples for each type of position, the work group recommends utilizing the 11 AFA Core Competencies to build job descriptions and evaluation processes. These 11 competencies focus on foundational knowledge directly linked to fraternity/sorority advising and professional skills needed to excel in higher education.
 - **Outcomes Expected:** By rooting the job responsibilities and required skills to the AFA Core Competencies for Excellence in the Profession, institutions can craft positions and position descriptions designed to drive forward specific organizational objectives and to hire staff based upon what makes the most sense for the organization beyond "council affiliation." For example, campuses prioritizing student safety as their primary goal would prioritize AFA professional competencies around "student safety" across the spectrum of fraternity/sorority experiences.

Notes on Building Upward Mobility

A well-known way in which student affairs staff are socialized into the student affairs profession is around the "three-year rule"—that entry-level roles are designed to be a three-year commitment and upward mobility requires a professional to relocate to a new campus. For FSA professionals, this socialization is compounded with the burnout often faced by early-career FSAs caused by the student safety and risk management concerns and operations which may require large timeslots out of a traditional 9-5 workday.

For fraternity/sorority advising operations with multiple staff:

- If hiring for entry-level FSA roles, there should be clear structures that support upward mobility on the same campus after a demonstrated

record of success (i.e., assistant director to associate director). This allows staff to remain at institutions longer, thereby allowing them to strengthen their work and allowing the operation to tackle more complex issues within the fraternity/sorority community.

For fraternity/sorority advising operations with a single staff member:

- In crafting FSA roles, there should be a clear understanding around the ways in which staff may demonstrate increased competency and preparedness to set them up for advanced titles with increased responsibility. This may include a path from coordinator to assistant director, assistant director to associate director, and so on.

Operationalizing Guiding Approaches to Staffing FSL-Advising Operations

As referenced in the previous recommendations, the Staffing in Fraternity/Sorority Life Offices Work Group has operationalized multiple FSL guiding approaches that can impact how FSL team members are hired, the desired student support connection and community development, and how they are evaluated for success. The work group has identified four (4) guiding approaches: Council-Based, Chapter Coach-Based, Compliance/Intervention-Based, and Specialist-Based.

It is important to note that all models have elements of each other embedded within them due to the nature of the work. For example, even if your guiding approach is not around council advising, governing councils will still need advisors as a function of their student organization status. Also, hybridization of these models is highly encouraged, as it is recognized that neither of these approaches exist in a vacuum, and colleges and universities are managing multiple priorities at the same time.

Structuring a FSA model rooted in institutional priorities or intended objectives will allow institutions to hire for competencies and skillsets which align with what the institution visualizes as an ideal future for the community instead of solely hiring someone for their past advising experiences or fraternal partnerships. Institutions will be able to identify the ideal advising experiences or fraternal partnerships to move their model forward.

Determining your organizational advising philosophy is first an exercise in self-reflection. This requires the appropriate decision-makers to engage in cognitive work around the identification of priorities of the university, the division, and the FSL community and to determine the model that best achieves those priorities. The following questions can serve as a catalyst for that reflective work:

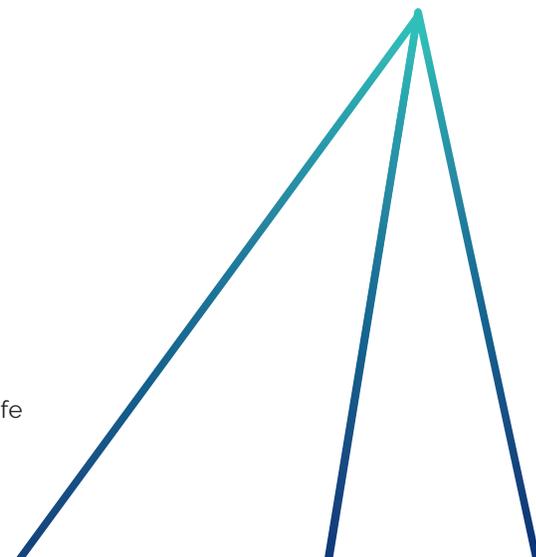
- What are the most important institutional/divisional goals that the FSL community can serve to advance?



Staff members' ability to work across different FSL experiences increases their effectiveness to the FSL advising operation and can lead to longevity and upward mobility.

- What important demographic characteristics about the student body, in general, show up considerably in the FSL experience that frame how they experience “being Greek”?
- Where does the FSL experience fall when prioritizing institutional/divisional resources?
- How would you characterize the life-cycle of your FSL staff?
- What is the college/university’s current legal and organizational relationship with student organizations/fraternities/sororities?
- What level of risk tolerance does the college/university currently occupy?

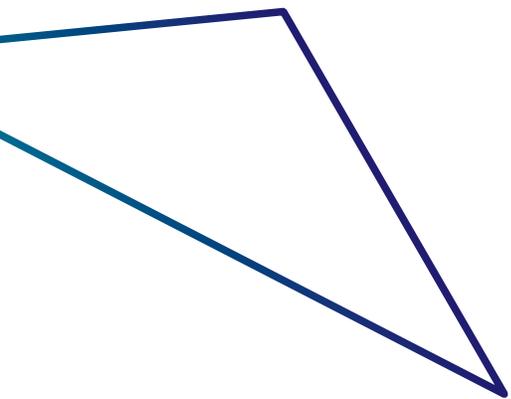
Council-Based Advising Model	
Description	This model defines staff responsibilities based upon which governing council they advise (NPHC, MGC, IFC, etc.). Staff is hired primarily as IFC advisors, NPHC advisors, and so on. This model is fairly common.
Benefits of Model	<ul style="list-style-type: none"> ■ Centralized support for council communities: This approach provides a singular staff member or team of staff for supporting singular council communities, promoting the role of the council/chapter relationship in community self-governance.
Challenges of Model	<ul style="list-style-type: none"> ■ Lack of staff agility: This model fails to support the ability of staff to be seen as a resource by students across the FSL community (i.e., “If ‘my advisor’ isn’t available, no one else can assist me.”). ■ Lack of community-building across difference: As staff are not working across the spectrum of FSL experiences, there are fewer consistent linkages between council and chapters built into the advising approach.
Impact on Staff Structure	<ul style="list-style-type: none"> ■ According to this model, staff is (should be) defined by the number of councils. This model may also encourage the problematic practice of diminishing support for councils/communities of color (e.g., limited staff means the consolidation of chapters into councils that “other” their experiences, or using graduate-level staff to support/advise communities of color at the expense of full-time staff focused on IFC/Panhellenic communities).
Outcomes Most Advanced With This Model	<ul style="list-style-type: none"> ■ Self-governance
Outcomes Least Advanced With This Model	<ul style="list-style-type: none"> ■ Cultural competency and understanding ■ Staff capacity-building and staff longevity



Chapter Coach-Based Advising Model

Description	This model focuses on direct chapter advising/coaching in addition to council advising. Staff in the FSL advising operation work directly with chapters across the community, and direct chapter support is prioritized equal to or above council advising. This model may be best applied in diverse communities without a strong culture of self-governance.
Benefits of Model	<ul style="list-style-type: none"> ■ Relationship-centered: This model broadens the interactions staff have with students across the community which builds stronger and more helpful relationships. ■ Team-oriented: As multiple staff are working with students within the same council communities, this encourages a team approach to advising within the staff.
Challenges of Model	<ul style="list-style-type: none"> ■ Labor intensive: This model dramatically increases the amount of contact with students and can be a laborious model to execute due to the added time to develop and maintain effective coaching relationships with numerous chapter leaders. This will require more time in general but also more staffing so you can create a balance to the number of chapters each staff member coaches. ■ Perceived support: Community members may build connections with their assigned coach but miss the mark on the entire FSL office offering support when needed.
Impact on Staff Structure	<ul style="list-style-type: none"> ■ According to this model, staff are hired for their ability to work, advise, and build relationships across the fraternity/sorority community. This expands the desired skill set needed for success in the position, which may provide increased opportunity for professional development to have staff meet those skillset expectations.
Outcomes Most Advanced With This Model	<ul style="list-style-type: none"> ■ Relationship building ■ Cultural competency and understanding ■ Team orientation/Team decision making
Outcomes Least Advanced With This Model	<ul style="list-style-type: none"> ■ Self-governance

Compliance/Intervention-Based Model	
Description	This model focuses on ensuring policy compliance with a focus on behavioral intervention. Staff in the FSL advising operation focus on policy compliance around member education, social event management, etc.
Benefits of Model	<ul style="list-style-type: none"> • Risk reduction: For large, high-risk communities, this model may serve as a preventative intervention strategy in reducing the amount of risk violations within the FSL community.
Challenges of Model	<ul style="list-style-type: none"> ■ Staff turnover and burnout: This model requires significant emotional investment and conflict management expertise, which may accelerate staff burnout. Due to the nature of high-risk situations staff members may need to navigate, there is a need for the practice of resiliency and comfort in navigating emotionally charged situations. ■ Relationship-building with students: This model may hinder relationship building with students and alumni as it places policy compliance at the center of the relationship. This is also a reflection of having the right personality and competency in this role.
Impact on Staff Structure	<ul style="list-style-type: none"> ■ Staff size: Depending on the size and scope of the FSL community, this model may necessitate a large FSL staff that may not be feasible for most FSL advising operations.
Outcomes Most Advanced With This Model	<ul style="list-style-type: none"> ■ Policy compliance ■ Risk-reduction
Outcomes Least Advanced With This Model	<ul style="list-style-type: none"> ■ Relationship building ■ Advising/Coaching



Specialist-Based Advising Model	
Description	This model focuses on the utilization of staff as "content experts" doing work across the FSL community designed to elevate a specific area of FSL operations (e.g., health and safety, member recruitment, member education, and diversity and inclusion).
Benefits of Model	<ul style="list-style-type: none"> ▪ Targeted work across the FSL community: This approach allows the FSL community to build coalitions in new ways and to see the similarities in the challenges they may face. ▪ Building of content expertise: This approach allows a staff member to build their content expertise in a specific topic area.
Challenges of Model	<ul style="list-style-type: none"> ▪ General operational advising/coaching: This approach may not provide space for groups experiencing general operational issues that may not be embedded within a staff member's expertise area.
Impact on Staff Structure	<ul style="list-style-type: none"> ▪ Talented, but narrow recruiting pool: This approach may allow FSL advising operations to solicit those with the content expertise for which they are looking but may narrow their recruiting pool of potential employees.
Outcomes Most Advanced With This Model	<ul style="list-style-type: none"> ▪ Critical-thinking
Outcomes Least Advanced With This Model	<ul style="list-style-type: none"> ▪ Team/student executive board development

Staffing Work Group Recommendations for Future Action

The following recommendations are intended to influence the future of FSL advising operation staffing practices.

Empirical Research on the Impact of Staffing

The recommendations within this document are based upon promising practices identified by content experts with long-term FSL experience. However, as previously mentioned, there is a lack of empirical research on the role of staffing on student-level and chapter-level outcomes.

In 2020, the Association of Fraternity/Sorority Advisors, the Piazza Center for Fraternity & Sorority Research and Reform, and the University of Tennessee Knoxville engaged in an exploratory study to empirically identify whether a relationship exists between staffing practices of FSL advising operations and chapter-level outcomes using existing data. The [inaugural study](#) has shown early evidence that a relationship

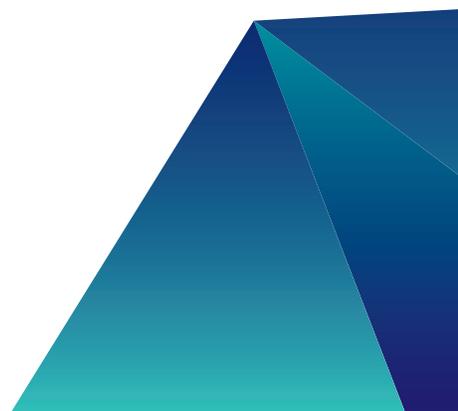
may exist between FSL staffing and chapter-level outcomes such as average chapter-level academic performance, organizational conduct, and reported community service. More research is needed to further explore the role of FSL advising operational approaches (staff structure and position, time on task, organizational priorities, etc.) and chapter and student-level outcomes to better inform ongoing staffing recommendations. The next steps include identifying institutions with promising professional practices to assess the degree to which these practices empirically influence student and chapter level outcomes, followed by a qualitative research design to analyze selected campus staffing, policies, programs, and operational practices.

Building Affinity Networks and Educational Programs around Staffing Approach

While there are multiple emerging and established affinity networks within AFA and the FSL advising space, there is an opportunity to establish future programs and affinity spaces that give FSL professionals opportunities to share staffing models, organizational approaches, and the successes/challenges experienced in each model. This may include forming affinity spaces for senior FSAs, one-person departments, associate directors, and so on. AFA will take a lead role in this space as the preeminent professional association for those doing the work of fraternity/sorority advising.

Rethinking and Resocialization of Entry-Level FSL-Advising Staff

It is important to note that, while these recommendations are designed to influence staffing patterns toward success, there is a need to rethink the ways in which FSL advising staff (and student affairs professionals) are socialized into the profession. Many of these recommendations around staff longevity, compensation, turnover, and burnout are functions of this problematic paradigm that focuses on a “three years and I’m out” mentality. It is important to identify both institutional and professionwide strategies to dismantle this deep-seated cultural assumption.





Health, Safety, and Well-being Working Group

Recommendations for Excellence in Fraternity and Sorority Life

COMPLETE FINAL REPORT – MAY 2021

Prevention is critically important work on a college campus and for inter/national fraternity and sorority organizations. Fraternity and sorority life (FSL) professionals and inter/national organization staff and volunteers play an integral role in working toward finding solutions to mitigate/reduce the impacts of unsafe and high risk behaviors within the fraternity and sorority life community. Additionally, health, safety, and well-being work cannot be effective without partnerships. Furthermore, assessment and evaluation are critical in addressing student health and well-being. Without assessment, institutions are unable to determine their prevention needs. It is also critical to know where research, education, and support can be found.

We also believe FSL professionals and organization professionals serving the undergraduate chapters cannot meaningfully address these issues without the support of subject matter experts and other cultural influencers in the campus community, including public health educators,

clinicians, faculty, parents/families, and students themselves. The FSL professional can play a key role in connecting these stakeholders, co-creating evidence-informed programming, and implementing strategies. This work will be most successful when conducted using the principles of the socio-ecological model outlined in this document. In short, one person, or office, cannot do this work alone.

The main goal of the Health, Safety, and Well-being Working Group was to develop a comprehensive, multi-dimensional set of standards for health, safety, and well-being that can be implemented across all organizations and institutions and more specifically, provide resources and guidance for vice presidents for student affairs and leadership at the inter/national organization level. Subgroups were formed to address four subject areas and provide recommendations. The subgroups' work was segmented as follows:

1. Develop agreed upon practices for health, safety, and well-being based on public health/population-level standards and models. (Consider the applicability of existing campus-based programs and, conversely, consider ways to apply these practices across a wider campus.)
2. Develop shared programs that cross organizational and campus boundaries in areas such as: bystander intervention, risk management, hazing, alcohol, gender based violence, and equity, inclusion, and social justice.
3. Create assessment models that can be implemented broadly to help staff (campus, national, and volunteer) understand campus cultures and levels of risk.

In our ongoing discussions, these questions were often at the core of what we were asking and considering:

- What base-level knowledge is important for students to have? What education do they need to be provided? What ongoing support and development do they need?
- What scenarios and situations do students need to be prepared to navigate?
- What resources and assessments do we have available? What models are we currently using?
- What is the approach and philosophy we endorse to provide education and support?

The working group collectively advances six intersecting and interconnected recommendations:

Recommendation 1: Equity, Inclusion, and Social Justice

Colleges and universities must ensure health, safety, and well-being work is grounded in equity, inclusion, and social justice.

Recommendation 2: Assessment

Recommendation 2a: Appropriate stakeholders must create a FSL-focused health and well-being needs assessment to better understand the

landscape of members' health and well-being and associated needs. The needs assessment must measure not only health and related problems but also measure risk and protective factors of FSL members.

Recommendation 2b: Every campus must conduct an assessment of the FSL population and the diversity that exists within the community paying keen attention to students from marginalized communities who chose to join historically White organizations and ethnic-centric or historically Black Greek-letter organizations. Campuses should rely on data collected to inform the health, safety, and well-being initiatives it desires to implement.

Recommendation 3: Campus Partnerships

Colleges and universities must assemble comprehensive and cross-functional teams of experts to explore, implement, and evaluate the best health promotion practices for any health and safety behavior that is being addressed within the FSL community. This team must include individuals with professional subject matter expertise in public health and wellness.

Recommendation 4: Strategic Planning

Effective programs should have a strategic plan for each health behavior where change needs to be made. Each plan should incorporate principles from the continuum of care model that addresses treatment and recovery as part of the strategy in addition to health promotion and prevention.

Recommendation 5: Common Language and Goals

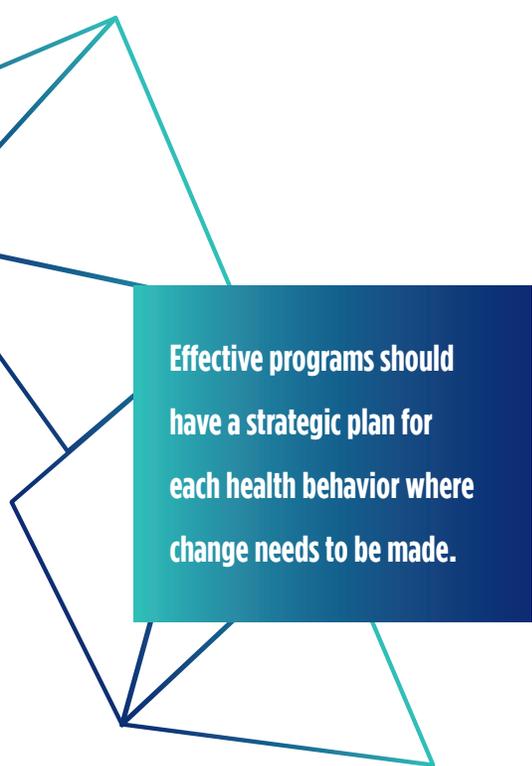
Stakeholders working with the FSL community must adopt a common set of language in an effort to effectively and consistently address health behaviors. The language adopted should be the language already used for identification by the NASPA Strategies Conferences and by college public health experts.

Recommendation 6: Resources

Recommendation 6a: NASPA should provide a clearinghouse of accessible resources to provide FSL professionals a foundational knowledge on health, safety, and well-being and to help assess and determine effective programs that could be used by campus and inter/national organizations. This includes resources to provide foundational knowledge on prevention frameworks, theories, and terminology.

Recommendation 6b: NASPA and AFA should provide information on alcohol education, resources, and support based on current research and data.

The following section further explains and contextualizes these primary recommendations.



Effective programs should have a strategic plan for each health behavior where change needs to be made.

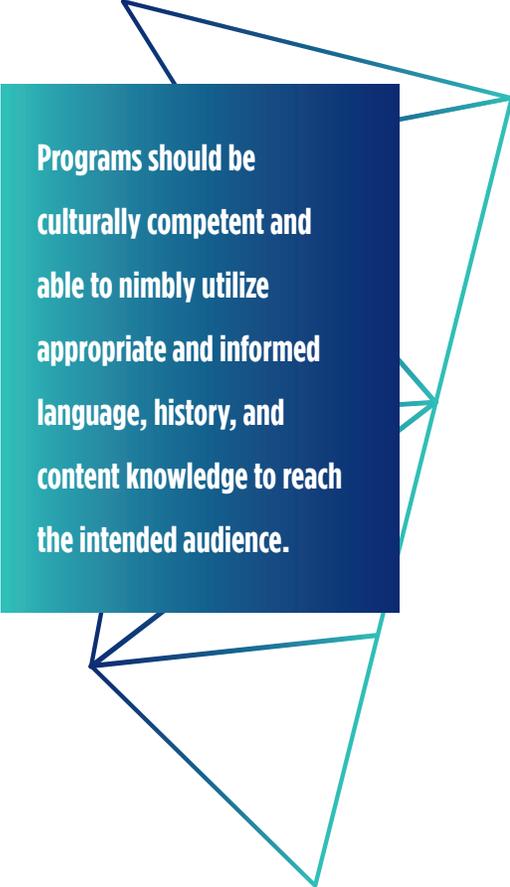
Recommendation 1: Equity, Inclusion, and Social Justice

Colleges and universities must ensure health, safety, and well-being work is grounded in equity, inclusion, and social justice and must acknowledge how different identities are impacted differently by concerns.

In building education, resources, and support, consideration for identities of the intended audience must be an essential component of the process.

This consideration should include:

- Centering the audience.
 - The intended audience/recipients of the education, resources, and support should inform what is created and used.
 - Needs of the audience can be informed from a number of sources:
 - Current research to learn evidence-informed practices.
 - Available campus data. There should be intentional exploration of data available from campus partners. This could include data obtained through completion of health and safety e-learning courses (e.g., AlcoholEdu) and health assessments (e.g., ACHA-National College Health Assessment).
 - Talking with students. A way to learn what students need is to ask what they need. As they are within the experience, they can articulate the realities of what is happening, how members are struggling, and what they want to learn. They may also be able to explain what has worked and what has not. With this, there is an opportunity to ask questions to better inform education, resources and support going forward.
- Sharing information on how to request accommodations and working to secure necessary accommodations.
- Identifying and addressing barriers to access.
 - There is an additional exploration to be done around barriers to students. This again could be addressed through talking with students with intentional conversation. Learning from their lens what has worked and not worked can help inform development. This conversation can also provide an understanding of why someone is not accessing a resource or attending a program.
 - There is also consideration to give around barriers to inter/national organizations and headquarters. This might include staffing and time available to develop education or resources. An opportunity here would be to explore partnership with a campus-based office.
- Exploring impact of issue on different identities.
 - Programs should be culturally competent and able to nimbly utilize appropriate and informed language, history, and content knowledge to reach the intended audience. Not all programs



Programs should be culturally competent and able to nimbly utilize appropriate and informed language, history, and content knowledge to reach the intended audience.

do this, so deeper research, inclusive of asking these questions, is needed.

- Exploration may result in identifying that different audiences need to receive different education and information and/or participate in different programs tailored to their needs.
- Example: Being aware of how willingness to discuss mental health or access mental health resources is connected to identity. Being aware of how mental health resources available to students may not be accessible, inclusive, or representative of the identities of those seeking help.
- Evaluating content for inclusive examples and framing.
 - Example: Ensuring a healthy relationship program doesn't only include heterosexual relationships and doesn't use only he/she language.
- Offering a variety of resources that can be accessed for support and care to ensure choice, comfort, and connection.
 - Example: Resources shared for sexual assault response should include options for reporting and inclusion of advocacy support.

Recommendation 2: Assessment

Commonly in higher education, assessment and evaluation are used interchangeably in prevention. In public health, these terms are separate entities. Assessment identifies prevention needs while evaluation measures the process and outcomes of an intervention (Drug Enforcement Administration [DEA], 2020). In other words, assessment asks what the problem is while evaluation answers how well an intervention worked to address the problem (DEA, 2020).

Without assessment, institutions are unable to determine its prevention needs. Currently, no national needs assessment focuses solely on the health and safety of fraternity and sorority students. While some national needs assessments do ask about fraternity and sorority membership, this does not directly measure the needs of these students. It only indicates if they are in a fraternity and sorority and does not discern council or chapter membership. This is an issue as each council and chapter has unique cultures that affect its members' health and well-being. Results from the needs assessment should be disseminated among stakeholders and used to inform implementation of interventions.

Priority #1

Appropriate stakeholders (such as NASPA, AFA, and the Piazza Center) must partner to create a FSL-focused health and well-being needs assessment to better understand the landscape of members' health and well-being and associated needs. The needs assessment must measure

not only health and related problems but also measure risk and protective factors of FSL members.

Priority #2

Every campus must conduct an assessment of the fraternity and sorority life population and the diversity that exists within the community.

This includes paying keen attention to students from marginalized communities who chose to join historically White organizations and ethnic-centric or historically Black Greek-letter organizations. Each university should rely on data to inform the health, safety, and well-being initiatives it desires to implement.

Below are some examples of current, for-a-fee assessment tools that can be utilized:

1. [EverFi Fraternity and Sorority Diagnostic Inventory \(FASDI\)](#)
2. [Dyad Strategies](#)
3. Fraternity Sorority Experience Survey (FSES)

It should be noted that many instruments do not include or robustly capture the experience of marginalized students. In these instances, professionals should seek information from other sources that focus on marginalized students within the fraternity and sorority life community to complement their data set and produce an evidence-informed prevention and intervention strategy.

Recommendation 3: Campus Partnerships

Colleges and universities must assemble and maintain a comprehensive and cross-functional team of experts to explore, implement, and evaluate the best health promotion practices for any health and safety behavior that is being addressed within the FSL community. This team must include individuals with professional subject matter expertise in public health and wellness.

Prevention has a greater chance of being successful when all factors in the environment are examined, assessed, and targeted to either amplify effective strategies and change what is not. This will also prevent mixed messages that often occur when departments on a campus are not working together to address complex problems.

Fraternal Organization-Type Recommendations

For fraternal organizations that have professionals or volunteers with expertise and experience to contribute to a campus-based cross functional team, they should make every effort to partner with campuses.

* The listing of these tools does not constitute an endorsement.

Institutional-Type Specific Recommendations

Institutions should do the following to achieve this recommendation:

1. Conduct a scan to determine what environmental factors are helping or hindering the health behavior the institution is wishing to change.
2. Encourage and create strategic partnerships between departments and stakeholders on campus. This can take the form of including prevention work as part of job descriptions and performance evaluations, creating joint positions among relevant stakeholder offices, and incentivizing contribution to this type of team through accolades or compensation.
 - a. Each university should identify where this work can begin. What campus committees already exist in which the FSL staff is not represented? What relationships need to be built in order to build a coalition?
 - b. Relationships between the FSL staff and campus partners must be a priority. When a comprehensive campus partnership is not feasible the fraternity and sorority life staff should work to build specific individual partnerships in order to not delay this work.
3. Create strategic partnerships outside of the university. This will be particularly necessary for campuses with single-staff offices. Campuses should seek partnerships with experts at local hospitals, non-profits, community health organizations, support groups, recovery programs, and the like.

Recommendation 4: Strategic Planning

Effective programs should have a strategic plan for each health behavior where change needs to be made. Each plan should incorporate principles from the continuum of care model that addresses treatment and recovery as part of the strategy in addition to health promotion and prevention.

The strategic plans should encompass evaluating both individual and environmental factors that are negatively contributing to the problematic health behavior. This includes but is not limited to evaluating and assessing factors like policy, environment, and access.

Some helpful frameworks to consult include using a [SOAR analysis](#) to assess a program and the [ACHA healthy campus framework](#).

The FSL community is anchored in the culture of the broader campus. The most effective plan will address both environmental and individual strategies as outlined in the socio-ecological model. This includes but is not limited to the following:

- Consistent educational interventions that will address specific concerns or needs for students as they move throughout the student experience.

- Regular and robust evaluation of policies and procedures to ensure they are congruent with industry best practices, including use of most current language and terminology.
- Accurate identification of the behavior or problem you are trying to address.
- Evaluation of the program to assess effectiveness.

Additionally, campuses and inter/national organizations should incorporate the continuum of care principles as outlined by the Substance Abuse and Mental Health Services Administration (SAMHSA), that include treatment and recovery as part of the overall picture in addressing, intervening, and treating problematic health behaviors. This does not mean that institutions or organizations have to provide these programs or services, but, at a minimum, they should be able to refer to outside agencies or external services.

An excellent example of resources provided by an outside agency is the work currently being done by the Higher Education Center for Alcohol and Drug Misuse, Prevention and Recovery.

Outcomes Expected

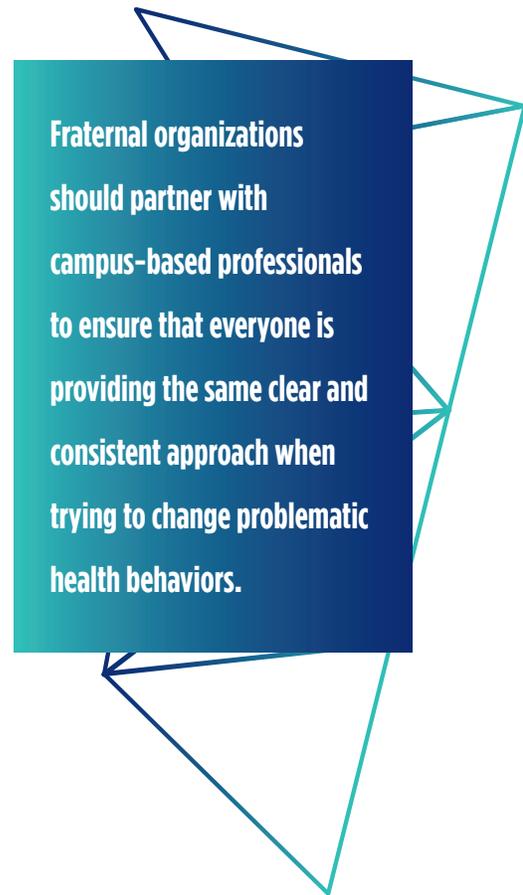
Using this methodology will either produce data that show a positive change in the desired health behavior that is being targeted or evidence that the strategy employed is not working and a new strategy will need to be deployed.

Fraternal Organization-Type Recommendations

Fraternal organizations should partner with campus-based professionals to ensure that everyone is providing the same clear and consistent approach when trying to change problematic health behaviors.

Institutional-Type Specific Recommendations

"Strategic planning" can sound and feel more daunting than intended. Institutions should start wherever they are in their processes of addressing negative health behaviors, and build for the future. The plan can start simple, but there must be a written plan, established and guided by these "good practices" in an effort to accurately assess what is happening, what progress is being made and what is and is not working.



Recommendation 5: Common Language and Goals

Stakeholders working with the FSL community must adopt a common set of language in an effort to effectively and consistently address health behaviors. The language adopted should be the language already used for identification by the NASPA Strategies Conferences (cited in an earlier section) and by college public health experts.

Anyone working with the fraternity and sorority community to address health and wellness behaviors must use a common set of language that is rooted in the language already available from experts in the public health field. Using a common language is imperative in establishing clear guidelines and goals related to assessment, implementation, and evaluation of any program.

We recommend that the following terms be used consistently throughout any FSL health, safety, and well-being program:

1. Harm Reduction:

- a. While this term may not be preferred by those that believe in an abstinence based approach, the harm reduction approach is still considered a best practice and allows the practitioner to meet a student where they are and change problematic behaviors.

2. Evidenced-Based Program

- a. All programs should be evidence based and grounded in research in order to be effective. [SAMHSA](#) provides resources regarding helpful evidence-based programs for communities.

3. Evidence-Informed Programming

- a. When campus research does not align with evidence-based research, specifically on populations of color, low SES or first generation students, it is necessary for campuses to create and tailor programming for them. These populations/groups often do not have enough research/data collected on a large scale, but institutional data is enough to inform programs provided to them and are just as relevant.
- b. Evidence-informed practice is used to design health promoting programs and activities using information about what works. It means using evidence to identify the potential benefits, harms, and costs of any intervention and also acknowledging that what works in one context may not be appropriate or feasible in another. Evidence-informed practice still allows us to be creative and innovative in health promotion. It allows us to ground our practice with sound theory and methodology and at the same time be flexible and responsive to different individuals, groups and/or communities. (https://www.dhhs.tas.gov.au/wihpw/principles/evidence_informed_practice)

Recommendation 6: Resources

Priority #1

NASPA and AFA should provide a clearinghouse of accessible resources to assist FSL professionals with developing a foundational knowledge of health, safety, and well-being and to help assess and determine effective programs that could be used by campus and inter/national organizations. This includes resources to provide foundational knowledge on prevention frameworks, theories, and terminology.

These resources are recommended reading to provide this foundation:

- The Association of Fraternity/Sorority Advisors has a Student Safety Resource Guide: <https://www.afa1976.org/page/ResourceCenter>
Note: This is a resource available for dues-paying members of the organization.
- The Socio-Ecological Model: A Framework for Prevention: <https://www.cdc.gov/violenceprevention/publichealthissue/social-ecologicalmodel.html>
- Lewin's Equation
- What Works In Prevention: Principles of Effective Prevention Programs: https://www.researchgate.net/publication/5261860_What_Works_in_Prevention_Principles_of_Effective_Prevention_Programs
- Public Health Approach to Violence Prevention: <https://www.cdc.gov/violenceprevention/publichealthissue/publichealthapproach.html>
- Prevention Violence and Promoting Safety in Higher Education Settings: Overview of a Comprehensive Approach: <https://files.eric.ed.gov/fulltext/ED537696.pdf>
- Overview: Campus Sexual Violence Prevention: https://www.nsvrc.org/sites/default/files/saam_2015_overview-campus-sexual-violence-prevention_0.pdf
- 10 Principles for Effective Prevention Messaging: https://www.nsvrc.org/sites/default/files/2015-05/publications_bulletin_10-principles-for-effective-prevention-messaging.pdf
- An Ecology Perspective on Health Promotion Programs: https://www.researchgate.net/publication/20088489_An_Ecology_Perspective_on_Health_Promotion_Programs
- A Guide to SAMHSA's Strategic Prevention Framework: <https://www.samhsa.gov/sites/default/files/20190620-samhsa-strategic-prevention-framework-guide.pdf>
- Prevention 101 from the Higher Education Center for Alcohol and Drug Misuse Prevention and Recovery: <https://hecaod.osu.edu/trainings/prevention101/>
- Transtheoretical Model of Change: <https://www.ruralhealthinfo.org/toolkits/health-promotion/2/theories-and-models/stages-of-change>
- Stop SV: A Technical Package to Prevent Sexual Violence: <https://www.cdc.gov/violenceprevention/pdf/SV-Prevention-Technical-Package.pdf>

For ongoing education, development and support, these organizations maintain sites and resources that can be consulted:

- American College Health Association (ACHA): <https://www.acha.org/> (Overall Health)
- Centers for Disease Control and Prevention (CDC): <https://www.cdc.gov/> (Overall Health)
- HazingPrevention.Org: <https://hazingprevention.org/> (Hazing)
- Higher Education Center for Alcohol and Drug Misuse Prevention and Recovery: <https://hecaod.osu.edu/> (Alcohol and Drugs)
- Jed Foundation: <https://www.jedfoundation.org/> (Mental Health)
- Mental Health America: <https://www.mhanational.org/> (Mental Health)
- National Institute on Drug Abuse (NIDA): <https://www.drugabuse.gov/> (Alcohol and Drugs)
- National Sexual Violence Resource Center (NSVRC): <https://www.nsvrc.org/> (Sexual Violence)
- Stop Hazing: <https://stophazing.org/> (Hazing)

Resources available on the campus level must also be explored. For one, it is important to understand departments, offices, and staff that are providing education, resources and support, which can also provide information on models, theories, and current practices being used on the campus. Inter/national organizations and headquarters can also explore available campus resources for chapters and members, as well as understanding inter/national content professionals and organizations available for partnership and support. Utilizing the health, safety, and well-being expertise of extra-FSL staff is expected and important.

Priority #2

NASPA and AFA should provide information on alcohol education, resources, and support based on current research and data.

The primary resource to consult for exploring alcohol interventions is the NIAAA (National Institute on Alcohol Abuse and Alcoholism) College AIM Matrix available at collegedrinkingprevention.gov. This matrix was developed with leading alcohol researchers and staff and allows for review of current strategies and a comparison with other options to determine what would be most effective. A worksheet that assists in program selection based on identified campus needs and resources, including funding, is also available on the site.

The structure of this matrix has application for other topics and issues:

- This matrix shows the importance of multi-level interventions and strategies. There is a focus on individual-level strategies focused on the individual student's knowledge, attitude and behavior. There is also a focus on environment-level strategies, which looks at overall community and environment. Interventions on any topic should have both of these component parts.

- This matrix also encourages the use of multiple strategies. Information and education must be shared multiple times and ways to have an impact. Having a single program (e.g., keynote speaker) does not create desired change.
- There is support for change. Having an approach where reporting an issue always results in someone getting "in trouble" does not promote help-seeking behavior. It is important to provide resources and tools for how to address concerns, seek help, and create a healthier, safer individual and/or environment.

Recommendations for Future Action

The following areas are recommendations that need to be explored for further action as it relates to health, safety, and well-being in the fraternity and sorority community.

The impact of COVID-19 on college students, their health behaviors, and their attitudes

COVID-19 has dramatically changed many aspects of our everyday lives, including higher education. The extent to which it has impacted young people and their health behaviors merits further exploration. The exploration of this issue should also be nuanced. It needs to be explored within the fraternity and sorority life community broadly but also should be explored by identities within the community, including but not limited to race and ethnicity, gender, and socioeconomic status. We know the pandemic has disproportionately impacted communities of color, and any data collected should be shared in order to evaluate its impact.

The cultural impact of COVID-19 on the fraternity and sorority experience

In addition to exploring the impact of COVID-19 on the health, safety, and well-being of fraternity and sorority members, the impact to the very structures of organizations cannot be overlooked. As a byproduct of COVID-19 there has been an impact to recruitment and retention, the recruitment cycle and the people joining. In addition to membership and recruitment, there is projected to be a "leadership vacuum" or a lack of leaders who have experience or knowledge like their predecessors. There may be a resurgence of chapters needing to restart entirely due to low membership numbers. The impacts of these effects of culture merit further exploration as their impacts may be felt for decades to come.

This [podcast](#) provided by Dyad Strategies provides a glimpse into what current research there is and what might be further areas of exploration.

Exploring the effectiveness of annual standards or accreditation programs

One common practice that has “always been done” is some sort of accreditation or annual evaluation program. These programs, either conducted by local/campus-based, national organizations, headquarters or both, come in a variety of shapes and sizes. As we move forward it would be helpful to know what the desired outcome is of these programs, and if they are effective in achieving that aim. Furthermore, if there is a certain type of program that is effective, learning that information would also be hugely helpful for our work.

Exploring the effectiveness of the “scorecard” model

This is a practice that has gained traction in the last five years following a series of high profile hazing deaths across the country related to fraternity and sorority life, in 2017. While the compiling of national benchmarking and transparency seems helpful, this working group believes further exploration could be good in order to measure effectiveness and impact on decisions related to different measures such as those who chose to join as well as potential impact to health, safety, and wellness behaviors.

Additional resources for prevention plans

Additional resources should be developed to support those engaging in building prevention plans. The development of a template can help provide a guide and foundation of where to begin, how to prioritize, and how to evaluate the work being done. An additional resource to consider would be an infographic or “road map” to support and guide ongoing conversation and planning to supplement the recommendations.

Reference

Drug Enforcement Administration. (2020). *Prevention with purpose: A strategic planning guide for preventing drug misuse among college students*. <https://www.campusdrugprevention.gov/sites/default/files/Strategic%20Planning%20Guide%20%28Final-Online%29%20%281%29.pdf>





New Member/Recruitment Process Working Group

Recommendations for Excellence in Fraternity and Sorority Life

COMPLETE FINAL REPORT – MAY 2021

The way a student organization recruits new members is synonymous with what it values and how it operates. In general, the way fraternity and sorority organizations recruit new members is antiquated and flawed. Current practices often facilitate a risky new member experience that places organizations at odds with the goals of host institutions and the purported values of the fraternal organization itself. The data and the frequent anecdotes we have available to us today suggest it is time for serious reform.

The New Member/Recruitment Process Working Group acknowledges that many stakeholders are working diligently to advance a new member experience where the students' development is in concert with organizational and institutional values. However, we also know this admirable work may fall short. There are several examples, across councils, where practices might be antiquated, misaligned, and not implemented based on student development research and current trends.



This report intends to establish a new baseline, one where the experience of our members and chapters is consistently aligned with organizational and institutional values, and with student development. It is a call to action with recommendations to advance the overall new member experience through new, innovative, data-driven initiatives critical to a thriving community and to prevent the tragic circumstances that necessitated this effort. Many of the recommended practices are already occurring on campuses and in organizations across the country, and they have shown promising efficacy, which should leave us all hopeful about our ability to achieve our shared goal of creating a safer and more meaningful experience.

The New Member/Recruitment Process Working Group identified several shortcomings of current new membership intake and recruitment practices and acknowledged the fraternity and sorority experience will continue to produce the same outcomes until serious reforms are implemented. The working group also identified positive implications of reform on student behavior and risk, student development, learning outcomes, academic performance, and alumni engagement. Finally, the working group established a set of principles to guide how institutions and fraternal organizations partner to implement an improved new membership intake and recruitment process.

The New Member/Recruitment Process Working Group was to develop:

1. A statement of principles that guides how institutions and organizations bring new members into organizations;
2. A set of common expectations/framework for education programs for different roles such as campus advisors, alumni advisors, student leaders, organizational members; and
3. Shared principles or frameworks for the timing/duration of new member processes.

Given the distinctive nature by which organizations affiliated with national and international umbrella associations are organized, the working group divided into four subgroups, each of which presented a unique set of recommendations to guide respective organizational and institutional efforts moving forward. The subgroups included those that traditionally have belonged to the Interfraternity Council (IFC), National Pan-Hellenic Council (NPHC), National Panhellenic Conference (NPC), while national culturally oriented organizations have often been grouped as Multicultural Greek Councils (MGCs). The working group originally planned to do the same while adding representation from the National Association of Latino Fraternal Organizations, Inc. (NALFO). The working group believes future work must include additional representation including but not limited to representatives from the National Multicultural Greek Council (NMGC), and National APIDA [Asian Pacific Islander Desi American] Panhellenic Association (NAPA). The working group is also very cognizant that many local organizations often do not have the breadth and depth of resources that are referenced throughout this document and recognize that

institutions and FSL professionals need support to advise and mentor in a comparable fashion to other recognized student organizations.

Despite the unique history and practices of the many associations and councils considered in this work, the working group agreed on five principles to guide our collective efforts moving forward:

- Prioritize student development and safety
- Reimagine campus recruitment paradigms and processes
- Align recruitment and member experience strategies
- Capture data and thoughtfully respond to its conclusions
- Commit to values-based partnerships

Principle 1 – Prioritize Student Development and Safety

“Safety” encompasses both mental and physical health and wellbeing, and “development” encompasses personal, leadership and officer development. These areas are fundamentally unique and meaningful and should not be conflated in implementation efforts.

Principle 2 – Reimagine Campus Recruitment Paradigms and Processes

Traditionally, IFC- and NPC-based organizations are predominantly White and not representative of the campus community. Messaging focused on personal, leadership, and individual and organizational development can help redefine the perceptions and interests of underrepresented portions of the student population.

Principle 3 – Align Recruitment and Member Experience Strategies

For the purpose of this document, the working group determined that “joining process” is the most inclusive term when addressing ways in which organizations bring in new members. Ideally, in consultation with national fraternal partners, institutions must decide what is best for their collective goals while assessing desired outcomes congruent with their institution’s mission. Advancing student development outcomes while offering education to influence relationship building, professional preparedness and/or chapter operations, deferred recruitment may be an avenue best for that campus.

Principle 4 – Capture Data and Thoughtfully Respond to Its Conclusions

In addition to institutional assessment and data efforts, there is an increasing supply of research regarding the fraternal experience. Much of the data is straightforward and demands we adopt new paradigms to guide the fraternal experience. Institutional student affairs staff and local and inter/national organization partners should be fluent in this research and allow the research to shape how we work together moving forward.

Principle 5 – Commit to Values-Based Partnerships

Not all institutions or fraternal organizations value partnership. Not all institutions or fraternal organizations will be willing to modify practices, increase resources, and prioritize the adoption of these recommendations.



Messaging focused on personal, leadership, and individual and organizational development can help redefine the perceptions and interests of underrepresented portions of the student population.

However, the success of our students will hinge on our ability to embrace a different path that has real potential to create change, lower risk, and increase the success of our students and the communities they are part of on our campuses.

Once these principles were established, the working group drafted the rationale behind each principle and each subgroup drafted recommendations to guide future work and decision making critical to implementing the recommendations. The committee collectively identified and acknowledged several obstacles to implementation: commitment to tradition, unique protocols across organizations and campuses that make a "one-size-fits-all" approach unrealistic, potentially conflicting goals between campuses and local and inter/national organizations, and limited resources.

This list of obstacles is notable and not exhaustive. However, to ensure the sustainability of the college fraternity and sorority experience, the working group strongly believes there must be unwavering commitment to these principles and the recommendations that bring them to life. This effort cannot simply be an academic exercise. Successful implementation will require an investment of time and resources from campuses and local and inter/national organizations.

The working group and subsequent subgroups addressed a great deal of time, effort and attention to organizations traditionally affiliated with Interfraternity Councils. It is critical to recognize that the challenging risk management behaviors within these organizations has brought us to a time of reckoning to embody the values based organizations they were founded to be. As such, there is a disproportionate amount of material dedicated to the call for immediate action.

IFC Subgroup Recommendations

Emanating from the five aforementioned principles are a set of recommendations specific to Interfraternity Council (IFC) organizations. The rationale for each principle is provided and then followed by multiple recommendations deemed critical to achieving the desired change. Some recommendations may be included in the reports of other working groups.

Principle 1 – Prioritize Student Development and Safety

No new member recruitment process should compromise student safety, nor should it be misaligned with student development objectives. The inadequacies of current policies and practices are addressed in more detail in Principle 2. Suffice it to say, many policies and practices in place today fall well-short of advancing student safety and student development.

The first three recommendations address safety because we believe these are prerequisites to the remaining principles and successfully implementing all recommendations. Said differently, through recruitment efforts, student organizations “sell” what they do, what they value, and how they operate. For the IFC fraternity recruitment processes to be a positive influence on community and campus culture, organizations must sell and deliver a safer, development-focused experience.

Recommendations:

1. Institutional and local and inter/national organization staff must acknowledge chapters that have consistently ignored policy, fostered unhealthy behaviors, and/or compromised the safety of members, potential new members, and guests are likely to continue doing so absent bold action. A serious rehabilitation process for chapters with cultures that compromise student safety must begin immediately. Fraternal organizations and campus professionals have historically spent a great deal of time and resources on chapters that consistently compromise the health and safety of its members and community. This practice must change with a goal of investing more time and resources in real culture change. Problem chapters facilitate and prolong the challenges that exist in fraternity communities and they must be addressed. Successful implementation of the remaining recommendations will require that we limit the distraction and account for the cultural regression these chapters cause, enabling professionals (at campuses and local and inter/national organizations) to devote more time and resources to proactive efforts that drive behavioral and cultural change. Rehabilitation plans should consider:
 - a. Setting and enforcing membership standards
 - b. Creating and executing member development plan
 - c. Planning and delivering safe programming
 - d. Drafting a strategic plan
 - e. Addressing elements of diversity, equity, and inclusion
 - f. Recruiting and empowering a team of advisors and alumni to serve and support as advisors, mentors, and coaches

Punitive measures without education and support will not yield the changes we desire. Punitive measures accompanied by a sincere desire and commitment to support chapter improvement are much more likely to win the support of chapter alumni and local and inter/national organizations professionals. If we have shared goals and values, we should also consider making some aspects of the rehabilitation plan public.

2. Institutions must denounce independent, rogue, and/or underground chapters/entities operating without campus recognition. Because of the work being done by other NASPA working groups to address judicial and communication concerns, the only remaining motivations for operating independently are likely rooted in an attempt to avoid



institutional expectations, and the consequences for failing to meet those expectations. Furthermore, independent organizations set an example for other student organizations that conflict with shared goals of operating a values-based organization transparently for the entire campus community.

To prevent students from joining organizations that operate without institutional recognition, campuses should:

- a.** Curate a public list of unrecognized chapters on their websites and in fraternity marketing materials, along with the reasons for the chapter being unrecognized.
 - b.** Partner with other campus and community partners to share the list publicly, in particular during the new student orientation process for incoming students and their family members.
 - c.** Mention unrecognized organizations specifically at potential new member and/or fraternity parent informational sessions.
 - d.** Prohibit the use of campus resources that recognized student organizations benefit from daily.
- 3.** Institutions should establish meaningful deterrents for individuals who knowingly violate their campus and fraternity behavioral policies. Prior to a chapter being closed, one of the best measures is to intervene at the individual level. Institutions should find ways to enhance accountability measures at the individual student level. No student should be able to hide behind the letters of their organization and escape accountability for violations of the institution or local and inter/national organization. However, we know sometimes cultures can be deeply rooted within and across the chapter culture. In these instances, we believe institutions and local and inter/national organizations should work in partnership to hold chapters accountable, which sometimes include chapter closures. When a chapter is closed or sanctioned (through the campus' conduct/judicial process) for policy violations, the outcomes do not deter those same individuals or others in the community from violating policies or engaging in risky behaviors. A culture of risk will continue to emerge until students know that they can and will face serious repercussions for their own risky choices as an organization member—and as a student. Individual behavior influences chapter culture and the experience that members “sell” in the recruitment process. Much like higher education has done throughout the pandemic, there must be serious consequences that deter students from engaging in high-risk activities that threaten the wellbeing of others in the community.
- 4.** Institutions and fraternal organizations should define and promote learning/development outcomes that communicate a clear vision for how and why individuals should engage in the fraternity experience. The efforts that map to these outcomes should shape the culture of the community, namely:

- a. Inform chapter and council recruitment messages that influence who is interested in the fraternal experience and why. Traditionally IFC-based organizations are predominantly White, socioeconomically advantaged, and not representative of the campus community. Messaging focused on personal, leadership and individual and organizational development can help redefine the perceptions and interests of underrepresented portions of the student population.
- b. Inform what is celebrated (i.e., awards and other recognition), by the community. This would give the fraternity community an expectation to live up to and begin to reshape conversations about the value of the experience on campus.
- c. Create a community and council curriculum map to intentionally and strategically invest in the fraternity member experience from the pre-joining process through graduation.

Principle 2 – Reimagine Campus Recruitment Paradigms and Processes

Current campus IFC recruitment processes range from being conducted without any meaningful involvement from or consultation with fraternity advisors to fraternity advisors overstepping their roles to add structure, predictability, parity, and boundaries to a process that works best when it is fluid and ongoing. Additionally, there are many perceived quick-fix solutions that are not data-informed and often yield unintended consequences. To change chapter and community culture, we must reimagine recruitment paradigms, re-examine assumptions about what works, and consistently implement structures, policies and practices that are empirically proven to align with desired outcomes.

Deferred recruitment, or deferring membership eligibility to the spring term or second year, is commonly offered as a panacea for all that ails a community. However, delaying membership is not, necessarily, a comprehensive approach to culture change; nor is there evidence that delaying membership by a semester changes the culture of chapters, the diversity of membership, the content of new member processes or the quality of the training for new member educators. Simply put, whenever they are able to join, a similar set of students with a similar motivation to join will still populate fraternity chapters if other factors are not also reformed. A deferred recruitment policy also does nothing to advance the development outcomes of the fraternity experience, offering no incremental education to influence relationship building, professional preparedness or chapter operations; it is simply a restriction on what students can do.

Likewise, “rush”—typically, a week-long recruitment period—while efficient and easier to manage from a record-keeping perspective, is an antiquated practice that often compromises safety and student development objectives. Rush also falls short from an inclusion and access standpoint. It is an inherently exclusive process for students from diverse populations, first-generation students or those with lower socioeconomic status,

presenting a significant hurdle to campuses and organizations with aspirations for inclusion and equity across diverse populations. Factors in rush that set up this paradigm include but are not limited to registration fees; significant time commitment (especially for those with jobs); and an assumption that a student needs to come to campus intending to join a fraternity (registration prior to the beginning of school, etc.).

Finally, at no other point in the collegiate experience would we advise students that strong relationships can or should only be forged over a several day period. The thinking is very similar to sales, from a business perspective. After graduation, young alumni will realize that business development is a year-round undertaking. We should instill this thinking in them as early as possible in their collegiate experience. Suggesting that the expectations of an executive office can be achieved with a short burst of energy over a period of only days is instilling the wrong habits in our future community and business leaders, and conflicts with the goals of higher education.

Changing individual behavior and chapter culture will require that we totally reimagine the recruitment process.

Recommendations:

- 1.** Institutions must incentivize councils and chapters to redefine “rush” as a year-round recruitment process that fraternity and sorority life departments and local and inter/national organization staff members can consistently support. A year-round recruitment policy comports with the professional and relationship building realities that undergraduates will face for the rest of their lives. As educators, we have an obligation to prepare students for their future and facilitate a seamless transition from our respective campus to the workplace. As said above, at no other point in the collegiate experience do we tell young men or women that strong, lifelong relationships are forged over a several day period. And no other point in the collegiate experience do we suggest that sales and business development, which are inherently focused on relationship building and articulating value, happens over only a several days. Finally, in no other corner of student affairs do we allow a policy that inhibits inclusion and access for all students, regardless of identity or socioeconomic status. While current rush policies offer efficiencies to overworked and under-resourced fraternity and sorority life departments, the current policies, if left untouched, will only facilitate the high-risk behaviors we are trying to end. To begin reimagining this process, institutions should:
 - a.** Begin shifting current rush practices immediately with a clearly articulated plan on what the future process will look like and how it might continue to evolve with a data-driven approach.
 - b.** As current practices are shifted, communicate the reasons why. Messages should address benefits to student safety,



Changing individual behavior and chapter culture will require that we totally reimagine the recruitment process.

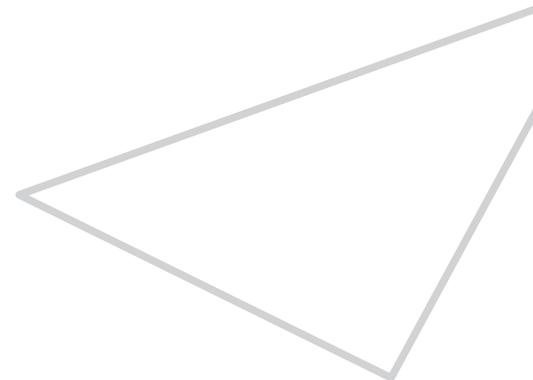
student development and efforts to advance diversity, equity, and inclusion.

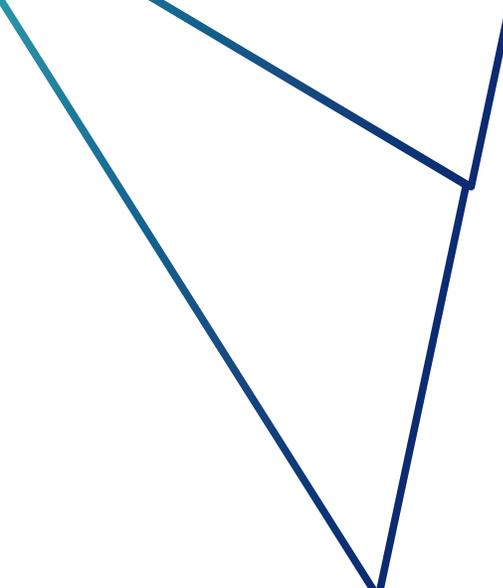
- c. Create a year-round student enrollment process for those interested in fraternity life.
 - d. Challenge and support chapters to market/promote themselves year-round and with a different, safer, and clearer message.
 - e. Celebrate the organizations that do it well through internal and external platforms.
2. Institutions should establish a partnership between the marketing department and the fraternity and sorority life office to offer executive officers' education on marketing—defining their product and “selling” it to the target audience. The campus experience is at its best when student affairs and academic affairs professionals collaborate to advance student development objectives. The recruitment process is an opportunity to teach undergraduates important and practical marketing, branding, sales and communication skills. (If implementation of this recommendation requires you to incur an expense because of campus policy, then consider utilizing alumni who may be willing to facilitate training at no cost.) Challenging undergraduate leaders to apply academic lessons as they perform their leadership responsibilities should redefine the competitive nature of recruitment efforts and annual community awards banquets. It will challenge undergraduates to clarify their messaging and how they deliver it to potential new members. This approach should minimize the marketing of risky behaviors and lend focus to elements aligned with organizational and institutional ideals.

Principle 3 – Align Recruitment and Member Experience Strategies

Fraternity recruitment is paradoxical in that it is considered the lifeblood of an organization, but its implementation might lead one to believe it is an afterthought. Perennially successful athletic teams design their recruitment processes in a manner that identifies individuals with the physical, mental, and philosophical attributes that are most likely to be successful on the field or on the court. Head coaches and their staff are constantly on the road, on the phone, or in communication with potential recruits articulating the benefits of the program and how it will serve the student athlete well beyond the collegiate years. The program is meticulously designed—it is comprehensive and considerate of what will separate the program from the competition.

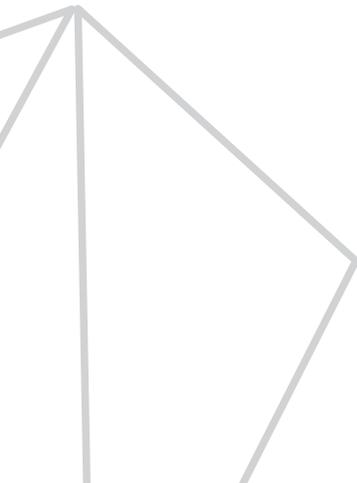
Conversely, fraternities often host an event, open the doors, and hope for the best. Aside from assessing the wherewithal to amass additional social capital for the chapter, there is little emphasis on identifying the characteristics, skill sets, etc. that map to consistent and sustainable success for a chapter. Rarely is there a comprehensive development plan that adds value to all members, regardless of their age or tenure in the chapter. This void breeds ambiguity in recruitment conversations and



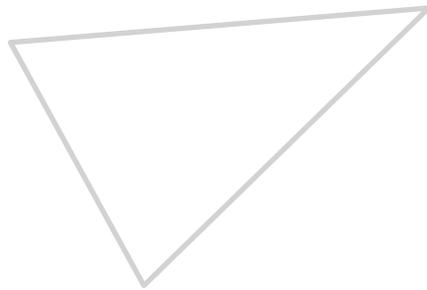


opens the door to individuals with expectations inconsistent with chapter and community goals.

Recommendations:

- 1.** Institution and local and inter/national organization staff must create a strategic planning routine with each chapter's executive team. If chapters build their recruitment strategy based on who they are and what they do, then we must invest in efforts that redefine the chapter experience and strengthen chapter culture. More specifically, we must focus the work of executive officers on these efforts and challenge the executive committee of each chapter to engage in a strategic planning effort that yields a written document that is consistently referenced and used to align chapter priorities and actions with the vision and outcomes referenced under Principle 1. Plans should include annual and long-term goals, and year-round strategies in:
 - a.** Recruitment
 - b.** Personal leadership and officer development
 - c.** Diversity, equity, and inclusion
 - d.** Mental and physical wellness
 - e.** Accountability
 - f.** Communication and transparency
 - g.** Executive committees should be asked to present their strategic plan to a group of student affairs and academic affairs professionals on campus, be prepared to receive feedback from that group, and implement that feedback to improve their respective plan. There should be healthy competition between chapters to develop the most thoughtful, values-aligned plan to drive their organization forward. Once plans are finalized, fraternity and sorority life professionals should meet regularly with chapter officers to check-in on progress against plan objectives. This interaction would replace the very reactive, often low ROI touch points that are too common today. Throughout the academic year (i.e., not just once per year) we must celebrate chapters that are excelling in the advancement of their strategic plan to create competition around the things that strengthen the quality of the campus and fraternal community.
 - 2.** Fraternal organizations should create a nationally endorsed new member education experience that all chapters are held accountable to delivering. The new member education process is where mental, physical, social, and academic development should be a priority. In no other industry, do we put 18- to 22-year-old men in charge of other 18- to 22-year-old lives and encourage them to "get it right." It is hard to know how to be successful without even knowing where to start. This curriculum should be a start and allow for enhancements. Any enhancements should be centered on personal and leadership development at the local level.
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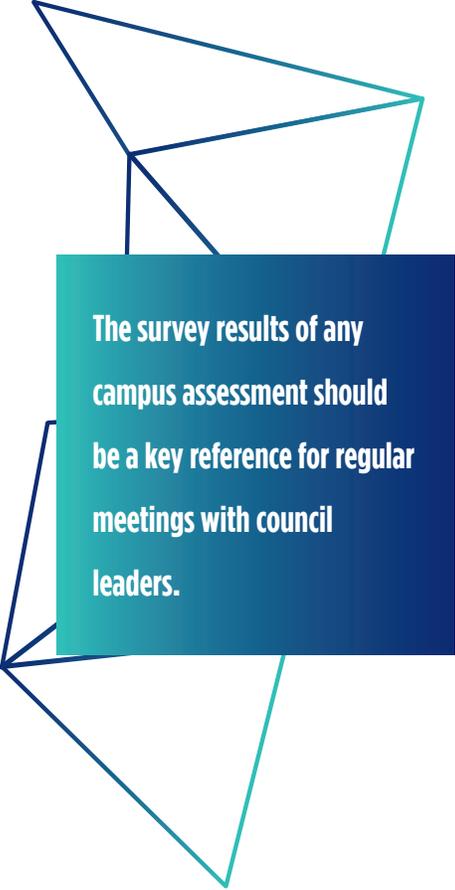
3. Institutions and local and inter/national organization staff must eliminate vernacular (e.g., "pledge") that reinforces power differentials between new members and older members, and could invite or condone a hazing culture. Our words matter and have consequences. In all aspects of our lives, we should be careful to choose the right words to communicate our thoughts and expectations, and this is especially true for fraternities. Words like "pledging" perpetuate a power differential within our chapters that too often supports dangerous and tragic hazing activities. In many of our conversations, we underscore the importance of treating others with respect and dignity, and we advocate for equality, equal rights and equal responsibilities. The concept of pledging contradicts these messages and makes us all culpable for the outcomes that result from "pledging". As we engage with our undergraduates and volunteers, we should be cognizant of and revisit all words that may perpetuate the behaviors that have fueled this sense of urgency for change.
4. Local and inter/national organization staff should provide guidance to chapters regarding the experiences, skills, motivations, or other attributes of potential new members that lead to a strong chapter and a pipeline of future officers/leaders.



Principle 4 – Capture Data and Thoughtfully Respond to Its Conclusions

There is a growing body of research regarding the fraternal experience. Much of the data is straightforward and demands that we adopt new paradigms to guide the fraternal experience. Institution student affairs and local and inter/national organization professionals should be fluent in current and future research and allow the research to shape strategy and how we work together.

The assessment vehicles used to produce this research are accessible to all institutions and can be implemented quickly. The survey results of any campus assessment should be a key reference for regular meetings with council leaders. In the classroom, students are asked to apply research to solve problems; the same should be true in their council leadership capacity. This is a great opportunity for fraternity and sorority life to help council leaders develop real life leadership experiences. Further, when council leaders co-create strategies to positively impact their community there is greater commitment to successfully implementing and sustaining those strategies.



The survey results of any campus assessment should be a key reference for regular meetings with council leaders.

Recommendations:

- 1.** Fraternal organizations should implement an assessment instrument to gain a deeper understanding of their chapters' motivations, beliefs, and perceptions that influence behavior, chapter culture, and individual learning outcomes. Efforts to understand and mitigate risk start with understanding new member recruitment practices and a new member's motivation to join a fraternal organization. Certain assessment instruments provide an opportunity to anticipate risky behaviors and eroding chapter culture, and preemptively intervene before tragic events occur. Fraternal organizations have the ability to automate a new member survey at the time a new member accepts his bid and registers with the organization. Fraternal organizations also have the ability to conduct a larger membership study at the time of officer transition—this timing will allow an annual snapshot of the chapter for new and outgoing officers/leaders to reference as they set goals and evaluate performance toward their strategic plan objectives. Further, chapter leaders should be educated on the assessment, what the results mean for their chapter's culture, and strategies they can put in place to strengthen their culture. Data and reports should be shared with host institutions to support larger transparency and partnership goals.
- 2.** Institutional personnel should meet regularly with chapter and council leadership to review survey results and other objective data points and discuss ways to continue strengthening community culture. To maximize the impact of assessment efforts, assessment results should be shared with institutional partners. IFC leadership should also be given access to this information. Analysis and findings should be used to guide the work of community and council leadership.

3. Institutions should implement dashboards that provide a more comprehensive view of chapter performance and spotlight leading indicators of chapter success. Current dashboards or scorecards appear to be singularly focused on judicial history, missing opportunities to reinforce community goals, shape the brand of competition between chapters, and provide even greater transparency to stakeholders. New dashboards should be created and include metrics that are essential to reshaping priorities and driving strong chapter and community culture. Dashboards should include:
 - a. # of new members
 - b. New member GPA
 - c. Chapter GPA
 - d. Awards received
 - e. A link to the chapter's member development program
 - f. # of volunteers involved in coaching and mentoring activities
 - g. # of faculty involved in coaching and mentoring activities
 - h. Details of chapter facility (Is it substance-free? Is there a live-in academic/development adviser?)
 - i. Retention and graduation data
 - j. Link to any data and information a local and inter/national organization provides about its chapter.

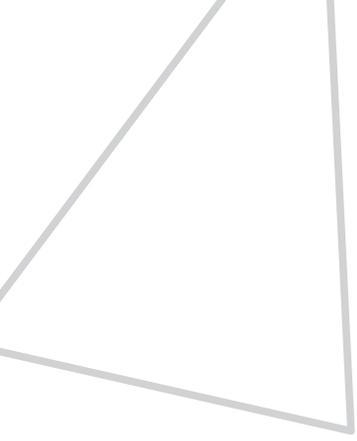
Regular communications (e.g., quarterly) should be pushed from the fraternity and sorority life office providing quick access to these dashboards and summarizing the progress of the community while celebrating the individual achievements of chapters.

Principle 5 – Commit to Values-based Partnerships

To achieve the successful implementation of these recommendations, institutions must be willing to acknowledge that all fraternities are not the same and therefore it is reasonable to acknowledge as much by incentivizing excellence and/or providing privileges to organizations willing to invest in a safer and more relevant experience.

Recommendations:

1. Institutions must prioritize providing expansion opportunities to fraternal organizations willing to invest in a new chapter's immediate and ongoing success. Fraternal organizations are different and will invest differently in the development of new chapters. The amount/quality of the investment will strongly influence the immediate and long-term health and success of that chapter, which will inevitably shape the quality of the entire community. We must build new chapters that will consistently challenge others to improve their operations and strengthen their culture. Our ability to do this is inevitably tied to the philosophies and practices of each local and inter/national organization staff, and their willingness to be transparent and collaborative, not just during the expansion process,



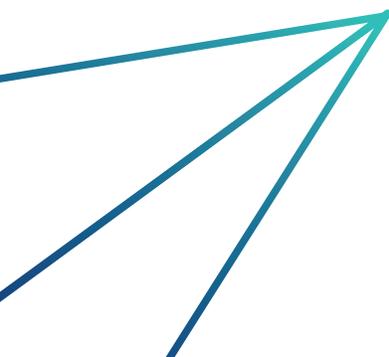
but also beyond that initial period. We should not invite frustration and disappointment into our communities by extending invitations for expansion to organizations that continue to demonstrate an unwillingness to be transparent or partner in efforts to address the underlying issues challenging campus and fraternal communities.

2. Institutions should provide high performing chapters privileges or opportunities not available to other chapters. In their entirety, the recommendations are a big lift for any campus or fraternal organization. Knowing this will require implementation over the course of one or multiple academic years, the working group recommends providing high-performing chapters the opportunity to implement and test these recommendations with campus professionals. There will inevitably be groups that are not ready or willing to engage in these changes. Like any culture change effort, we should embrace our early adopters who are willing to go all-in on the proposed enhancements. Because of their commitment, these groups will likely see the intended benefits and create demand throughout the community. The demand driven approach will increase the likelihood of successful implementation across the community.
3. Fraternal organizations should invest resources in every chapter. Every chapter should receive visits, support, education, and programming provided by the fraternal organization, regardless of size, alumni base, or assets (chapter facility, etc.). This report presents a blueprint of sorts to guide investment decisions (i.e., where and how to allocate limited time and money).

National Multicultural Greek Council (NMGC) Subgroup Recommendations

The National Multicultural Greek Council (NMGC) is an umbrella council for a coalition of Multicultural Greek-letter organizations (MGLOs) established in 1998. The purpose of NMGC is to provide a forum that allows for the free exchange of ideas, programs, and services between its constituent fraternities and sororities; to promote the awareness of multicultural diversity within collegiate institutions, their surrounding communities, and the greater community-at-large, and to support and promote the works of its member organizations. The NMGC serves in an advisory capacity to its member organizations. Each member organization is autonomous as a Greek-letter society.

Multicultural fraternal organizations began to emerge on college campuses in the 1980s and 1990s. This emergence and growth were due in part to the success of the civil rights movement that brought forth newfound strength in minority populations (African Americans, Hispanic/Latino Americans, Asian Americans, women, etc.). It also coincided with a new wave of immigration coming in from various parts of

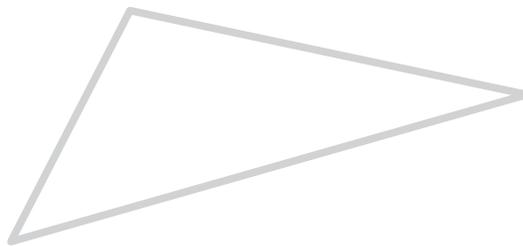
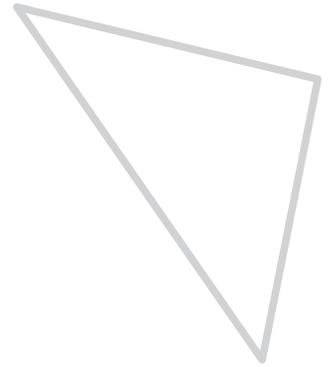


the world as a result of the 1965 Immigration and Nationality Act under the Johnson administration. These factors led to fundamental change in the culture and content of our society and, ultimately, our primary schools and institutions of higher education.

The governing council does not coordinate each organization's membership growth events—this is done by each particular fraternity or sorority. Some organizations allow first time in college (FTIC) and transfer students to join right away, other organizations require that a student complete at least 12 credit hours at the institution before joining.

Some organizations do membership intake every semester, others do it only once per year—this decision is made by each individual fraternity or sorority in conjunction with the local and inter/national organization.¹

Fraternal organizations should invest resources in every chapter. Every chapter should receive visits, support, education, and programming provided by the fraternal organization, regardless of size, alumni base, or assets (chapter facility, etc.). For the critical work with our culturally oriented fraternal organizations, there is a need for institutions to review and recognize that restrictions in place regarding alumni involvement in the inner workings of some culturally oriented fraternal organizations (COFO) plays a role in the organization's existence and sometimes survival. While vetting may be necessary before allowing alumni to have a large role in the undergraduate chapter, understanding COFO sizes and the reality that most of their network comes from their alumni base.



¹ <https://nationalmgc.org>



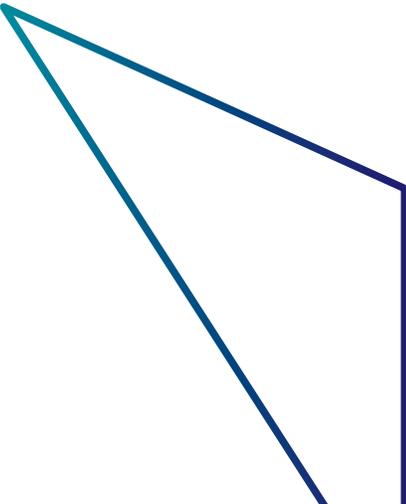
National Panhellenic Council (NPC) Subgroup Recommendations and Guiding Principles

Where one main primary recruitment process for NPC sororities is preferable, the subgroup contends that when effectively followed their new member programs are productive and educational

Principle 1 – Prioritize Student Development and Safety

- Chapter members must abide by all federal, state/province and local laws, campus policies, regulations and community standards.
- Institutions should hold local chapters/organizations accountable when they are not adhering to university policies, university student code of conduct, and federal, state, local laws.
- Chapters with cultures that compromise student safety should be held responsible and accountable. Possibly close or re-organize chapters that do not meet organizational and institutional standards. Continue to require a policy of alcohol-free and illegal substance-free facilities for all (housed) chapters.
- Continue to require internal organizational policies of alcohol-free and illegal substance-free facilities for all (housed) chapters.
- Outline and provide a new member education process that reduces power differentials between new members and older and/or initiated members.
- Utilize public health strategies and experts to address public health issues (substance abuse, sexual violence, drinking and driving) in the experience.

Principle 2 – Reimagine Campus Recruitment Paradigms and Processes

- Identify and remove barriers to joining social Panhellenic sororities. Provide better access to the recruitment experience (financial, first generation students, underrepresented populations, abilities etc.) for all interested students.
 - Chapter membership should reflect the demographics of the host institution and the changing demographics of higher education. Governing Councils who do not reflect the demographics of campus, should devise a plan to address these shortcomings. Suggested demographics include students who received Pell grants, race, ethnicity, geographical location, religion first-generation. Institutions can collaborate with institution research.
 - Establish a recruitment process that allows for the vetting of potential members. Communicate a clear explanation of the requirements and expectations of membership to the potential new member (PNM) and encourage the development of meaningful relationships. Requirements and expectations should include time commitment, financial commitment, behavioral expectation, value expectation, and leadership opportunities.
- 

- Although NPC strongly supports a fall primary recruitment period for all campuses, continue to encourage the understanding/ acceptance of a year-round recruitment cycle for the identification of potential new members. Use data collected about the experience to reform the existing recruitment process as needed (e.g., if data states preference for a more relaxed style of recruitment, shorter time period, cost of the experience, etc.). Establish and track desired outcomes of the experience.
- Opportunities for membership outside of primary recruitment are important to meet the changing needs of college students. The time commitment, physical demands, mental demands, and high sensory stimulation may be a deterrent from participating in the primary recruitment process.
- Institutions must allow for chapters/organizations to determine their own qualifications and standards for membership that are outside of any institutional requirements or expectations (i.e., a higher GPA for membership that is above the institution's minimum GPA for good standing).

Opportunities for membership outside of primary recruitment are important to meet the changing needs of college students.

Principle 3 – Align Recruitment and Member Experience Strategies

- Integrate organizational values, mission and standards throughout the collegiate chapter and organizational programming structure. Create a culture of belonging and mattering within the chapter.
- Execute the organization's standardized new member education program consistent with the local and inter/national organization values and prescribed programming materials that positively introduces new members to the organization and the fraternity/sorority community. Any changes or additions to the standardized program from the local level must be approved by the local and inter/national organization. Program and dates of new member education implementation are shared with and distributed to the FSA advisor/institution.
- Provide continued education for all members on all inter/national policies and expectations pertaining to, but not limited to, risk management, hazing, alcohol, substance abuse and underage drinking.
- Provide and execute an internal standards process by which a chapter holds its members accountable for their behavior and actions and is in alignment with the process outlined and approved by the local and inter/national organization.
- Provide and/or participate in local institutional educational opportunities that address a climate of diversity and inclusion and women's health, wellness, and student safety.
- Promote academic excellence and recruit women only in good academic standing. Prioritize chapter programming and scheduling that offers a balanced calendar that honors a member's primary focus as a student. Recognize scholastic achievement and promote academic success resources.

- Encourage members to attend campus and regional/national leadership conferences and/or inter/national convention when offered.
- Engage in a minimum of one community service/philanthropic project annually according to inter/national policy and direction. Encourage and support campus and community service/philanthropic projects when feasible.
- Participate in and support college Panhellenic/governing council meetings, programs and events.
- Acknowledge and promote positive relationships with other fraternity and sorority councils, beyond the Interfraternity Council, and in the greater university community.
- Work collaboratively with all partners to consistently engage and educate new alumnae volunteers and advisors to avoid complacency and to improve existing culture.

Principle 4 – Capture Data and Thoughtfully Respond to Its Conclusions

- Prioritize student success and safety, to augment the institution's mission.
- Develop assessments of institutional and chapter programs to determine efficacy and share results widely.
- Assess potential new member experience after recruitment each semester to adjust recruitment. Information should be shared with chapters
- Assess new member experience after initiation each semester to develop more insight into chapter culture. Institutions should share the data with local and inter/national organizations, advisors, and chapters. Questions should be exploring potential signs of harmful behavior commonly found during the recruitment and new member education, such as hazing, alcohol/substance abuse, and negative educational impacts.
- Institutions should ask their Disability Services Office, Office of Diversity, Equity, and Inclusion, Office of Sustainability, International Student Services, Financial Aid, etc. to provide an audit of their recruitment processes to make them more accessible.

Principle 5 – Commit to Values-Based Partnerships

- Chapters provide at least one advisor, who should be available for consultation with university officials as needed.
- Develop specific outcomes and expectations for local chapter and advisor training/education.
 - Encourage a partnership with the institution on specific training topics such as reducing barriers for recruitment participation, chapter education on institutional expectations and policy (i.e., risk management, student conduct code, etc.).
 - Establish a set of common expectations/framework for educational programs for the different roles such as

campus advisors, alumnae advisors, student leaders, organizational members.

- Develop and nurture relationships between the institution, organizational staff/volunteers, and local chapter advisors that create an environment of collaboration, transparency, trust, and strong working relationships. Provide necessary resources and education to meet and further institutional and organizational standards and goals. Examples of what should/could be done include:
 - In conjunction with the institution, develop and communicate minimum expectations for operation and good standing of chapters with the institution.
 - Decide where the responsibility should lie for training on different elements to avoid duplication and to align program delivery (some topics better delivered by the institution since they cover campus specific issues, others are more specific to individual organizations).
 - Develop and provide local advisor education and training. Provide standardized expectations for advisor training that includes a collaborative process with host institutions.
 - Develop a set of common expectations/framework for education programs for different roles such as campus advisors, alumnae/alumni advisors, student leaders, organizational members. Suggest compiling a list of nationally reviewed and endorsed training programs so that institutions and organizations can be in alignment.
 - Provide regular communication opportunities with the FSA/chapter officers/local advisors/inter/national organization. Communication should not only be in times of trouble or discipline of a chapter. Provide recognition of community successes.
 - Develop communication systems for stakeholders (students, family, alumnae/alumni, members, potential new members, etc.). Determine who is responsible for this communication and by whom—is the purpose to be more global for the institution and about the fraternity/sorority community or is it chapter specific highlighting successes and activities?
- Collaboratively approach programs and services to give institutional and organizational partners access and create deeper understanding and collaboration.
- Provide timely communication and transparency with all key stakeholders about goals, performance, incidents, corrective action, etc.
- Panhellenic Council should consider utilizing virtual platforms for a few rounds of recruitment to decrease chapter cost, time, and other resources (food, space, clothes, etc.).

National Pan-Hellenic Council (NPHC) Subgroup Recommendations

The National Pan-Hellenic Council, Incorporated (NPHC) is currently composed of nine (9) international Greek-letter sororities and fraternities: Alpha Kappa Alpha Sorority, Inc., Alpha Phi Alpha Fraternity, Inc., Delta Sigma Theta Sorority, Inc., Zeta Phi Beta Sorority, Inc., Iota Phi Theta Fraternity, Inc., Kappa Alpha Psi Fraternity, Inc., Sigma Gamma Rho Sorority, Inc., Phi Beta Sigma Fraternity, Inc., and Omega Psi Phi Fraternity, Inc. NPHC promotes interaction through forums, meetings and other mediums for the exchange of information and engages in cooperative programming and initiatives through various activities and functions.

On May 10, 1930, on the campus of Howard University, in Washington, DC, the National Pan-Hellenic Council was formed as a permanent organization with the following charter members: Omega Psi Phi and Kappa Alpha Psi Fraternities, and Alpha Kappa Alpha, Delta Sigma Theta, and Zeta Phi Beta Sororities. In 1931, Alpha Phi Alpha and Phi Beta Sigma Fraternities joined the Council. Sigma Gamma Rho Sorority joined in 1937 and Iota Phi Theta Fraternity completed the list of member organizations in 1997.

The stated purpose and mission of the organization in 1930 was "Unanimity of thought and action as far as possible in the conduct of Greek letter collegiate fraternities and sororities, and to consider problems of mutual interest to its member organizations." Early in 1937, the organization was incorporated under the laws of the State of Illinois and became known as "The National Pan-Hellenic Council, Incorporated."

Intake Process

New members of NPHC are selected by member organizations through the Member Intake Process (MIP) based on specific qualifications and criteria. NPHC chapters are guided by membership identification and selection standards that promote the development of effective chapters.

Member Intake Process Components Intake Seminar Pre-Induction/
Orientation Period (Interest Tea or Meeting) Final Induction Ceremony
(Initiation) Education Program

Recommendations:

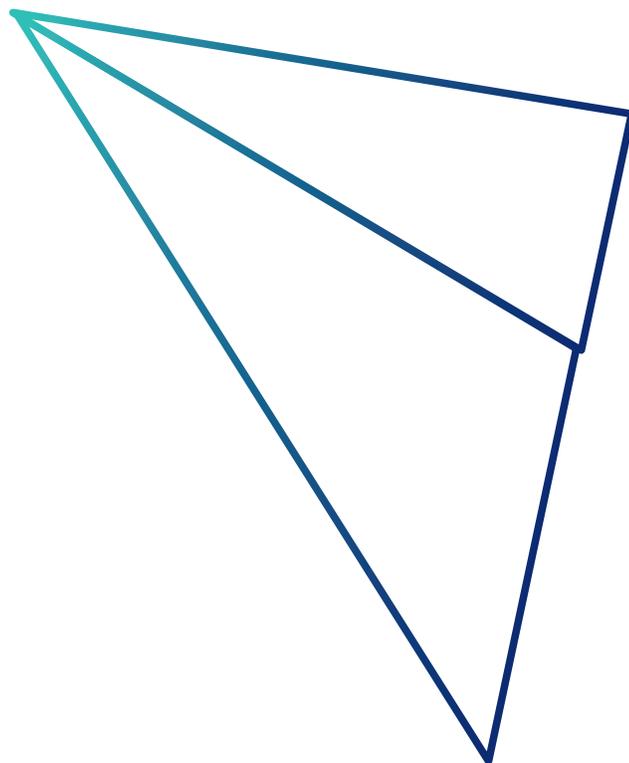
1. Undergraduate chapters of NPHC organizations tend to be smaller given a smaller pool of interested students from which to recruit. Institutions need to make a true commitment to diversity, equity, and inclusion efforts. Institutions must move away from treating culturally oriented organizations similarly based on membership numbers. This is done by focusing on *equity over equality*.
2. More professional competency programs around culturally oriented organizations are needed by professional organizations. While it is not a culturally oriented organization's responsibility to educate others on



Institutions must move away from treating culturally oriented organizations similarly based on membership numbers. This is done by focusing on equity over equality.

their culture, they should be expected to clearly state expectations with campus partners, advisors, etc.

3. Goal and purpose congruence is key. All NPHC organizations strive for the advocacy of Black and Brown people in the United States, civil rights, service, and equity. All institutions should (in theory) celebrate the same things. If these core principles cannot be agreed upon, then a relationship may not be effective.
4. FSL offices should work closely with undergraduate members to communicate opportunities for membership intake to non-affiliated students. Follow-up should be sent to parents of those students selected for membership intake at two pivotal points: (1) at the beginning of the MIP process to provide university resources and expectations, and (2) after candidates/aspirants have been initiated to provide information regarding the fraternity and sorority experience at that respective institution.
5. Develop a set of common expectations/framework for education programs for different roles such as campus advisors, alumni advisors, student leaders, organizational members.
6. Develop certification programs for campus advisors, alumni advisors, student leaders, and organizational members. This should be a joint effort between the national organization and the institution.
7. Institutions should provide a list of campus-based training to the organizations that make sense for the campus to provide to avoid duplication. The same for the national organization of the institution.
8. Campus professionals must provide to the organizations on campus the opportunities available.



APPENDIX

WORKING GROUPS' MEMBERSHIPS

The five Excellence in Fraternity and Sorority Life Working Groups were staffed by nearly 100 FSL professionals from campuses, inter/national organizations, umbrella organizations, and professional associations. The working groups' processes were designed to promote the exploration of difficult issues, and, at times, disagreement emerged. Participation in the process should not be construed as an endorsement of all of the recommendations that are presented in the executive summary or five working group reports.

Communications Standards Between Organizations and Institutions Working Group		
Bilal Badruddin	Chair	National APIDA Panhellenic Association (NAPA)
Stephanie Baldwin	Director of Fraternity & Sorority Life	University of Colorado Boulder
Liz Cadwell	Assistant Director for Fraternity and Sorority Life	University of Minnesota
Stephen Dominy	Associate Director of Fraternity & Sorority Life	Texas Christian University
Corin Edwards	Director Fraternity and Sorority Leadership & Learning	University of Delaware
Will Foran	Senior Vice President of Campus Operations	North-American Interfraternity Conference (NIC)
Michelle Geiger	Vice President	Kappa Alpha Theta Fraternity
Alyssa Gilles	Director of Learning Outcomes	Lambda Chi Alpha Fraternity Inc.
Stephanie Gordon	Vice President of Professional Development	NASPA
Matt Gregory	Associate Vice Provost and Dean of Students	Texas Tech University
Douglas Hallenbeck	Vice President for Student Affairs	Oklahoma State

Brooke Kingsley Isbell	Assistant Executive Director of Prevention & Accountability	Pi Kappa Phi
Kristen Kardas	Director of Fraternity & Sorority Life	Indiana State University
Heather Kirk	Chief Communications Officer	Sigma Phi Epsilon
Michelle Maday	Vice President of Finance / Vice President of Expansion	National Association of Latino Fraternal Organizations (NALFO) / Alpha Psi Lambda
Josh Schuman	Associate Director of Fraternity & Sorority Life	University of South Carolina
Jessica Snell	University Liaison	National Multicultural Greek Council (NMGC)
Todd Sullivan	Director of Fraternity and Sorority Life	Drexel University
Nashalie Vazquez	President	Latinas Promoviendo Comunidad/ Lambda Pi Chi Sorority Inc.
Chelsey Williams	Chair - Marketing	National Pan-Hellenic Council (NPHC)
Viancca Williams	Director, Fraternity & Sorority Life	University of Central Florida
Asia Woods	Assistant Director for Fraternity and Sorority Life	University of North Carolina Charlotte
Designing the Disciplinary Process for Chapters Working Group		
Frank Albergo	Assistant Director, Fraternity & Sorority Life	University of California- Berkeley
Paul Andersen	Fraternity Services Director	Sigma Phi Epsilon
Keith Garcia	Assistant Director of Fraternity & Sorority Life	Northwestern University
Haven Hart	Affiliate Faculty	St. Thomas University
Leah Howell	Director of Risk Reduction	Alpha Phi International Fraternity
Nicole Jackson	Interim Director of Sorority and Fraternity Life	Emory University
Julia Kozicki	Legal Counsel	Sigma Kappa Sorority
Christina Liang	Interim Judicial Administrator	Cornell University
Julia Maestas	Director of Undergraduate Affairs	Lambda Theta Alpha Latin Sorority, Inc.

Brent Marsh	AVC for Student Affairs & Dean of Students	University of Mississippi
Lori Marshall	Associate Director of Fraternity & Sorority Life	University of Illinois at Chicago
Travis Martin	Associate Dean of Students and Director of Fraternity & Sorority Life	University of Michigan
Kim Monteaux De Freitas	Director of Sorority and Fraternity Life	The Ohio State University
Jackie Mullen	Assistant Dean of Students	Mississippi State University
Kimberly Novak	Director, Health & Safety	Pi Kappa Alpha Fraternity
Jessica Peñaranda	President	National Multicultural Greek Council
Hannah Seoh	Chair Emeritus	National APIDA Panhellenic Association
Elizabeth Soto	Assistant to the Director of Undergraduate Affairs	Lambda Theta Alpha Latin Sorority, Inc.
James Stascavage	Senior Director of Leadership and Senior Student Affairs Officers Initiatives	NASPA
Andrea Weber	Assistant Dean of Students & Director of Student Conduct	Missouri State University
Carolyn Whittier	Assistant Vice President of Student Life	Valparaiso University
Stephanie Wright	Assistant Director of Student Conduct	Rutgers University – New Brunswick
Fraternity and Sorority Life Staffing Working Group		
Stephanie Baldwin	Director of Fraternity & Sorority Life	University of Colorado Boulder
Gary Ballinger	Director, Fraternity & Sorority Life	Arizona State University
Jason Bergeron	Executive Director	Association of Fraternity/ Sorority Advisors
Parice Bowser	Assistant Vice Chancellor for Greek Life & Associate Dean of Students	University of Arkansas
Brandon Cutler	Associate Dean of Students & Director of Fraternity, Sorority & Cooperative Life	Purdue University

Shelly Brown Dobek	Director of Fraternity and Sorority Life	North Carolina State University
Arthur Doctor	Assistant Dean for Student Engagement and Leadership	Claflin University
Ashley Dye	Director for Fraternity & Sorority Affairs	University of Illinois
Chris Graham	Director of Fraternity & Sorority Life	Florida State University
Michelle Guobadia	Director for Fraternity and Sorority Life	University of North Carolina-Charlotte
Grahaeme Hesp	Senior Director, Institutional Relations	Foundation for International Education
Christopher Jefferson	Director, Fraternity & Sorority Life	Penn State University
Cristina Luna	Assistant Dean of Students & Director of Greek Life	University of Miami
Emily Perlow	Associate Dean of Students	Worcester Polytechnic Institute
Gary Wiser	Assistant Dean of Students & Director for Fraternity and Sorority Life	Clemson University
Health, Safety, and Well-being Working Group		
Cindy Clouner	Managing Director, Higher Education Center for Alcohol and Drug Misuse Prevention and Recovery	The Ohio State University
Logan Davis	Outreach and Engagement Manager	Higher Education Center for Alcohol and Drug Misuse Prevention and Recovery
Shawnté Elbert	Associate Vice President of Health and Well-being	The Ohio State University
Ryan Hilperts		Unaffiliated
G. Andrew Hohn	Associate Director, Fraternity and Sorority Affairs	University of Illinois Urbana-Champaign
Drew Kerwood	Associate Director of Prevention and Wellness	Phi Sigma Kappa Fraternity
Andrea Kleekamp	Risk Reduction and Education Specialist	Alpha Delta Pi Sorority

Rafael Matos	Director of Membership and Training	Phi Beta Sigma Fraternity, Inc.
Elizabeth Peeler	Alcohol and Other Drugs Health Educator	Emory University
Kyle Pendleton	Senior Director, Harm Reduction & University Relations	Zeta Tau Alpha
Amanda Rodriguez	Assistant Dean and Director Fraternity and Sorority Life	Stanford University
Lindsay Sell	Director, Fraternity & Sorority Life	Colorado State University
Kerry Soller	Project Manager, Campus Safety & Sexual Violence Prevention	Ohio Department of Higher Education
James Stascavage	Senior Director of Leadership and Senior Student Affairs Officers Initiatives	NASPA
Stevan Veldkamp	Executive Director of the Piazza Center and Special Assistant to the Vice President of Student Affairs	The Pennsylvania State University
Carly Walter	Program Coordinator - Greek Village	University of South Carolina
Jeffrey Waple	Vice Chancellor for Student Affairs	Southern Illinois University Edwardsville
Nicolas Wright	Assistant Director Fraternity and Sorority Life	Johns Hopkins University
New Member/Recruitment Process Working Group		
Katie Abernathy	Executive Director	Alpha Gamma Delta Fraternity
Cate Bibb	Fraternity Vice President	Kappa Alpha Theta
Parice Bowser	Assistant Vice Chancellor for Greek Life	University of Arkansas
Arthur Doctor	Assistant Dean for Student Engagement and Leadership	Claflin University
Alexandra Elliott	Assistant Director of Fraternity and Sorority Life	University of Pittsburgh
Chris Graham	Director of Fraternity and Sorority Life	Florida State University

Julie Johnson	NPC Delegate & Chief Panhellenic Officer	Kappa Delta
Jennifer Jones	Executive Director Student Development	Southern Methodist University
Monica Miranda	Director, Center for Student Involvement	University of South Florida
Matthew Richardson	Director, Center for Fraternal Values and Leadership	West Virginia University
Jeremiah Shinn	Vice President for Student Affairs	Louisiana State University
Alex Snowden	Associate Dean Student Engagement	Dallas County Community College District
Brian Warren	CEO	Sigma Phi Epsilon Fraternity
KC White	NASPA Senior Fellow/Volunteer	NASPA



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