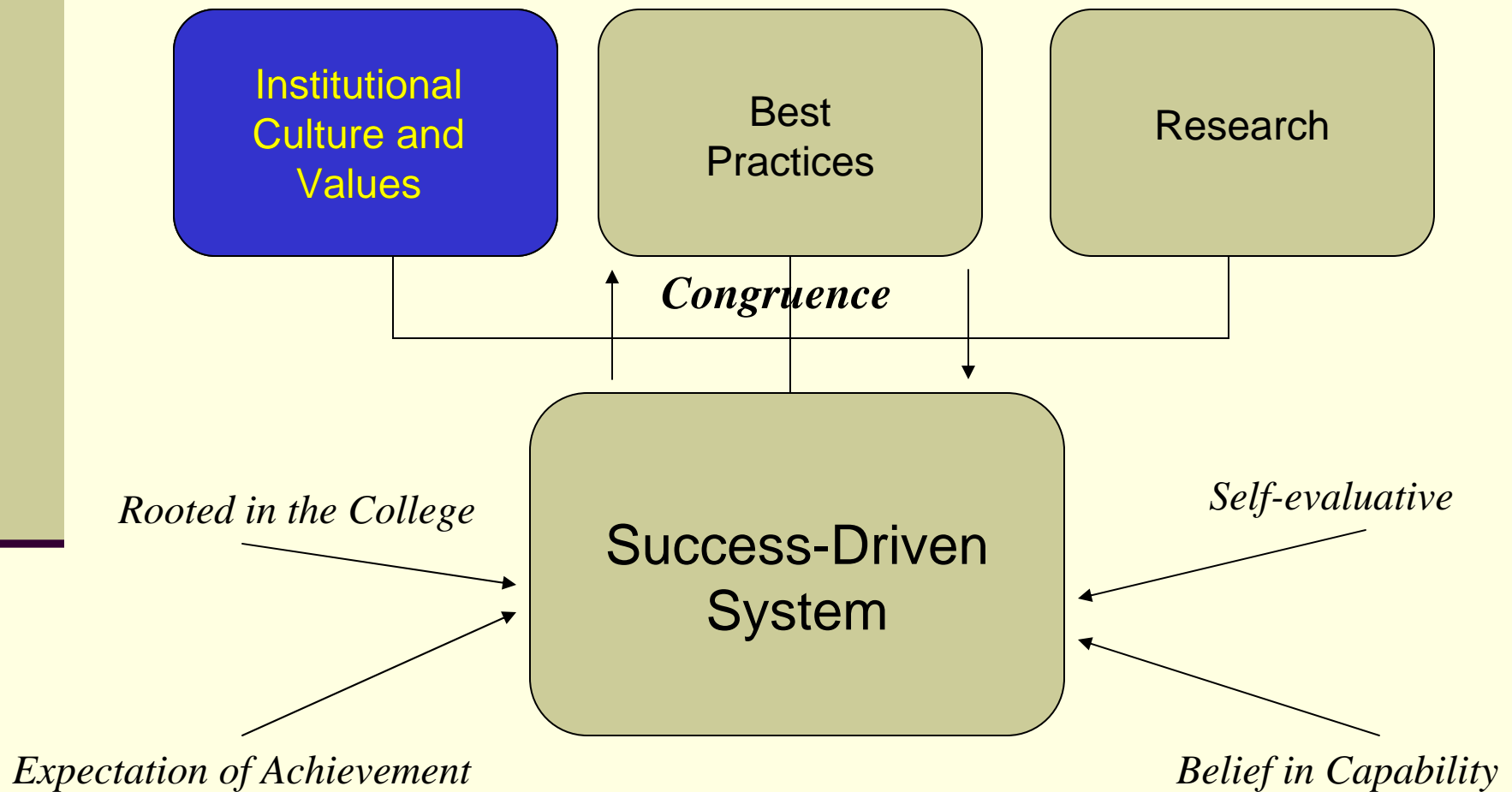

Where Fraternities, Sororities and a College Meet

Creating a Success-Driven Model for
Fraternity and Sorority Life

SUCCESS-DRIVEN MODEL



The Context and Institutional Culture

Who We Are:

- College develops distinctive curricular vision (Green, 1995; Deci and Ryan, 2000)
- Development of Communal Principles
 - Community, Freedom, Responsibility, Respect, Honesty, Fairness
- Review of Housing, Athletics, Student Government building on curricular vision

Relationship with Fraternities and Sororities and Their Alumni

University relationship with Fraternity/Sorority alumni dates back to at least 1929 —the establishment of the River Campus and the Fraternity Quadrangle

Alumni Hellenic Council formally established in 1980

Focus has been undergraduate chapters and their relationship with the University

Broadening focus to strengthen connections of Fraternity and Sorority alumni with the University and with each other

Reaching across chapter boundaries

Assessing the Values, Norms, and Practices of Fraternities and Sororities

- Right time to review fraternity and sorority life for a variety of external reasons
- We knew we needed to consider not only our own institutional culture but also the culture of fraternities and sororities

The process began:

- 2003-2004—Committee to Review Fraternities and Sororities—Trustees, Chair of Board Involved
- 2004-2005—Management Committee, Standards Subcommittee, Facilities and Finance Subcommittee Formed
- 2005-2006—Management Committee, Standards Subcommittee, Facilities and Finance Continue Work
- 2006-2007—Management Committee, Standards Subcommittee Continue

The Process of Cultural Review

- Affirmed the College's culture and values
- Made a decision to build a strong, viable, College-centered fraternity/sorority system
 - A system that is rooted in the College
 - Connects students to resources of the College
 - Cultivates the multiple identities of our students
 - A coherent management plan
 - Annual evaluation process based upon specific goals and standards
- Committed to discovering and understanding the nature of fraternity and sorority student culture (Kuh, 1990)
- Developed framework based upon the College culture that encouraged the cultural values, expectations, and practices of fraternities and sororities consistent with the values and academic mission of the College

How the Process Worked

- Clear goals and strong commitment to student involvement in process
- Long-term commitment (three-year process)
- Broad involvement
 - Trustees, Faculty, Staff, Alumni, Students (affiliated and non-affiliated)
 - 11 Trustees and Alumni; 18 Deans, Faculty, and Staff Members; 28 Students
- Open and transparent process
 - Posted meeting summaries on website
 - Visits to all chapters by deans, faculty, and staff
 - Blog for interactive communication and feedback

Where Campus and Fraternity/Sorority Cultures Meet: Elements of Change

- Cultural change: ensure consistency among institutional values, academic mission, educational purposes and that of the fraternities and sororities
 - Heritage mixed with present-day realities
- “Understanding the Rules People Live By” (Cohen, 1998):
- Recruitment
 - Moved formal recruitment (rush) to second semester
 - “Because academic performance, intellectual development, and openness to diversity seem to be negatively related to fraternity membership in the first year of college, policies barring first-year students from joining fraternities are essential.” (Kuh, Pascarella, Wechsler, 1996)
 - Redefined merit-based eligibility requirements
 - Discarded GPA Requirement (Pike and Askew, 1990; Ryan and Deci, 2000)
 - Added Disciplinary Clearance Requirement
 - Programming
 - New Member Orientation

The Elements of Change (cont.)

- Leadership Training and Philanthropy
 - Training and development programs geared toward fraternities and sororities and located in the College's Community Leadership Center (Komives)
 - Service and Philanthropy Activity Report (SPAR)
- Standards
 - Goal-setting, Planning, and Self-assessment (accreditation model)
 - Autonomy and responsibility for owning their system
 - "To fully internalize a regulation, and thus to become autonomous with respect to it, people must inwardly grasp its meaning and worth. It is these meanings that become internalized and integrated in environments that provide supports for the needs for competence, relatedness, and autonomy." (Ryan and Deci, 2000)
- College Advocates
- Increased Resources (new graduate assistant)
- Reshaped Involvement of Alumni

Expectations for Excellence

Scholarship

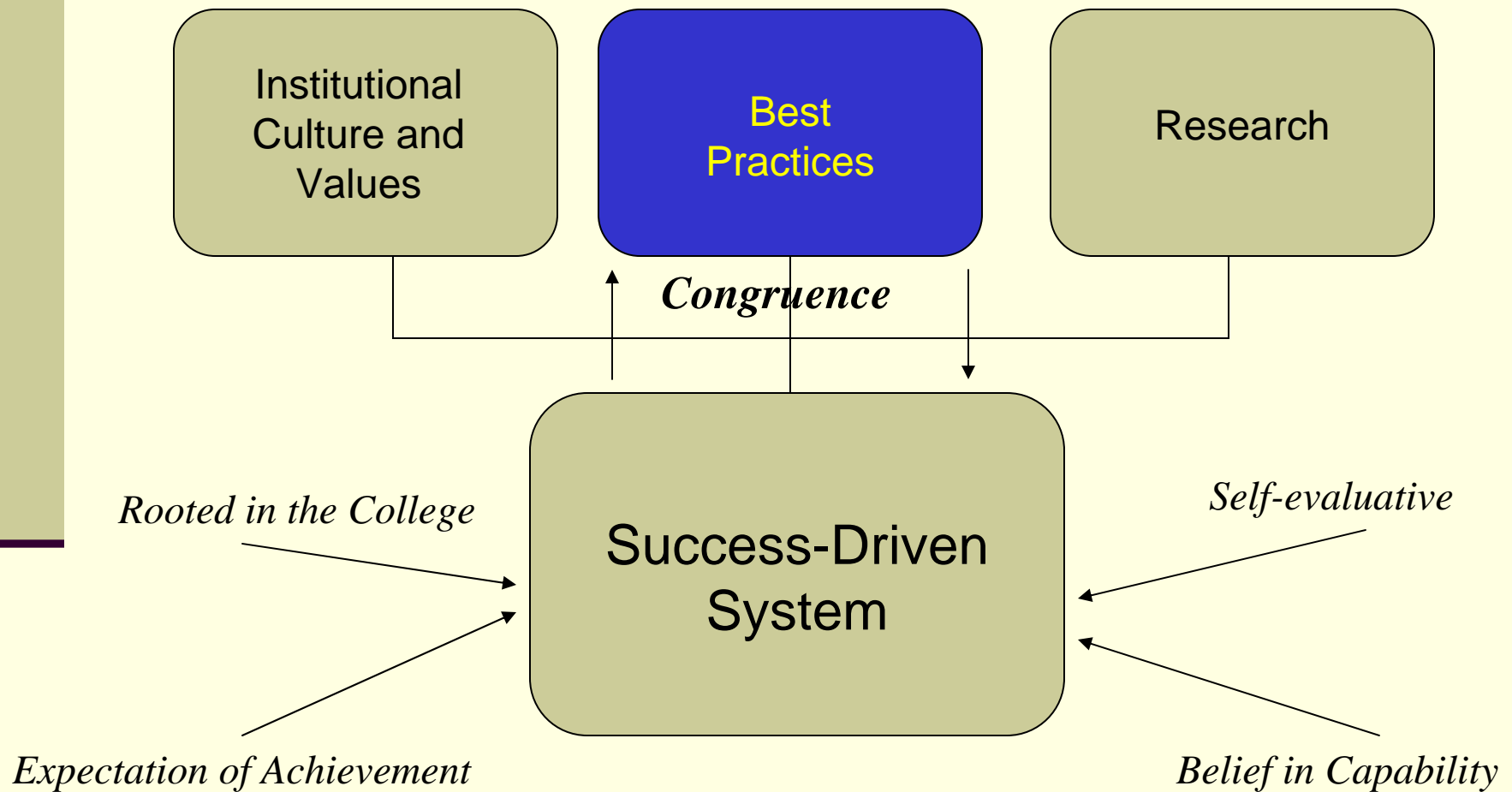
Community Building and Leadership

Programming

Non-academic Student Conduct

Organizational Management

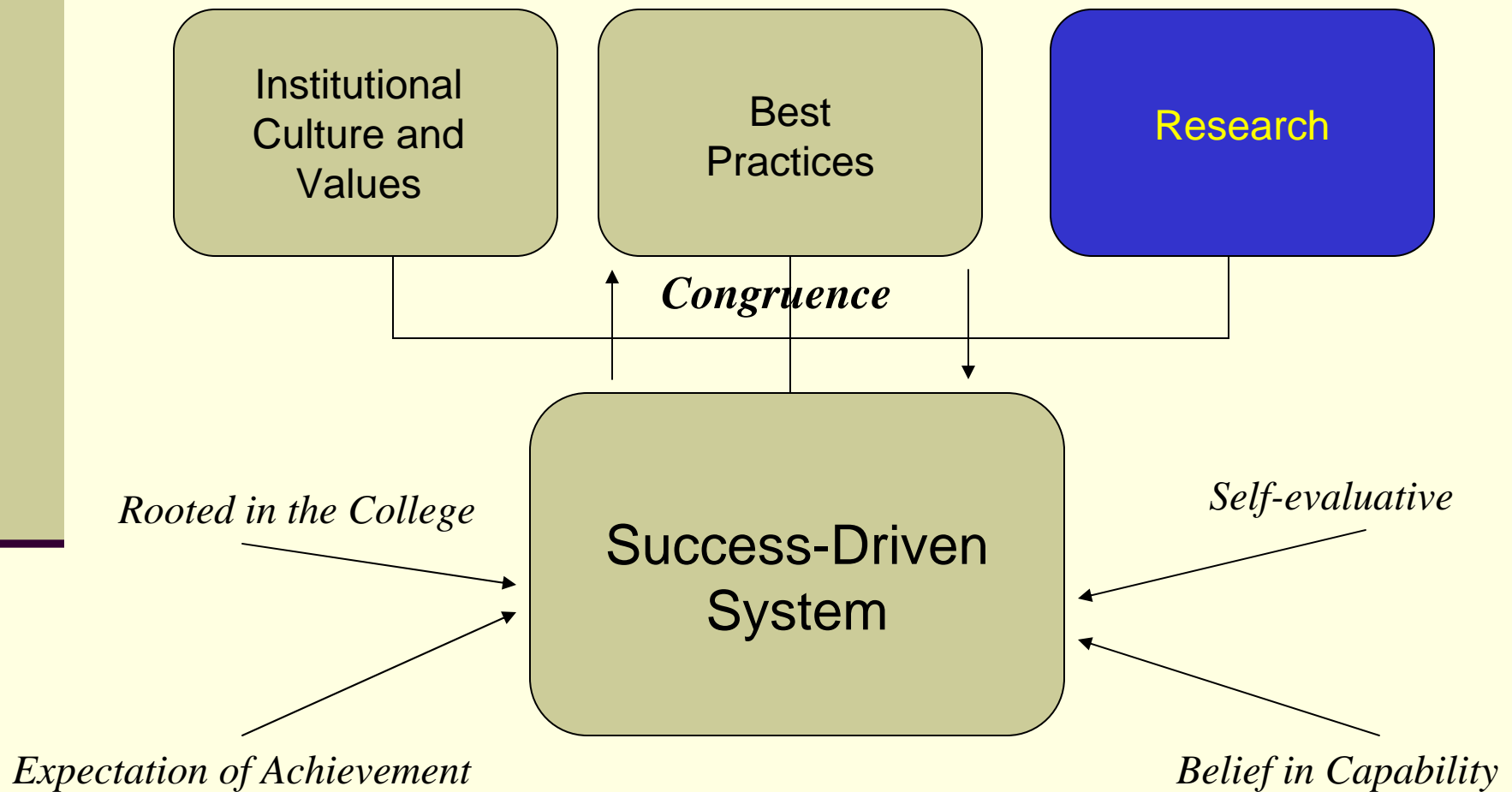
SUCCESS-DRIVEN MODEL



Best Practices

- Throughout process, we sought comparisons and examples for fraternity and sorority review processes, standards, recruitment strategies, community service, and other aspects of fraternity and sorority life
- Some institutions and organizations used were Drexel, Cornell, Grand Valley State, Chico State, Randolph Macon, UI Edwardsville, Southern Illinois State, Alpha Phi Sorority, Delta Gamma Sorority, AFA Call for Values Congruence, Colgate, Harvard, Alfred, and Union
- Comparisons were useful in defining what fit our institution's value and culture as well as what did not

SUCCESS-DRIVEN MODEL



References

- Bolman, L. G., & Deal, T. E. (2003). *Reframing organizations*. (Third Edition ed.). San Francisco: Jossey-Bass.
- Bureau, D., Schendel, K., & Veldkamp, S. (2006). Values and action congruence. *Perspectives*, (Summer), 16.
- Cohen, M. N. (1998). *Culture of intolerance: Chauvinism, class, and racism in the united states*. New Haven, CT: Yale University Press.
- Franklin Square Group. (2003). *A call for values congruence*. Retrieved September 15, 2006 from <http://www.fraternityadvisors.org/uploads/PublicDocuments/CallforValuesCongruence.pdf>
- Green, W. S. *Curricular change at rochester, 1991-1995*
- Horowitz, H. L. (1987). *Campus life: Undergraduate cultures from the end of the eighteenth century to the present*. New York: Knopf.
- Komives, S. R., Lucas, N., & McMahon, T. R. (1998). *Exploring leadership: For college students that want to make a difference*(Anonymous). San Francisco: Jossey-Bass.
- Komives, S. R., Owen, J. E., Longerbeam, S., Mainella, F. C., & Osteen, L. Developing a leadership identity: A grounded theory. *Journal of College Student Development*, 6, 593.
- Kuh, G. D. (1995). The other curriculum: Out-of-class experiences associated with student learning and personal development. *The Journal of Higher Education*, 66(2), 123.
- Kuh, G. D. (1993). Appraising the character of a college. *Journal of Counseling and Development*, 71(6), 661.
- Kuh, G. D. (1993). Ethos. *Liberal Education*, 79(4), 22.
- Kuh, G. D. (1990). Assessing student culture. *New Directions for Institutional Research*, (68), 47.
- Kuh, G. D., Pascarella, E. T. & Wechsler, H. (1996). *The questionable value of fraternities*. Retrieved August 25, 2006 from <http://chronicle.com/che-data/articles.dir/art-42.dir/issue-32.dir/32a06801.htm>
- Kuh, G. D., Schuh, J., & Whitt, E. J. (1991). Some good news about campus life: How "involving colleges" promote learning outside the classroom. *Change*, 23(5), 48.
- Manning, K., Kinzie, J., & Schuh, J. (2006). *One size does not fit all*. New York: Routledge.
- Moffatt, M. (1989). *Coming of age in new jersey: College and american culture*. New Brunswick, NJ: Rutgers University Press.
- Pascarella, E. T., Bohr, L., Nora, A., & Terenzini, P. (1995). Cognitive effects of 2-year and 4-year colleges: New evidence. *Educational Evaluation and Policy Analysis*, 17(1), 83.
- Pascarella, E. T., Edison, M., Nora, A., Hagedorn, L., & Terenzini, P. (1998). *Educational Evaluation and Policy Analysis*, 20, 75.

Divergent Cultures: Next Steps

- New Member Orientation Development
 - Quickly becoming “best practice”
 - More comprehensive alcohol education
- Defining the Role of and Relationship with National Organizations
 - AFA Annual Meeting
 - Correspondence and Communication
- Further Development of Alumni Role and Connection

Reorganization of Alumni Hellenic Council

Alumni Hellenic Council
(AHC)

```
graph TD; AHC[Alumni Hellenic Council (AHC)] --- FSCAC[Fraternity and Sorority Chapter Advisors Committee (FSCAC)]; AHC --- FQAC[Fraternity Quad Advisory Committee (FQAC)]; AHC --- ARC[Alumni Relations Committee (ARC)];
```

Fraternity and Sorority Chapter Advisors Committee
(FSCAC)

Fraternity Quad Advisory Committee
(FQAC)

Alumni Relations Committee
(ARC)

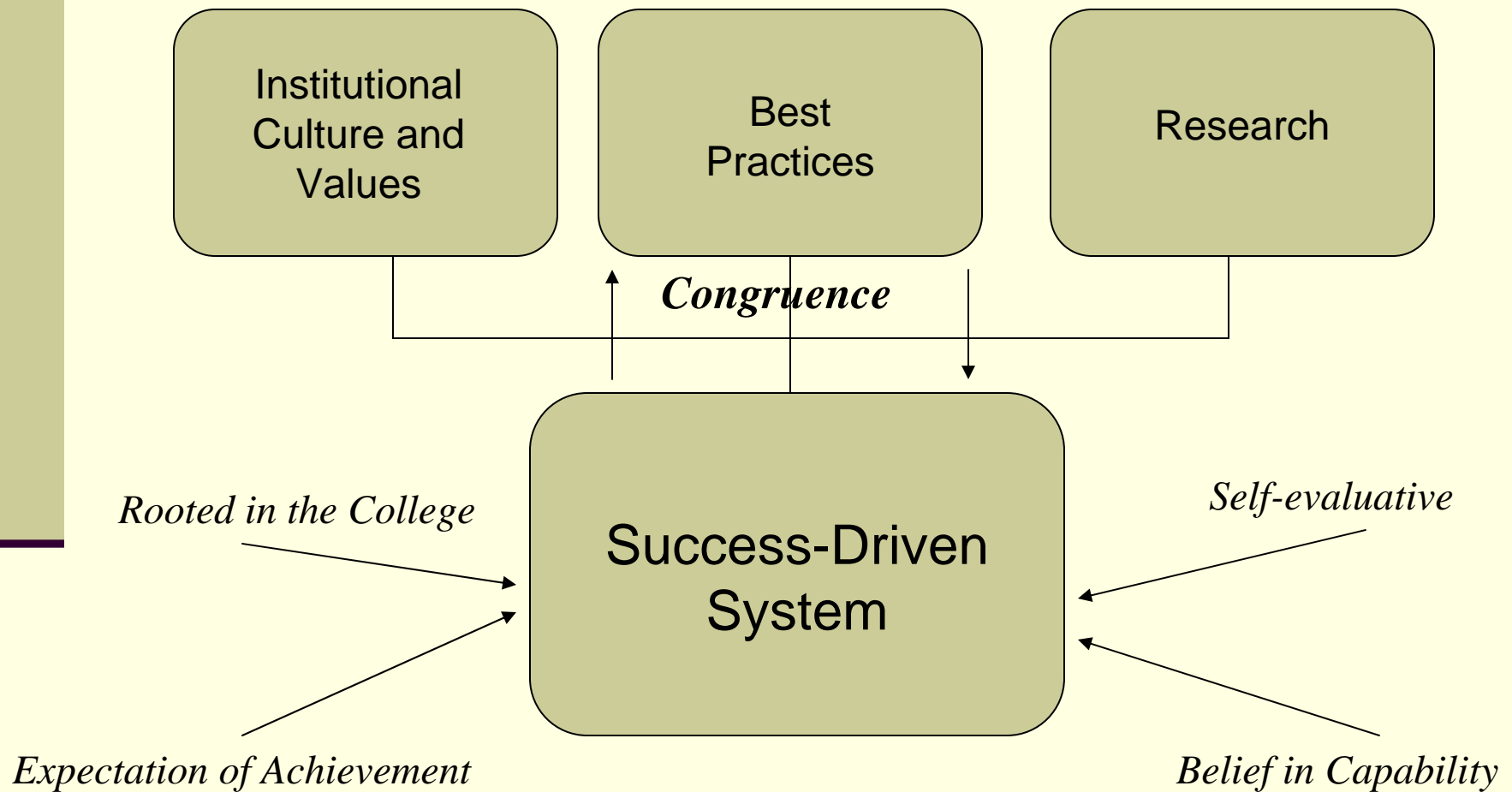
One Size Does Not Fit All (Manning)

- As a model of cultural change for fraternities and sororities, this can be useful to any campus
- Each campus needs to be clear about their own academic mission and values before attempting to change or to integrate other cultures and subcultures
- It's hard work and it takes a lot of time!
 - “Appraising an institution’s character is complicated and time consuming. Do not underestimate the amount of time required to discover, understand and appreciate the institution’s character.” (Kuh, 1993)
 - “Such is the price of reclaiming the institution’s educational integrity” (Kuh, Pascarella, Wechsler, 1996)

Promising Developments

- Increase in Collaboration among Groups
 - Alpha Epsilon Pi and Delta Kappa Epsilon
 - Alpha Delta Phi and D'Motions
 - Domestic Violence Awareness Workshop
- Leadership Consultants
 - Ezela Salazar, Gamma Phi Beta
 - Ian Areces, Delta Upsilon
 - Two Additional Applicants

Why is this a SUCCESS-DRIVEN MODEL?



Where Fraternities, Sororities and a College Meet

Questions?