Acknowledgement and Thanks

We appreciated the opportunity to meet with the Elon University students, both sorority/fraternity members and non-affiliated students, as well as everyone on the faculty and staff who made time for this important assessment project. It was obvious that all involved understand and appreciate the importance of this fraternity and sorority community and want to ensure its success in becoming a distinct leader in fraternity and sorority governance and programs. We would like to especially thank Dr. Smith Jackson and Mr. Rex Waters for coordinating our visit. We appreciated the opportunity to meet with the members of the Blue Ribbon Committee, faculty, university and town police, and division of student life staff.

We were honored to spend time with University President Lambert. During our meeting, he spoke of the Elon Commitment which in part dedicates the University to strive “passionately in the preparation of global citizens, civic engagement, and preparing our students for meaningful lives of work and service.” He mentioned that he would like to see the sorority / fraternity community step-up their commitment to excellence and to become known as a top tier sorority / fraternity community. Dr. Lambert asked the assessment team, in-light of this pursuit of excellence goals, “How do we change the collective culture of the campus fraternity and sorority community to embrace learning?”

This Coalition Assessment Project process calls for follow-up on the campus with a Blue Ribbon Committee, composed of members of the Elon University community, to lead the implementation of the report recommendations. The appointed Blue Ribbon Committee is composed of the following individuals:

- Smith Jackson, Vice President for Student Life & Dean of Students
- Nancy Midgette, Professor-History
- Rex Waters, Associate Dean of Students
- Amanda Tapler, Senior Lecturer
- Carter Smith, Alumnus
- Shana Plasters, Director of Greek Life
- Zach Thomas, Assistant Director of Greek Life
- Skip Allis, Associate Professor
- Taylor Martin, SGA President
- David Rogerson, student
- Carolyn Moore, student
- Lindsay Gabriel, student
- Scott Swedberg, student
The Fraternity and Sorority Coalition Assessment Project has identified five areas to review when assessing a campus fraternity/sorority community. Those areas are:

- Developing Positive Interpersonal Relationships
- Leadership Development
- Build/Strengthen Social IQ, Citizenship, Service Learning
- Advance Academic Interest/Graduation of Membership
- Effective Campus Interface to and Support of the Fraternity/Sorority Community.

The following is a comprehensive overview of what the assessment team learned before and during the visit. It is a “snapshot” of the fraternity/sorority community on the day of our visit. The report is divided into four sections: Basic Summaries, Areas of Strength, Areas of Improvement, and Recommendations. Please review all of this information, use it to lead your future decisions, and for greatest impact turn it into an actionable timeline. If we can be of assistance in that process, please do not hesitate to contact us at any time.

Thank you again for your hospitality.

Laura Sweet, Team Leader
Dominic Greene
Stacy Jones, Ed.D.
Brian Tenclinger
Introduction
This summary of information represents the perspective of the Coalition Assessment team. It is based upon pre-assessment information and data provided by the University, as well as information gained from constituent interviews during the on-site visit. The assessment includes input from a variety of sources who are involved with, and who can impact, the health and viability of the fraternity/sorority community at the University. As such, the following should be considered reliable information but not statements of fact. It is the perspective of an objective, third-party team of professionals engaged by the University to assess the health of the fraternity/sorority community during a specific, snapshot point in time.

Section 1: Basic Summaries
This is information the University already knows and uses, and it is provided here to confirm the Assessment team and the University are operating with the same set of facts, ones used later in this report as the basis for the strengths, challenges and recommendations presented in this report.

1. Elon University was chartered by the North Carolina legislature in 1889.

2. 5,000 students attend Elon: 59 percent women and 41 percent men.

3. 38 percent of women and 23 percent of men belong to sororities and fraternities.
   a. Eight Panhellenic (CPH) chapters / Average chapter size 144
   b. Seven Interfraternity (IFC) chapters / Chapter size varies from 40 – 80
   c. Seven active National Pan-Hellenic (NPHC) chapters / Total number: 27 women / 25 men

4. The University supports two full-time employees to direct fraternity and sorority life.

5. University data demonstrates that fraternity and sorority members have much higher freshman-to-sophomore retention and four-year graduation rates of members and that sororities/fraternities retain and graduate students at higher rates than their cohorts.

6. African-American students comprise five percent of the student body.

7. Most students are from the U.S. Eastern seaboard – North Carolina, Massachusetts, New Jersey and Virginia.

8. Elon University owns the chapter houses – lodges with downstairs meeting areas and upstairs living areas to accommodate up to 12 students each. In each downstairs area is living accommodations for an RA-type University-paid position, generally a member of the organization.

9. Elon has 31,500 alumni, with 54 percent in their 20s and 30s.
10. In 2008-2009, fraternity/sorority alumni donated more than $2.8 million, accounting for 61 percent of total alumni dollars donated.

11. A day of pride for Elon University: April 13, 2010, Phi Beta Kappa chapter was chartered.

12. The Elon Commitment calls for investing more than $250 million in new facilities. One of the signature elements of the plan is the construction of up to 1,600 new beds, increasing on-campus student residency from approximately 60 percent to 75 percent. Many new residences will offer single bedrooms to attract more juniors and seniors to on-campus living.
Section 2: Strengths of the Community Based on Five Target Areas

The following strengths of the fraternity/sorority community were identified based upon information gathered by the Coalition Assessment team during the on-site interviews. Openness and frankness were encouraged through the confidentiality of individual interviews, and it is the aggregate content – information relayed by at least two University stakeholders in two different settings – reported here. While the University and the fraternity/sorority community certainly possess strengths not included, this section represents those, both perceived and real, that were reported multiple times by University stakeholders. As such, they serve as the basis for themes addressed in Section 4 of this report, the recommendations.

**Developing Positive Interpersonal Relationships**

1. The interconnectedness of the fraternity/sorority experience helps create an important affinity group for the University, which in turn creates a positive campus community.

2. The fraternity/sorority community has a vibrant and rich culture; members are proud to be attending Elon University and proud of their fraternity/sorority experience.

3. Fraternities and sororities create a positive social network that fosters friendships.

4. There is strong evidence at each level of administration to intentionally support the development and enhancement of the fraternity and sorority life system. The President, Vice President for Student Life, and most student life staff believe in the importance of the Greek community and its ability to enhance the development of campus spirit and its membership.

5. The leadership of the three governing councils appears to communicate well and is striving to create a culture where the general bodies interact more frequently.

6. The leaders of the three governing councils view Elon administrators as helpful and supportive.

7. IFC fraternities and Panhellenic sororities have strong working relationships.

8. NPHC fraternities and sororities provide engaging activities for people of diverse backgrounds; in response the University has dedicated a garden and five-person houses within the Greek Court for NPHC.

9. Several key administrators acknowledged that fraternity/sorority life provides a sense of identification with the student body, and the affiliated students are key to the success of several high profile events (i.e. Elonthon).
10. Many students and administrators believe that the NPHC organizations provide many African-American students at Elon with a sense of belonging.

11. The current development of a process that allows the Office of Greek Life staff to have greater insight into how and when Membership Intake Process (MIP) takes place for NPHC organizations, as well as who is going through MIP, is important in strengthening the commitment of Elon University to the NPHC organizations.

12. A large number of leaders on campus are members of fraternities and sororities. Fraternity and sorority students are a very vocal part of the Elon University student body – their presence is felt.

**Leadership Development**

1. Individually, fraternity/sorority members are considered passionate and bright. They have ambition and drive.

2. It was reported that leadership for most chapters is well established and the men and women are aware of their duties.

3. The University supports the IFC, NPHC and Panhellenic leaders’ participation in the Association of Fraternal Leadership and Values (AFLV) annual conference.

4. Student Life has solid service-learning and leadership programs that students can participate in, including the fraternity/sorority community. Students can leverage the out-of-class experience as learning activities if done in coordination with the student life programs or classroom service assignments.

5. Most leaders with whom the Coalition Assessment team met (chapter presidents, NPHC, Panhellenic and IFC officers) exhibit good overall leadership skills.

6. The University provides a spring weekend Greek Leaders Retreat that is highly regarded by students. However, this past year’s program was noted as not being as strong.

7. It was reported that a majority of the fraternity/sorority chapters, Greek governing councils, as well as many other student organizations, are truly student-run. Advisors are available for consultation, but afford autonomy to the organizations and the students to develop their interpersonal leadership skills.
Build/Strengthen Social IQ, Citizenship, Service Learning
1. In 2008-2009, fraternities/sororities performed more than 25,000 hours of community service and raised more than $90,000.

2. In addition, individual fraternity/sorority chapters host philanthropies that raise significant amounts of money.

3. When asked, a majority of the fraternity/sorority students were able to articulate the purpose of the philanthropic endeavors their organizations contribute to on a yearly basis.

4. The fraternity/sorority community has a presence at College Coffee (a weekly University event held for all members of the University community during a no-class time) by staffing tables that promote their various service and philanthropic events.

Advance Academic Interest/Graduation of Members
1. Greek students at Elon perform at or above the academic averages of non-affiliated students.

2. Twenty percent of women initiated in Phi Beta Kappa were CPH sorority women.

3. Sororities and fraternities retain and graduate students at much higher rates than their cohorts.

Effective Campus Interface to and Support of the Fraternity/Sorority Community
1. Several prominent faculty and staff members (many of whom have been at the institution for 15+ years) serve in advisory capacities to individual fraternity/sorority chapters. This knowledge-base and connection to the campus is valued and important.

2. The Student Government Association (SGA) provides funding to the governing councils for various leadership events (i.e. attendance at AFLV in February).

3. University housing exists for the fraternity/sorority community, making access to campus resources convenient.

4. Fraternity/Sorority members participate in many campus opportunities through leadership, research and peer-teaching.
Section 3: Limitations of the Community Based on Five Target Areas

As with the strengths of the fraternity/sorority community identified in the previous section, the following limitations were identified based upon information gathered by the Coalition Assessment team during the on-site interviews. These limitations represent the aggregate content of the interviews – information, perceived and real, relayed by at least two University stakeholders in two different settings. As such, the following also serve as the basis for themes addressed in Section 4, of this report the recommendations.

Developing Positive Interpersonal Relationships

1. It was reported that interpersonal relationships could be improved and fostered between fraternity members and neighboring community homes.

2. It was reported that individual council and chapter officers meet monthly but do not coordinate major events.

3. Some NPHC chapter sizes are lower than the national standards for chapter creation and maintenance. At Elon, the average size for women’s NPHC groups is 9 and the average for the men’s groups is 6.

4. It was reported that hazing does not appear to be an issue during intake/new member processes for NPHC member groups. However, it was reported as an issue for the IFC and Panhellenic groups.

5. The term “pledge” is widely used among the IFC/NPC fraternity/sorority leadership and members, which may be an indication that hazing activity is present.

6. It was observed that the fraternity/sorority community suffers from the bystander effect. Students knowingly allow misconduct to take place without notifying the appropriate individuals; there are concerns about new member events, chapters and the fraternal community, but students demonstrate an unwillingness to turn those concerns into constructive action.
   a. Information about whom to contact regarding hazing/alcohol use is not readily available.
   b. Students had no knowledge of the campus or National Hazing Hotlines.
   c. It was noted that members participate in “Banquets” each year held at beach locations, and although the University approves an evening banquet at a third-party vendor location, these weekend excursions include activities outside the scope of sanctioned and approved events.

7. It was reported that chapters and council leaders are not holding themselves and other chapters accountable.

8. Chapters struggle with holding individuals accountable. It was reported that many members/officers do not understand that the actions of individuals can affect an entire chapter.
9. It was reported that working relationships between IFC and NPHC chapters, and Panhellenic and NPHC chapters, are not strong with the exception of the council officers who attend AFLV.

10. It was reported that Panhellenic recruitment “no-contact” policies lead to strange interactions between members and non-affiliated freshmen, sophomores, and juniors. Non-members reported that after a certain date in the fall, sorority members cannot talk with them unless two or more members are present (this to help avoid non-sanctioned recruitment); however sophomores and juniors report feeling uncomfortable with the conversational awkwardness this no-contact sorority recruitment rule causes, so much so that it taints their overall perception of sororities.

11. Study abroad students return to campus and report finding it difficult to re-assimilate into chapter life.

12. Non-affiliated students share a belief that fraternity/sorority life is purely social in nature; they believe that the Greek focus is “partying” hidden behind a façade of community service, and that the system’s community service projects are not genuine.

Leadership Development
1. It often was reported that student leaders lack knowledge on effective confrontation. Often as a result of participation in leadership programs, students have good ideas and know where their organizations need to go, but they don’t know how to motivate and inspire change in order to get there.

2. It was reported that most fraternity/sorority programming is aimed at first-year students and new members, creating an unnecessary time burden during the new-member semester. This focus on the new-member semester fails to recognize the need to continue to develop the leadership potential of upperclassmen.

3. Several fraternity/sorority leaders report a belief that they are not responsible for addressing inconsistencies in their governing body documents and/or educating their constituents about policies and procedures.

4. It was reported that campus-wide fraternity/sorority programs and events often are not relevant to NPHC members. Many programs group all organizations into one.

5. It was reported that students need to improve their leadership skills, practices, and development of members and officers.

6. The small sizes of the NPHC chapters increases the workload and stress level of student leaders who appear to hold chapter leadership roles in addition to significant leadership roles in other campus organizations.
7. Upperclassmen do not appear to understand the mentoring roles they should assume in the chapter as a form of leadership and in passing along organizational values to younger members.

**Build/Strengthen Social IQ, Citizenship, Service Learning**

1. It was reported that the direction of all three councils seems to be stagnant. It is unclear if measurable and attainable goals and expectations have been set by each council.

2. It was reported that IFC/Panhellenic chapters are hosting philanthropies in which only new members are required to participate (ex. ElonThon). Further, it was reported that many initiated members attending philanthropy events appear to be intoxicated.

3. Each Panhellenic and IFC chapter hosts separate philanthropy fundraising events, and it was reported that these events are limited to sorority/fraternity members and exclude other students. In addition, these events are costly to enter (some are more than $300 per chapter).

4. New members and active members attend educational retreats, conferences, and meetings, but it was reported that 1.) there is a disconnect between what is learned and what is exhibited by members of the community, and 2.) there are no personal accountability or measurable results after the educational activities take place.

5. It was reported that the IFC picks and chooses what school policies to follow, with a belief that they will not be held accountable or disciplined by the University.

6. While service-learning is a major component of Elon University, fraternities/sororities demonstrate a lack of understanding about the difference between philanthropy and hands-on service.

7. It was reported that there is a negative perception of fraternities/sororities in the surrounding community due to a number of off-campus social events where students left Greek paraphernalia, red cups, decorated ice chests, etc.
Advance Academic Interest/Graduation of Membership

1. It was reported that IFC new members are required to go through an intensive new member education process. It was reported that a variety of hazing activities occur on campus and in public. Some activities reported were: sleep deprivation, wearing uniforms, not being allowed to eat, personal servitude, sleeping in strange/potentially dangerous locations, and eating strange or inappropriate items. The new members are referred to as “zombies” during their new member period and often are reported falling asleep during class.

2. It was reported that some Panhellenic new members are required to be at their chapter houses all day during the new member period, outside of class time. In addition, it was reported that Panhellenic new members are required to walk in pairs and are not allowed to talk to non-members.

3. University data supports the report that fraternity/sorority member GPAs drop significantly during their first semester of membership (spring term). University data from 2004-2009 shows the average GPA for all IFC new members was .22 to .39 lower than their collective average the previous semester. For PHC groups, the average GPAs for all new members showed a decrease of .01-.07 over the previous semesters for those years.

4. Students report using recruitment and new member activities as excuses with their faculty for submitting projects past deadlines, skipping classes and/or course requirements, and missing service-learning opportunities.

5. The University provides housing for the fraternity/sorority chapters (and more housing was under construction during the visit); faculty would like residential areas to serve more as learning communities with an enriched residential life component.

6. Phi Beta Kappa recently installed at Elon, and during the review of the institution some faculty shared their view that fraternity/sorority actions do not complement the academic mission of the institution.

7. It was reported that the IFC chapters have lower GPA requirements for joining than their Panhellenic peers.

8. It was reported that some fraternity men and sorority women have to terminate their membership, “de-sister” or “de-brother,” due to a lack of chapter flexibility in allowing members to be involved in other organizations, including senior honor research projects or other high profile academic achievements. It was reported that some sorority seniors, especially those who have research or other academic roles, are instructed to terminate memberships because chapters do not allow exceptions to participation policies.

9. The majority of the fraternity/sorority chapters have at least one actively engaged alumnus/alumna who serves as a chapter advisor and regularly engages with undergraduate members. However, chapters demonstrate a need for more advising.
10. Chapter advisors meet annually; however it was reported that regular communication between advisors is not encouraged/facilitated.

**Effective Campus Interface to and Support of Fraternity Sorority Community**

1. It was reported that campus policies are being enforced differently this year from other years. In addition, it was reported that there is inconsistent enforcement of standards, leading to an increased number of off-campus events.

2. It was reported that the Office of Greek Life staff is viewed as overly focused on paperwork and policy compliance, leading to a “Big Brother” perception.

3. Chapter leaders report feeling over-programmed and overly burdened by responding to summits and town hall-style meetings with administrators.

4. It was reported that Greek Life and Student Activity policies are not clear, or could be perceived as fluctuating/confusing, by both students and advisors.

5. It was reported that many fraternity/sorority leaders have a difficult time locating forms on the Office of Greek Life website, and also get frustrated waiting for forms to be approved.
Section 4: Next Steps for the Community Based on Five Target Areas

These recommendations are based upon the data the Coalition Assessment Team received from Elon University and from the interviews conducted on campus with constituents and stakeholders, and they correspond to the strengths and limitations outlined in this report. The University is encouraged to use these recommendations in developing an action plan for fraternity/sorority community improvement, and as a result, the Assessment Team presents them in what it believes is an order of priority.

As this report mentioned earlier, President Lambert asked the team during the visit, “How do we change the collective culture of the campus fraternity and sorority community to embrace learning?” The team addresses the “how” in this section. It has been noted that fraternity/sorority retention, graduation and grade point averages are high; the following suggestions go beyond those statistics, recommending this community aim for higher and loftier learning outcomes akin to the expectations of the Elon Commitment: Engaged minds, Inspired Leaders, Global Leaders.

A great deal of leadership will be required from all stakeholders to accomplish these goals. While most recommendations identify a person, group or office to handle responsibility, it is important to note that the person, group or office is encouraged to delegate that responsibility to a more appropriate entity. The leadership for specific recommendations should be assigned to the leader who is most able to accomplish the goal, rather than having the assignment based on their job title. This should be a priority task for the Blue Ribbon Committee to consider, in conjunction with key University administrators. Students, chapters and councils, as a whole, should actively seek these leadership roles as well.

1. Reaffirm the undergraduate fraternity/sorority members’ commitment to knowing and living their organizations’ core values. To move toward focusing on the holistic Greek experience—that is, a return to core values and teachings in ritual, identifying specific outcomes of the fraternity/sorority experience, then developing programming to achieve those outcomes, and focusing on meaningful roles and developmental experiences for initiated members of the Greek community—and to gain a much higher level of commitment, the team recommends:
   a. A commitment from fraternity/sorority leaders (including alumni advisors) to have serious conversations about alcohol and hazing and develop a course of action to address these issues. To launch this initiative, the Office of Greek Life staff should consider hosting each semester on-campus meetings with chapter and faculty advisors, to provide two-way updates on issues, offerings and accomplishments; these meetings then could be followed by chapter advisors meeting with their chapters. The first session with the Office of Greek Life staff assures chapter advisors are coming to campus, and the second session assures chapters are getting the benefit of regular alumni advisement. To create ongoing commitment, the team further recommends:
      i. Sorority/Fraternity leaders with advisors and Office of Greek Life staff should consider discussing common values that each of the groups share, and from those revise the Greek Life “core values” for the Elon fraternity/sorority community as part of the Greek Summit in Spring 2011.
ii. Sorority/Fraternity leaders with advisors and Office of Greek Life staff should consider inviting University law enforcement and Alcohol Beverage Control Officers to the scheduled risk management sessions to discuss federal, state and local laws concerning underage consumption and alcohol use/abuse.

iii. Chapter leaders and advisors should consider holding discussions on national fraternity/sorority policies and expectations on adherence to polices.

iv. Neighbors should be invited to town hall-type meetings to discuss areas of concern with littering, noise and other perceived disruptions occurring at off-campus events hosted by fraternity/sorority members.

v. Faculty should be invited to attend a town-hall type meeting to discuss their perceptions of new member programs and the academic disconnect they believe it can cause in the classroom and group learning settings.
   1. Fraternity and sorority leaders should discuss/address these concerns as they relate to the fraternity/sorority core values.

vi. Fraternity and sorority leaders, with representation from their National offices and the Office of Greek Life also should consider known traditions such as “Banquets” and how those activities fit into fraternity/sorority core values.

vii. Further, fraternity/sorority leaders, along with the Office of Greek Life staff, should consider the most productive way to gain a commitment from the councils and chapter leaders to hold all other member groups accountable to higher, values-based standards.

b. The Office of Greek Life staff should consider determining the most productive and beneficial way to gain a commitment from the councils to address over-programming. To accomplish that,
   i. Each chapter’s officers and leaders should consider an audit of chapter activities and other activities required by the fraternity/sorority councils.
   ii. Officers and their advisors should determine a reasonable number of activities and hours that members should spend on chapter activities, then prioritizing those as they relate to chapter values and yearly/semester goals.
   iii. The individual councils should agree on the number of activities each will require members to participate in, then prioritize those as they relate to council purpose, values and yearly/semester goals.
   iv. The councils should take into consideration the number of philanthropies individual members are required to attend and develop a plan that does not overtax chapters but at the same time allows for significant and successful philanthropic engagement in the broader community.

c. There is a strong need to educate the fraternity/sorority community on the difference between philanthropy and service.
   i. Organizations can strongly benefit from performing hands-on service in the local area. All chapters have national philanthropies, and each chapter
should consider a local community service project for that philanthropy or one similar to it if the exact organization does not exist locally. To encourage chapters to pursue more hands-on service, the Elonthon might be coupled with volunteering hours to work with children in the Duke hospitals.

ii. Service-learning is a major component of Elon University. The Office of Greek Life staff should consider how to engage council and chapter leadership in understanding the great personal, social, cultural and community-building values of service.

d. Fraternity/Sorority leaders are responsible for leading the fraternity/sorority community, and because of their leadership status, they hold some responsibility for leading the student body. Council and chapter leaders should consider ways to help fraternity/sorority members understand and embrace this leadership position, focusing it particularly on ways to shape peer perceptions regarding healthy attitudes toward a variety of topics important to Elon that can be taught, or reinforced, via the out-of-classroom education fraternities/sororities provide – topics such as responsible alcohol use, appropriate male/female relationships and the post-University outcomes from successful academic pursuit.

e. Further, the Office of Greek Life staff should consider enhancing the Member Intake Program by further strengthening NPHC’s Meet the Greeks event. Elon may want to consider, as many schools with this type of program do, requiring attendance to ensure that potential new members receive information about the organizations, as well as all applicable federal, state local and institutional regulations.

i. Additionally, Elon may want to consider inviting guest speakers recommended by the NPHC national headquarters, a local NPHC alumni group, or national, regional, or state representatives from one of the NPHC organizations.

ii. The Office of Greek Life staff should assist the students with managing the event by presenting a University-focused segment and conducting all post-program assessments/evaluations.

f. The Office of Greek Life staff should continue to enhance its current programs that provide information about Elon University’s code of conduct and the state law definition of hazing, as well as how to report hazing and other offensive conduct, by facilitating workshops that focus on bystander behavior and ways to overcome that behavior rather than just providing legal and policy definitions of hazing.

2. **Strengthen alumni and faculty involvement with fraternity/sorority chapters.** With strong mentoring, support and guidance from alumni and faculty, individual fraternity/sorority members and chapters will be able to reach their full potential.

a. The Office of Greek Life staff should consider revising job descriptions/expectations for faculty/staff advisors to provide for accountability and assessment for their support of the chapters advised. Descriptions should be comprehensive to allow the chapter to
truly utilize their faculty/staff advisors, yet at the same time be an attractive position for Elon faculty/staff.

b. The Office of Greek Life provides fraternity/sorority chapter leaders with a manual; however, it should consider in-person training for them on the role and benefits of a faculty/staff advisor, doing this with faculty/staff advisors in attendance. Adding benefits far above what the manual provides, the training should be comprehensive and should cover: advising, coaching, the role of the faculty/staff advisor, and expectations of both advisors and chapter leaders and members. The training also should include a session about the Elon fraternity/sorority community – including history, policies, procedures, and the role of the Office of Greek Life. Providing the faculty/staff advisors with print and on-line resources would be very beneficial for their development. As recommended earlier, the Office of Greek Life should consider at least bi-monthly meetings with faculty/staff advisors to update them on current fraternity/sorority news and to allow for networking opportunities among them. In addition, the staff should consider creating a resource guide/handbook to provide chapter leaders and faculty/staff advisors information, including but not limited to relevant campus policies/policies/procedures, contact information for appropriate campus administrators, useful tips on chapter management, etc.

c. Faculty/staff advisors to NPHC groups must be knowledgeable about, or trained in, unique member intake and education programs of the NPHC chapters. The University should consider making every effort to recruit members of NPHC organizations for those roles. Elon needs to make sure that these faculty/staff advisors are not just advisors on paper, but are truly knowledgeable and used as a resource by the NPHC students.

d. While it is understood that the administration’s expectation is that faculty/staff support the fraternity/sorority community, and that no extra incentives are needed for volunteer participation, it is recommended that the University consider incentives for faculty/staff participation with the Greek system, at least in the early stages of creating a more robust faculty/staff advisor program. The creation of a public relations campaign to Elon faculty/staff, describing the role and expectations of advisors, would be very helpful. If Elon improved the way it publicizes the need for service to student and university as part of the tenure process, and do that by adding positive examples and some of the many exceptional outcomes, more faculty might develop interest in working with a chapter. In addition, Elon could consider small financial incentives, extra vacation days, or venues for public recognition, as ways to entice more individuals to advise.
3. **Create a culturally diverse environment.**
   a. Global and cultural diversity is clearly articulated by the University, and Elon’s sororities/fraternities should consider striving to be an equally diverse community. Although today the students in NPHC chapters represent a small percentage of the overall Elon fraternity/sorority population, it is important that they play an increasingly significant role in the community.
   i. The NPHC should consider striving to have a larger voice in the overall fraternity/sorority community by increasingly serving in leadership roles of campus organizations that are traditionally led by NIC and NPC affiliated students (i.e. Elonthon).
   ii. The NPHC should consider hosting civic engagement awareness programs for the Elon community that highlight the mission and purpose of their organizations (i.e. women’s health, academic achievement, etc).
   iii. The fraternity/sorority chapters are housed in pods with at least two chapters being from differing councils – the IFC, NPHC, and PHC – these chapters, in partnership with the Office of Greek Life and their councils, should consider how to leverage this living arrangement to focus on common values. Specifically, it should consider how to migrate them more toward being living/learning units. This would address an expressed desire of faculty to interject more of an academic component into residential life, and it would allow NPHC to be part of creating an agenda that could include diversity or global educational programs centered in these pod areas.

   b. The Interfraternity and Panhellenic councils should consider generating greater awareness of their member organizations’ openness and receptivity to interest in membership by students of diverse backgrounds. Increasing this awareness can be accomplished by partnering with University administrators and programs that serve students of diverse populations.

   c. Fraternity/Sorority members should consider taking the lead on campus in shaping peer perceptions of healthy attitudes towards alcohol, women and academics.
   i. Because an assumption at Elon is that fraternity/sorority members consume alcohol in greater percentages than non-affiliated students, the councils should conduct a campus-wide study and publish facts about the role alcohol plays in student life at Elon. This will either aid in changing perceptions or provide information for a new path the fraternity/sorority community should follow in order to provide an example on responsible alcohol use.
   ii. The IFC and men in NPHC chapters should consider visible support for and involvement in campus educational programs by helping to organize, lead and participate in events such as Take Back the Night.
iii. The NPC and women’s NPHC chapters should consider working together to create forums, just for women, that connect female collegians with female faculty mentors, and female community and business leaders.

iv. Fraternity/Sorority leaders should consider promoting the many academic success stories within their community by publishing them via the University web site, student newspaper, and by hosting receptions to recognize academic all-stars. Chapter presidents, as a group, should consider organizing this as just one way for all chapter leaders, in all councils, to develop stronger interpersonal relationships.

d. All councils should be included in planning for the entire Greek Week and other sorority/fraternity community activities.

e. The Kernodle Center wants to work closely with the Office of Greek Life to encourage citizenship and service learning. That office is a dependable resource for finding consistent, local community partners that fit with the philanthropy the fraternity/sorority has identified.

i. The Office of Greek Life should consider hosting monthly roundtables for fraternity/sorority service chairs, advisors, and staff in the Kernodle Center, focusing on calendar development and event planning, as well as matching organizations with opportunities to volunteer and provide service.

ii. Elon students rely heavily on social media to stay connected with peers. The Office of Greek Life and Kernodle Center should consider partnering to create a service blog on Facebook, tweet about events, and consider use of other social media to keep students informed and engaged with events and opportunities.

f. The Kernodle Center could provide direct service with the community, as well as aid fundraising, that would at the same time provide a venue for developing leadership skills, positive relationships between members and an awareness of diverse populations.

i. A graduate student in the Kernodle Center should consider creating forums to learn about and promote volunteer and fundraising opportunities.

ii. Additionally, each governing council should consider electing a service chair to be a liaison between the IFC, NPHC and PHC to the Kernodle Center, specifically to learn of, and promote back to the councils the wide variety of events sponsored by the Center.
4. **Focus on key areas relative to academic success and member retention through graduation.**

   a. The Office of Greek Life staff should compare fraternity/sorority new member spring GPAs to the GPAs of non-affiliated first-year students; it might be more informative to compare new members’ fall GPA to their spring GPA, by chapter, to determine what support or changes, if any, might be needed within each chapter’s new member program to support the academic success of new members.

   b. The Office of Greek Life staff should consider if there is benefit to, and desirable outcomes from, establishing incentives for chapters that strive for and meet University expectations for creating programs that support new member academic achievement. Awards and other incentives, whether undertaken by Elon or the fraternity/sorority community itself, could recognize chapters that support new member success via programming and resources that promote academic excellence.

   c. The Office of Greek Life should consider creating opportunities for faculty to support student life not just as general advisors, but in ways specifically focused on their primary interest: academics.

      i. Consider creating a faculty-in-residence program for each living pod, in which a faculty member provides ongoing academic enhancement programming for three to four IFC, NPHC, and PHC chapters.

      ii. Consider an additional faculty advisor per organization, whose role it would be to work specifically with scholarship chairs and chapter efforts to support academic excellence.

      iii. Consider the benefits a graduate student may add (to his/her own education, as well as to the fraternity/sorority community) in specifically creating and managing an academic support program for all new members, and in working with chapter new member educators.

   d. The councils, with the support of the Office of Greek Life, should consider making public the academic achievements of the fraternity/sorority members, especially noting the retention and graduation rates.

      i. Congratulatory notes could be posted in the campus newspaper.

      ii. Sorority/Fraternity retention and graduation rates should be posted on the Office of Greek Life web site.

      iii. The accomplishments of fraternity/sorority research scholars should be promoted on the Office of Greek Life web page and in other media.

   e. The Office of Greek Life should work with chapter leadership to determine ways to leverage fraternity/sorority members Elon experiences, including study abroad, undergraduate research, leadership, service learning and internships; helping them be mentors for younger members interested in these experiences.

      i. Related specifically to study abroad, the Office of Greek Life should consider working with other campus departments with a vested interest in developing ways to help fraternity/sorority members remain connected to
the campus while they are away and, particularly, to create a mechanism to welcome them back and include them in the chapter operations.

ii. To aid in this effort, The Office of Greek Life should consider creating an advisory committee of students who have been away from campus for a semester, engaging that group in discussion of issues/solutions on their return to campus and their sorority/fraternity.

f. The Office of Greek Life should consider creating a team of faculty advisors, chapter advisors and officers to determine incentives to keep seniors in the fraternities and sororities, especially those working on research projects or other highly selective academic honor projects.

5. **Staffing the Office of Greek Life.**
   a. The University should consider adding a **full-time** program coordinator staff member to the office to manage the volume of paperwork and reporting tasks that, because of confidentially, cannot be managed by student employees. Currently the Director and other staff members’ time available for mentoring and working with students on developmental issues is limited by the workload associated with these administrative tasks. In addition, the Office of Greek Life staff should consider:
      i. recruiting and training productive and engaged alumni advisors;
      ii. outlining for Elon administrators the great benefits to students that would result from creating incentive programs for faculty advisors; and
      iii. increasing the number of trained staff in the Office of Greek Life with knowledge of practices, protocols and issues for NPHC groups and future culturally diverse fraternities and sororities. Further information about how to create NPHC programs can be acquired by contacting NPHC headquarters – Beverly Burks is the executive director, and her email is ExecDirector@nphchq.org, phone is (770) 331-3285.
   
   b. A vacancy exists in the office, and the University should consider pursuing an immediate hire to replace the assistant director.

   c. The Office of Greek Life staff should consider communicating more frequently with students, staff, advisors, and alumni so that the staff is not continually in “reminding mode” after deadline dates. By improving the format, consistency, and timeliness of communication audiences would see the efforts, and the Office, as helpful.

6. **Develop strong and proactive relationships with sorority/fraternity inter/national headquarters.**
   a. The Fraternity and Sorority Life staff should consider engaging the headquarters staffs in Elon’s goals for the fraternity/sorority system. Regularly communicating both concerns/praises for individual chapters will develop student life allies within the fraternity/sorority headquarters and a broader support network for Elon students.
i. Realistic approaches to engaging the inter/national headquarters and volunteer staff include:
   a. Weekly e-blast about the fraternity/sorority community (use Kansas State University and Rochester Institute of Technology as models);
   b. Quarterly progress reports about each chapter sent to the headquarters staff and/or volunteers that focus on quantitative (manpower, GPA, service hours, attendance at various events, etc.) and qualitative (commentary about strengths/limitations of the chapter) observations regarding the chapter; and
   c. Inviting the headquarters and/or volunteers to the campus once a year for a “state of the community” address presented by the presidents of the three governing councils, plus Greek life staff.

b. Build a Facebook “fan page” for the Office of Greek Life and invite headquarter staff and volunteers to join/become fans. This way, updates to the Elon Fraternity/Sorority Fan Page will be seen in subscribers’ news feed feature when they log-on.

7. The Greek Life staff should consider actively engaging fraternity/sorority chapters, providing University support to a specific effort to strengthen the new member semester. The Office of Greek Life staff should consider meetings with each chapter’s officers to review the inter/national organization’s new member program, with a goal of assuring compliance. This further engages the inter/national offices in a partnership, while at the same time provides support for the chapter via programs/standards that already exist in support of strong chapter operations. Meetings should occur at the beginning of the spring semester. At minimum, the chapter president, advisors, and the chapter new member educator should be present to discuss what a positive new member education program should look like. Specifically, the group should review what events/programs are minimum expectations for the chapter, and then discuss what the chapter might add to its current programs. A calendar of events should be created at the end of the meeting that outlines the events, activities, meetings, and ritual for each new member class. Every-other-week meetings with New Member Educators from each of the councils should occur as a follow-up with the new member educator and an Elon staff member to discuss progress and the need for any adjustments to the program. Ultimately, the process encourages students to understand what is actually needed in a positive new member process and what events/activities can be retired.
   a. The Greek Life staff should consider developing a series of conference calls each semester with inter/national representatives to discuss best practices in new member programs, involving the leadership of each chapter, as well as their alumni advisors, in the call, with a broad agenda of deepening the partnership between the University and the chapters/chapter leadership. Many of these relationships will be formed at the Greek Life Summit. Comprehensive short- and long-term goals should be established between the advisors, inter/national representatives, and the chapter at the Summit. The calls can be used as follow-up mechanisms to ensure goals are being accomplished and to identify where the chapter might still need to progress. In addition, this process will create a stronger connection between the chapter and the inter/national
organization and generate buy-in from all stakeholders.

b. To strengthen the partnership with parents of fraternity/sorority members, and to support Elon’s newest students, the Office of Greek Life staff should consider producing educational programs and resources for families of new members on University expectations of alcohol use and anti-hazing policies. As part of this effort, consider:
   i. publicizing even more broadly the haz ing hot-line to new members and their families;
   ii. creating an educational program for families of prospective new members. This can include a community overview, policies, facilities, and the recruitment/intake process. Current students and staff should be included in this process;
   iii. creating a program for families of current students about the Elon fraternity/sorority community. This can include an overview of the community, allow opportunity for questions, and also identify ways families can more deeply invest in the Elon community. Many campuses have created a Parent/Family Club for the fraternity/sorority community;
   iv. creating/expanding resources that are available to families, and publicizing them on the Office of Greek Life web site. Consider the creation of a family newsletter, produced each semester to further keep families in the loop; and
   v. identifying the most effective times (i.e. - Orientation, Family Weekend, etc.) to reach families and utilize these opportunities.

c. The Greek Life staff should consider contacting the Association of Fraternity/Sorority Advisors, as well as multiple peer universities, to gather background material on successful anti-hazing educational programming. The staff then should meet often with the leadership of the councils, over a concentrated period of time, specifically to focus on creating an educational program on anti-hazing. This demonstrates the importance and urgency of the matter, while at the same time engaging students in the ownership of implementing a successful and lasting effort.
   i. Further, the Office of Greek Life staff should consider working with the councils to determine how to most effectively engage Elon fraternity/sorority members in participating in National Hazing Prevention Week.
   ii. The staff also should consider how best to assist the entire Elon University community, not just fraternity/sorority members, in identifying the signs of hazing. This could include a comprehensive public relations campaign that reaches all Elon students, staff and faculty, with a goal of not only helping individuals identify what hazing looks like and how it is defined, but also what they can do to stop hazing at Elon. This will help educate the entire community on the risks and downsides to the “by-stander effect,” helping all to understand their responsibility to the community and its members in taking a stand for a positive Elon experience.
8. **Streamline educational and leadership development programming.**
   a. The University should consider creating a program focused on “change management” and incorporate that into the training for chapter presidents and NPHC/Panhellenic/IFC councils. The program should focus on inspiring undergraduate fraternity/sorority leaders to share in their desire, and Elon’s desire, to achieve meaningful change – how to do it, what it can mean, what can be learned from it, and the outcomes it can generate.

   b. To deepen the pool of trained and motivated students and to in some way harness the energy and enthusiasm that already exists within the Elon student body, the University should consider offering a for-credit leadership course, open to all students.

   c. Councils should consider using SGA money to send officers to IFC Academy and the regional NBGLC and SEPC conferences. In addition, funds should be used to sponsor campus-based programs – on leadership, change management, community service, mentoring, etc. – for fraternity/sorority officers and members and their alumni and faculty advisors.

   d. The Office of Greek Life staff should consider revising the curriculum of the Greek Leaders Retreat to focus more on leadership development and community building, as opposed to policy compliance and do’s/don’ts. The retreat should:
      i. allow fraternity/sorority leaders to get to know one another on a more personal level in an effort to facilitate collaboration within and across the councils;
      ii. provide the leaders the opportunity to explore their leadership styles as well as assist them in developing effective strategies for using their leadership style in the management of their individual chapters;
      iii. reinforce the fraternity and sorority leaders’ understanding of the espoused values and purpose of their individual chapters, in addition to providing them with a foundation for assisting their chapters in living the values through their programs, services and activities;
      iv. provide fraternity/sorority leaders with examples of best practices in leading their organizations, how to delegate, as well as how to utilize their advisors, national headquarters and campus resources;
      v. provide the fraternity/sorority leaders with effective strategies for confronting inappropriate behaviors in addition to how to mediate issues; and
      vi. allow fraternity/sorority leaders the opportunity to discuss issues of mutual concern such as encouraging chapter members to participate in community service/service learning opportunities and creating an atmosphere of inclusivity where diversity is both appreciated and welcomed.

   e. Fraternities/Sororities should consider creating chapter-based programs for upperclassmen – partnering with Elon academic departments and career services, their alumni advisors, their inter/national office, and their umbrella organization (NIC, NPC, NPHC) – for programs that would appeal and keep these members involved in chapter life
and leadership, especially the mentoring of new members. This would positively impact the student and fraternity/sorority experience for both the upperclassman and new member.

9. **Create an atmosphere where there is more transparency and greater communication between administrators, fraternity/sorority members and advisors.**
   a. The Office of Greek Life staff should consider creating a weekly electronic newsletter than can be shared with all stakeholders of the fraternity/sorority community. (The University of Illinois, Kansas State University, and Rochester Institute of Technology have good models.)
   b. The Office of Greek Life staff should consider providing avenues for the students to get to know them outside of their administrative role (i.e. Greek Advisor attends dinner with a chapter then joins chapter members in the living room for a question/answer session).
   c. After the work of the Blue Ribbon Committee, the University should consider implementing a fraternity/sorority life advisory board. It should be chaired by someone outside the office, with staff included as non-voting members. This group should be formed with an eye toward continuing the work of the Blue Ribbon Committee.

10. **A cooperative effort should be made by all involved to address issues of language as it pertains to the fraternity and sorority experience.**
    a. Language is symptomatic of attitude. Appropriate language and behavior are fundamental to that effort. Elon University fraternity and sorority members should attempt to change the vernacular and language used within the fraternity and sorority community:
       i. Greek Life Fraternity and Sorority Life
       ii. Pledge New or Associate Member
       iii. Rush Recruitment
       iv. Rushee Potential New Member
       v. Probate New Member Show or Presentation of New Members
       vi. Boys Men (or Gentlemen)
       vii. Girls Women (or Ladies)
       viii. Frat Fraternity
            (as it pertains to referencing an IFC or NPHC fraternity chapter)
       ix. Soror Sorority member
            (as it pertains to referencing an NPHC sorority member)
       x. MIP Membership Intake Process
           (as it pertains to the process that NPHC organizations use to conduct recruitment, training, and initiating new members)
Disclaimer

This assessment report is for educational purposes. It is intended for use solely as a development guide to assist in strengthening Greek letter organization systems. It is not intended to address any particular organization. This assessment report by its nature includes assessments the sources of which would be deemed hearsay in a court of law as the assessment includes as bases for it a variety of statements and opinions by varying sources, the underlying truth of which were not necessarily verified or attempted to be verified or supported as part of the assessment process. The names of persons who were sources of information for this report have been purposely not included in this report. Documents leading up to the compilation of this report will be destroyed pursuant to the respective document.
COALITION ASSESSMENT TEAM

Laura Ward Sweet, assessment team leader
NPC Delegate / Senior Associate Dean of Students
A 35-year member of the East Carolina University staff, Laura worked with ECU’s sorority community while handling other administrative responsibilities for 25 years, served as the University Ombudsman for six years and now is Senior Associate Dean in the Dean of Students Office. Her six-year term as National President of Sigma Sigma Sigma ended in July, 2010, and she now serves as the sorority’s National Panhellenic Conference (NPC) Delegate for the second time, having invested nine years in that role prior to serving as President. Familiar with NPC leadership, Laura was chairman of its College Panhellenics Committee for two years, a position which placed her on the NPC Executive Committee. She plays tennis in her spare time, and this will be the fourth Coalition Assessment team she has been involved with, her third as a team leader.

Dominic Greene
Director of Fraternity and Sorority Life, Northwestern University
In his fifth year at Northwestern, Dominic is the staff liaison for 13 fraternities and six sororities, in addition to advising the Order of Omega and the IFC and Panhellenic councils; overseeing IFC expansion and chapter recognition; assisting with housing initiatives, issues and renewal; coordinating the Greek Leadership Retreat and Greek Awards Program; and overseeing IFC and Panhellenic risk management. He served on staff at the University of Washington in Seattle, and he also has served as Leadership Consultant and Director of Expansion for Delta Upsilon Fraternity. He continues to serve DU as a member of its Nominating Committee and as Awards Chair; and he serves the Association of Fraternity/Sorority Advisors as its Awards & Recognition Chair.

Stacy Jones, Ed.D.
Director of Student Development, University of Alabama
For 17 years, Stacy has been part of the University of Alabama Student Affairs staff. She oversees all student organization registration, administration and training, while at the same time coordinating the National Student Exchange program and serving as the advisor to four student organizations. Stacy is a member of the Board of Directors for both the National Society of Collegiate Scholars and the Leading Edge Institute. As a volunteer, she serves on the National Collegiate Affairs Committee for the National Pan-Hellenic Council (NPHC), is the South Central Regional Coordinator for Zeta Phi Beta Sorority, Inc., and this will be the sixth Coalition Assessment team she has been a member of, or led.

Brian Tenclinger
CEO & Executive Director of Triangle Fraternity
A doctoral candidate in Leadership and Higher Education Administration, Brian anticipates defending his dissertation in April, 2011, on the topic “The role of faculty-student interaction in predicting socially responsible leadership in undergraduate engineering students.” In roles at The Florida State University, Tulane University, Iowa State University, and Texas A&M University, Brian advised more than 700 student organizations, from residence hall associations, fraternities and sororities, to sports clubs, philanthropic organizations, and social/cultural groups. He has volunteered and held leadership roles with the Association of Fraternity/Sorority Advisors, the Mid-American Greek Council Association, the Association of Fraternity Advisors Foundation, Sigma Phi Epsilon Fraternity, Drum Corps International, and the Children’s Miracle Network. He has received numerous honors and awards for his commitment to student development and the advancement of the American college fraternity. Most recently, he received the Sue Kraft Fussell Distinguished Service Award from the Association of Fraternity/Sorority Advisors.