

Report of the “Next Steps for the Fraternity and Sorority Community” October 2010

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PREFACE AND OVERVIEW

During the 2002-03 academic year, the decision was made to undertake a comprehensive plan to recommit and strengthen the fraternity and sorority community at Lehigh University. This plan, known as the Strengthening Greek Life Initiative, was the result of a task force commissioned by the President of the University at the time, Gregory Farrington. This task force worked with the recently formed Greek Alumni Council (GAC), the Interfraternity and Panhellenic Councils and the consultant group Npower to develop a series of recommendations to restore the ideals of scholarship, leadership, friendship and service to the fraternity and sorority community at Lehigh.

The Strengthening Greek Life Task Force (SGLTF) report and subsequent execution of its many recommendations was the hallmark of the fraternity and sorority community from 2004 through 2009.

The SGLTF recommendations have resulted in the following successes over the past six years.

- 1) A rise in the overall percentage of Greek undergraduates from 35.2% in 2004-05 to 39.3% at the end of 2009-10
- 2) An increase in average chapter size from 40 members for fraternities and 79 members for sororities in 2004-05 to 50 members for fraternities and 84 members for sororities at the in 2009-10
- 3) Six chapters receiving their Inter/National Headquarters Chapter of the Year Award
- 4) Two chapter receiving their Inter/National Headquarters Most Improved Chapter of the Year Award
- 5) Lehigh University being named the recipient of the 2007 Association of Fraternity/Sorority Advisors Cultural Change Initiative Award.
- 6) Lehigh University being named the recipient of the 2009 Association of Fraternity/Sorority Advisors Outstanding Educational Programming Award for the Greek Emerging Leaders (GEM) program
- 7) Expansion of the fraternity and sorority community to include two non-residential social chapters (Delta Chi and Pi Kappa Alpha), two culturally based fraternities (Lambda Sigma Upsilon and Omega Phi Psi), one culturally based sorority (Lambda Theta Alpha) and one residential social sorority (OFSA is currently in the final selection process)
- 8) Foundation of the Multicultural Greek Council (MGC)
- 9) An increase in chapter occupancy rates from 77% fraternity house beds and 94% sorority house beds being filled in fall 2004 to 98% fraternity house beds and 131% sorority house beds being filled in fall 2010
- 10) Landlord/lessee clarity in terms of chapter renovations, maintenance and billing of residents living in chapter facilities
- 11) Complete chapter facility renovations and agreement upon university responsibility and chapter/alumni corporation responsibility for future renovations
- 12) Sorority housing equity in terms of facility expectations, standards and privileges as compared to the fraternity houses
- 13) Improved chapter oversight, allowing the Greek Life Coordinator staff to advise chapters on a ratio of 7-8 chapters per professional staff member

14) Interfraternity and Panhellenic Council/OFSA foundation of the Greek Diversity and Inclusion Initiative in 2006

During 2007-08 the Greek Partnership Council (GPC) began taking a critical look at the status and progress of the fraternity and sorority community since the SGLTF recommendations were implemented and starting asking a simple question, “What are the next steps that the fraternity and sorority community needs to be taking?” While progress was being made, GPC felt many areas of SGLTF needed to be reviewed and reassessed for maximum effectiveness, in order to ensure that the momentum gained over the past few years was not lost. These areas were eventually agreed upon within GPC and used for the basis of the committees that comprised The Next Steps for the Fraternity and Sorority Community.

The “Next Steps” recommendations are based off of feedback, assessment and discussion amongst the various stakeholders with an investment in the Lehigh University fraternity and sorority community. Charged by the Greek Partnership Council (GPC), the “Next Steps” Initiative examined the initial future directions of the fraternity and sorority community, as well as collaborative opportunities with key stakeholders and assessment opportunities. The “Next Steps” committee reports are a combination of recommendations for the future, current projects that have already required implementation, and observations and affirmations of previously established programs, practices and policies by all of the key stakeholders for the fraternity and sorority community at Lehigh University. The Office of Fraternity and Sorority Affairs views the “Next Steps” recommendations at the key components for the next three to five years that will assist in maintaining the momentum and relevancy that has been achieved by the fraternity and sorority community since the Strengthening Greek Life Task Force.

NEXT STEPS: COMMITTEE CHARGES

ACCREDITATION COMMITTEE

Outcomes

- Assess the intrinsic role of Accreditation in overall chapter operations
- Compare and contrast current Accreditation process to the process outlined in the Strengthening Greek Life Task Force Report
- Brainstorm appropriate significance and benefits of Accreditation rewards and recognition
- Review of five areas for relevance and feasibility
- Address ideas for streamlining Accreditation and for use with both Lehigh and Inter/National Headquarters awards
- Research amended process for consistently excelling chapters
- Develop processes to ensure packets, presentations and review are consistent with DOS core competencies

COMMUNICATIONS COMMITTEE

Outcomes

- Review current protocols regarding correspondence with chapter active members, alumni Inter/national Headquarters, Lehigh departments, and parents
- Assess avenues for periodic and timely updates to both individual chapters and the Lehigh community regarding the fraternity and sorority community
- Examine current and optimal uses of technology to promote the positive aspects of the fraternity and sorority community
- Identify information gaps of the fraternity and sorority community and recommend form and content solutions

CONTINUITY/OCCUPANCY COMMITTEE

Outcomes

- Review the history, rationale and impact of chapter sanction periods on the Lehigh undergraduate and alumni communities
- Review continuity plan, specifically regarding use of former fraternity and sorority chapter houses and develop recommendations for changes as appropriate
- Review the effect of Strengthening Greek Life Taskforce on chapter leadership, retention, recruitment and senior leadership
- Review the 90% occupancy policy and ramifications and make recommendations for changes as appropriate
- Review the short and long term impact on organizations and related constituencies regarding chapter members living out of the chapter house

INCLUSION COMMITTEE

Outcomes

- Establish new and re-establish existing partnerships between the fraternity and sorority community and the Lehigh community
- Review existing policies, procedures and programs to ensure equitable representation of recognized Lehigh fraternities and sororities
- Assess and make recommendations on chapter and fraternity and sorority community efforts towards creating a more inclusive, welcoming environment that is accepting of diverse viewpoints

NEW MEMBER EDUCATION/HAZING COMMITTEE

Outcomes

- Examine avenues for greater Lehigh community education regarding hazing awareness
- Foster partnerships among key stake holders
- Foster education opportunities for understanding of Commonwealth laws and Lehigh policies on hazing
- Develop and introduce programming resources for alternatives to hazing
- Review current literature regarding the physical and psychological "hidden harm" effects of hazing
- Consolidate and promote bystanders awareness and notification resources regarding hazing

EXECUTIVE SUMMARY

Summarized explanations for the key recommendations and changes offered by the “Next Steps” Committees:

- 1) **The Accreditation process should continue to be assessed and revised as appropriate to allow chapters to connect Accreditation with Inter/National Headquarters values and priorities, streamline the requirements for the application and challenge students to demonstrate learning as part of their fraternal experience.**

Accreditation has become a key process in the development and maintenance of chapter standards. Additionally, chapter and alumni attitudes towards Accreditation have changed since its inception community-wide in 2004-05. The Office of Fraternity and Sorority Affairs has continued to track not only the progress made by chapters through Accreditation, but also the inter-workings of the Accreditation process itself. The Strengthening Greek Life Taskforce report articulated how the Residential Environment Report (R.E.R.) “devolved” from an assessment process that assisted chapters to one that was a “scramble to get signatures and the proper paperwork submitted.

Accreditation was carefully maintained for the first five years of implementation. All the while OFSA was maintaining anecdotal feedback from chapter actives, alumni and Accreditation panelists. This feedback became the basis for the initial recommendations from the Accreditation Committee to allow the evolution of the process in order for Accreditation to remain relevant without making unnecessary work for chapters. It is also recommended that the Accreditation Committee remain active in order to ensure that all recommendations take root.

- 2) **The relationship between the Office of Fraternity and Sorority Affairs and the Advancement stem should be enhanced in order to ensure effective communications and collaboration.**

As the Strengthening Greek Life Taskforce recommendations took hold, the complexity of the partnerships between OFSA, the chapters, their alumni corporations, and the University’s Advancement stem (specifically the Lehigh University Alumni Association) quickly became obvious. As chapters continued to make progress, distribution of programming assistance often became confusing as the delineation between alumni events and student events was unclear. Additionally, lines of communication and notification protocols for major decisions involving the status of chapters were often misunderstood or not well coordinated. The relationship between OFSA and the Advancement stem has always been an important collaboration for the success of the fraternity and sorority community. It is inherent that both groups continue to review all services provided to Greek actives and alumni in order to maximize resources and opportunities. This includes communications protocols, a clear definition of roles for chapter and community alumni opportunities, and enhanced collaboration and support for the roles of others in working with alumni.

- 3) **The Office of Fraternity and Sorority Affairs must close key gaps in communication with the rest of the University community, most importantly with University faculty and staff whom are not connected with the fraternity and sorority community. Additional importance should be placed on creating better lines of communication with the parents of fraternity and sorority members regarding recruitment and new member processes.**

As the fraternity and sorority community continues to implement new initiatives, it is imperative that the community continue to communicate changes, improvements and accountability measures to the greater Lehigh population. This communication push includes increased use of technology, greater outreach to faculty not connected to the fraternity and sorority community, and a more consistent branding of OFSA and the accomplishments of the fraternity and sorority community. While many of these goals are already in the implementation stages, one goal that is not is communication with parents. A key goal for OFSA is to determine a strategy to become more transparent with parents and assist in understanding the practices of the fraternity and sorority community throughout the year. Critical notice must be given to such times of the year as recruitment and new member education, as well as the role the chapter plays in facilitates-related issues such as occupancy, room selection and billing.

- 4) **Hazing prevention and bystander intervention education must remain of primary importance within the fraternity and sorority community, as well as the entire Lehigh community. The Office of Fraternity and Sorority Affairs should position itself as the campus expert in hazing prevention awareness.**

Since the inception of Strengthening Greek Life, three chapters (Beta Theta Pi, Sigma Alpha Mu and Chi Phi) have been found responsible for violations of the University Code of Conduct as a result of acts of hazing. Numerous other chapters have either been investigated for hazing allegations or have worked with OFSA to recreate their new member programs in a positive manner. While hazing prevention has become more of an emphasis in the fraternity and sorority community, hazing must become a campus-wide priority. The new member education/hazing committee was a positive step in bringing together various campus constituencies affected by hazing (Greek Life, Athletics, Student Organizations); however, further work should be put into insuring that all campus entry points for hazing have been analyzed and that proper resource allocation and accountability measures are in place.

- 5) **While 90% occupancy is still the standard by which chapters must operate from when making housing decisions, flexibility exists for variations from this standard in some cases, when deemed appropriate.**

The 90% occupancy provisions have resulted in 17% increase in fraternity occupancy and a 37% increase in sorority occupancy since the inception of Strengthening Greek Life. In that time, only one chapter (Alpha Chi Rho) has forfeited their facility due to failure to make occupancy. One by-product of occupancy however has been the reluctance of chapters to consider the reorganization/membership review process, due to the affect this

may have on occupancy rates. The Continuity Committee reviewed the 90% occupancy process and made available the possibility of a one semester occupancy exemption, under the approval of the Offices of Fraternity and Sorority Affairs and Residential Services, in order for a chapter to conduct a reorganization/membership review process.

6) When applicable, the chapter reorganization/membership review process should once again be considered as a key component in chapter accountability practices.

The occupancy provisions discussed in this report were implemented as a result of feedback that chapters were hesitating on such efforts because of the concern with filling the chapter house. Now that occupancy extensions will be considered in these cases, chapters should be reeducated on the possibility of utilizing a reassessment process to hold the chapter accountable in circumstances when key chapter stakeholders identify no other alternative will assist in improving chapter operations and standards. These reassessment processes have been utilized at Lehigh in very different manners in recent years by three different organizations (Phi Kappa Theta, Delta Upsilon, Chi Phi). OFSA should revise resources to ensure that chapters understand the factors and conditions which could result in a reassessment process, as well as the best method in utilizing a reorganization/member review process, when needed.

7) Possible sanction periods for major Code of Conduct violations should be assessed in order to remain consistent with holding chapters accountable.

The Continuity committee proposed to change the maximum time period for a sanction of chapter dissolution from the current wording of “up to 10 years” to the new wording of “up to five years”. The sanction of “termination” would remain as currently worded and be a viable option for an egregious violation. This proposal was voted on and approved by both University Faculty, as well as the Board of Trustees.

This decision led the process of “grandfathering” chapters who had been dissolved for longer than 5 years under previous sanction. The Continuity Committee recommended that the University commute the sanctions of any chapter that is currently dissolved and was sanctioned with more than five years of dissolution to a maximum of five years.

8) The fraternity and sorority community has made positive strides in understanding diversity and inclusion challenges both within and as a result of the community. The community should continue to challenge themselves in order to become a campus leader in the conversation on diversity and inclusion.

As stated in the 2006 at the inception of the Greek Diversity and Inclusion Initiative “The ever-changing demographic of the Lehigh University student population, and the fraternity and sorority community making up almost 40% of this population, makes it a must for the Office of Fraternity and Sorority Affairs to take the lead in working with chapters represented at Lehigh to ensure they are leading the charge in creating a more accepting and inclusive atmosphere for everyone at the university.” The fraternity and sorority community has made great strides in leading this charge. It is of primary

importance that the community continues to make diversity and cultural awareness part of the fabric of chapters, and not a practice implemented for face value.

9) Senior leadership and retention are areas that should remain a priority for OFSA, Residential Services and the Office of Student Leadership Development (OSLD).

Many different opportunities and practices have been implemented by the offices listed above to further engage seniors in continuing through with leadership opportunities both on a chapter level and a community level. Various programs (Greek Emerging Leaders, Peer Values Educators, numerous Greek discussion groups, Suited for Leadership), policies (allowing chapters to choose the timing of elections cycles, as opposed to the SGLTF recommendation to standardize them), and accountability measures (discussion in Accreditation) have been enacted over the years to increase senior leadership and accountability. Additionally, many chapters have created unique opportunities to further involve seniors in both formal leadership positions, as well as informal involvement and awareness opportunities. However, for many different reasons (discussed in the committee findings), senior leadership still remains a challenge for many chapters. The realization by the committee is that no “one size fits all” method will work in creating senior leadership opportunities. OFSA and OSLD will continue to assist in recreating these experiences for chapters in a manner that befits each organization.

10) The fraternity and sorority community should utilize the “Next Steps” recommendations to create new and vibrant partnerships within areas of the Lehigh community that have not been utilized in the past.

The success of Strengthening Greek Life has been well documented in recent years. Lehigh University’s fraternity and sorority community has become a national leader in educational programming, chapter development, organizational assessment and overall accountability. “Next Steps” is a result of those successes, and the understanding that change is an on-going process. As chapters continue to evolve and improve, the overall fraternity and sorority community must celebrate these changes, while embracing a continuous evolution process. Part of this process involves a rededication to campus partnerships that have not been as utilized as in the past. A rededication to working with the Advancement stem, faculty, parents, student organizations, and other yet to be determined constituencies will continue to breathe new life into fraternities and sororities at Lehigh, ensuring continued relevancy of the community for years to come.

NEXT STEPS: ACCREDITATION COMMITTEE

The Lehigh University Accreditation process for fraternities and sororities was developed in 2004 as part of the Strengthening Greek Life Task Force. This process commenced during the 2009-10 academic year in order to connect Accreditation with student learning and fraternal relevance. The new process allows chapters to connect Accreditation with Inter/National Headquarters values and priorities, streamline the requirements for the application and challenge students to demonstrate learning as part of their fraternal experience.

I. Committee Charge

- 1) Assess the intrinsic role of Accreditation in overall chapter operations
- 2) Compare and contrast current Accreditation process to the process outlined in the Strengthening Greek Life Task Force Report
- 3) Brainstorm appropriate significance and benefits of Accreditation rewards and recognition
- 4) Review of five areas for relevance and feasibility
- 5) Address ideas for streamlining Accreditation and for use with both Lehigh and Inter/National Headquarters awards
- 6) Research amended process for consistently excelling chapters
- 7) Develop processes to ensure packets, presentations and review are consistent with Dean of Students (DOS) core competencies

II. Committee Members

Chair-Tim Wilkinson	Office of the Dean of Students
Jessica Diehl*	Office of the Dean of Students
Joe Gurreri*	Office of the Dean of Students
Dave Trimble '86 (Phi Kappa Theta)	Greek Alumni Council
Howard Foltz '77 (Kappa Sigma),	Greek Alumni Council
Chrissy Panullo '10 (Alpha Omicron Pi),	Panhellenic Council Representative
Mary Francis Gregorio '09 (Alpha Gamma Delta),	Panhellenic Council Representative
Adam Kirell '10 (Kappa Alpha)	Interfraternity Council Representative
Andrew Hermalyn '10 (Sigma Chi)	Interfraternity Council Representative

*Note: As the Greek Life Leadership Coordinator Jessica Diehl participated on the committee up to the point of her departure from the University. Joe Gurreri, as the new Leadership Programs Coordinator, replaced Jessica on the

committee and served an instrumental role in finalizing recommendations, as well as implementing the new process community-wide in 2010-11.

III. Summary of Work

- A. Committee Meetings - Information gathering session at the spring 2009 Greek Alumni Council meeting, review of 2004-10 Accreditation process and results, review of chapter assessment processes and peer institutions
- B. Assessment - Focus groups conducted with former chapter presidents and Accreditation chairs, Greek Life Coordinators, current and former Accreditation staff panelists, Office of Residential Services staff and chapter faculty advisors
- C. Pilot Groups - Seven pilot groups were identified and began utilizing the process during the 2009-10 academic year. At the beginning of the 2010-11 academic year, these students were part of focus groups that assessed the revised system

IV. Outcomes for Each Charge

- A. Charge: Assess the intrinsic role of Accreditation in overall chapter operations
 - 1. The Accreditation process had been in place for five years when the Accreditation committee first convened. The first five years saw a 26% improvement in gold and silver chapters from its inception in 2004-05 through 2008-09. Throughout those five years, six chapters were recipients of their Inter/National Headquarters Chapter of the Year Award and two chapters were recipients of their version of the Most Improved Chapter of the Year Award. Each focus group confirmed that Accreditation has taken root within chapter culture as not just an assessment tool, but also an instrument for use with chapter transition, as well as a useful piece of Inter/National Headquarters awards and assessment processes.
- B. Charge: Compare and contrast current Accreditation process to the process outlined in the Strengthening Greek Life Task Force Report
 - 1. Committee Structure: The Accreditation committee structure will remain in place, with two staff representatives, one faculty representative, one student representative and one alumni/e representative reviewing each presentation. However, the only permanent committee member will be the Director of Fraternity and Sorority Affairs. In place of two permanent Lehigh staff committee members, a larger pool of university faculty/staff will be selected and trained to serve as panelists. These individuals will serve on a rotating basis as allowed by schedules. Selection of committee members will consist of recruiting individuals who can connect the work of chapters to both the values of the organization as well as the academic and intellectual development of its members. This flexibility will allow for ease of scheduling Accreditation panels, as well as reducing the burden on Lehigh faculty and staff during a time of year that is already overscheduled. Additionally, while the student and alumni/ae committee members will remain in place, there will be no mandate regarding the need for fraternity representatives to sit on fraternity panels,

and vice-versa. The selection and training processes for Accreditation panelists will be coordinated by the Director of the Office of Fraternity and Sorority Affairs.

2. Accreditation Rankings: The Accreditation rating system will remain consistent with what has been utilized over the past six years. The conclusion of the committee is that keeping the metrics the same allows for continuity between the old and new processes. Additionally, the committee concluded that a chapter will continue to be rated gold in each of the five areas in order to receive an overall rating of gold. This level achievement is necessary to distinguish chapters that have had a truly exceptional year from a silver level, which is still a very high level of distinction. The committee's decision was affirmed by the great majority of individuals involved in focus groups.

- a. Chapters will be rated on a scale of gold, silver, bronze, poor or unacceptable in each of the five areas.
- b. Chapters will be ranked on a scale of gold, silver, bronze, poor or unacceptable for overall status.

- C. Charge: Brainstorm appropriate significance and benefits of Accreditation rewards and recognition

1. The committee found through student feedback that the monetary rewards provided through Accreditation were not considered incentives for the chapter. Many chapters did not utilize their rewards and needed to be reminded by OFSA staff members that the rewards existed. Additionally, as chapters continue to win University and Inter/National Headquarters awards and recognition for overall practices, the Accreditation process continues to be seen by many chapters as a device for internal and external recognition and reward. The focus group comprised of 2009-10 pilot chapters confirmed that monetary rewards were not an incentive that appealed to chapters. Chapters will be encouraged to work with their alumni to set appropriate rewards during their strategic planning and goal setting processes in August/September of each academic year. Additionally, the OFSA staff will work with campus constituents to help chapters coordinate reward systems that connect to their values and organizational priorities. OFSA will also continue to create appropriate recognition opportunities for Accreditation, such as the implementation of the Greek Gala during the fall semester, which allows chapters community-wide recognition based off of Accreditation.

- D. Charge: Review of five areas of Accreditation for relevance and feasibility

1. The committee modified four of the existing areas, and completely eliminated the fifth area, while adding a new area.
 - a. Intellectual Development
 - b. Leadership Development
 - c. Community Development
 - d. Organizational Development
 - e. Facilities Management

The pilot chapter focus group affirmed that the revised areas assisted with eliminating the confusion that came with the Partnership section in the previous Accreditation process, as many students felt that partnership opportunities have become an intrinsic part of Accreditation and no longer needed a separate section. The addition of the Organizational Development section has allowed chapters to better analyze organizational structures and processes, such as committee systems, budgeting processes, and involvement opportunities for the entire chapter. These were areas of chapter operations that were often dissected during the Accreditation presentation, but were not an actual part of the process. The pilot chapter focus group confirmed that paying specific attention to these areas was an important step in assisting chapters in solidifying organizational processes within chapters, and made sense to keep in Accreditation.

(See Accreditation Appendix A for complete description and explanation of five areas)

- E. Charge: Address ideas for streamlining Accreditation and for use with both Lehigh and Inter/National Headquarters awards
 - 1. Since the inception of this recommendation, the Accreditation Committee has been working with OFSA, as well as the Interfraternity, Panhellenic and Multicultural Greek Councils to consolidate the Accreditation process with the Greek Awards process. While individual Greek Awards will still be recognized during the spring semester, chapter awards will be selected using the Accreditation results, as opposed to a separate awards application process, allowing chapters to streamline work put into various assessment and awards application processes during the course of the year. The ultimate goal for OFSA and chapters is to reach a point where one application, based off of individual chapters' Inter/National Headquarters assessment processes can also be used for Accreditation and Greek Awards. This streamlining process, originally scheduled to begin during the 2010/11 academic year, was moved forward due to consensus from the Interfraternity, Panhellenic and Multicultural Greek Councils. In the spring 2010 semester, the Greek Awards process was streamlined to include only individual award recipients. During the fall 2010 semester, the first Greek Gala was held to recognize chapter award recipients. These winners were chosen from a list of candidates selected by the Interfraternity, Panhellenic and Multicultural Greek Councils, who then turned the candidates over to a committee of Accreditation panelists, whom made the final decisions on award recipients.

- F. Charge: Research amended process for consistently excelling chapters

-and-

- G. Charge: Develop processes to ensure packets, presentations and review are consistent with DOS core competencies

1. The Accreditation committee utilized the Core Developmental Competencies Skill Map to create Chapter Development Questions for each of the five areas of Accreditation. Chapters and chapter members are better able to demonstrate how their chapter contributes to student learning in each area and connect their chapter experience with the development of lifelong skills. This connection to learning will help determine Accreditation rankings and qualify chapters for Greek Awards. Additionally, each chapter will receive customizable Chapter Development Questions as opposed to the recommendations section that they currently receive. The customizable questions will be formulated using recommendations and/or feedback from the Accreditation Committee in conjunction with the Core Developmental Competencies Skill Map. The Committee feels that this customizable approach will allow consistently excelling chapters new challenges and innovative opportunities to examine ways to better the organization without creating unnecessary work.

V. Conclusion

Based on feedback from all constituencies involved in the assessment of the Accreditation process, the Committee feels strongly that the process has become the backbone of fraternity and sorority chapter operations, assessment and transition. The revision of the process allows for the necessary feedback and adjustments to be made in order to keep Accreditation relevant with the goals of both Lehigh University as well as the fraternal movement nationally. The revisions allow Accreditation to continue to evolve into an opportunity to assess student and organizational learning, as well as keep the process one that is not overly burdensome for chapters that need to prioritize academic commitments as well as obligations to both the University and their respective Inter/National Headquarters. The process has transformed over the past six years from one that many involved with the fraternity and sorority community thought was designed to end Greek life at Lehigh to a process that is very much a necessary part of chapter operations. The revisions will help ensure that Accreditation remains a focal part of the fraternity and sorority community for years to come.

NEXT STEPS: COMMUNICATIONS COMMITTEE

I. Committee Charge

- 1) Review current protocols regarding correspondence with chapter active members, alumni, Inter/National Headquarters, Lehigh departments, and parents
- 2) Assess avenues for periodic and timely updates to both individual chapters and the Lehigh community regarding the fraternity and sorority community
- 3) Examine current and optimal uses of technology to promote the positive aspects of the fraternity and sorority community
- 4) Identify information gaps of the fraternity and sorority community and recommend form and content solutions

II. Committee Members

Chair–Michelle Rebholz	Office of the Dean of Students
Tim Wilkinson	Office of the Dean of Students
Chad Davis	Office of Advancement
Bill Doherty	Office of University Relations
Linda Harbrecht	Office of University Relations
Janet Norwood	Office of Advancement
Susan Lopez	Lehigh University Alumni Association
Brian Weisser '10 (Phi Sigma Kappa)	Interfraternity Council Vice-President of Communications (2009-2010)
Tom O'Donnell '09 (Kappa Alpha)	Interfraternity Council Vice-President of Communications (2008-2009)*
Jaclyn Weissman, '10 (Alpha Phi)	Panhellenic Council Vice-President of Publicity (2009-2010)
Jessica Cohen, '09 (Alpha Phi)	Panhellenic Council Vice-President of Publicity (2008-2009)*

*Note: Tom O' Donnell and Jessica Cohen participated on the committee up to the point of the end of their respective IFC and Panhellenic service. Tom and Jessica were respectively succeeded by Brian Weisser and Jaclyn Weissman. As such, Tom and Jessica did not participate in the final drafting of this report.

III. Summary of Work

- A. Committee meetings – Monthly meetings, including two working meetings where members benchmarked year-end reports from peer fraternity/sorority communities and institutions
- B. Focus groups – Breakout sessions at spring 2009 and fall 2009 Greek Alumni Council meetings; communication needs assessment with faculty members

C. Lehigh University Alumni Association – Meetings to develop guidelines and protocol for handling Greek alumni and student/alumni events and communication; partnering in the promotion of the Greek Heritage Project

D. Media outlets – Creation and development of Twitter, Facebook, and Blogger accounts; partnership with The Brown and White for increased fraternity/sorority coverage

IV. Outcomes for Each Charge

A. Charge: Review current protocols regarding correspondence with chapter active members, alumni, Inter/National Headquarters, Lehigh departments, and parents

1. Alumni: In order to effectively exchange information regarding chapters as well as plan alumni events, the Committee worked with the Lehigh University Alumni Association (LUAA) to develop guidelines for handling alumni and student/alumni events and communications. When alumni are planning an event or communicating with primarily alumni, LUAA will serve as the primary point of contact. When alumni are planning an event or communicating with both alumni and students, LUAA serve as the primary point of contact, working in conjunction with the Office of Fraternity & Sorority Affairs (OFSA). When students are planning an event or communicating with alumni, OFSA will serve as the primary point of contact. A communications policy for email correspondence, as well as an event approval process, was created by LUAA and OFSA.

OFSA will also continue to work in conjunction with LUAA and the Advancement Office to communicate information to alumni regarding Accreditation results, 90% occupancy reports, and conduct issues potentially affecting the living status of the chapter. The Committee recommends OFSA stay in regular contact with Advancement Communications regarding the timeline and content of communication with alumni. Additionally, the Committee recommends OFSA continue to collaborate with LUAA on alumni/student events and communication needs from a programmatic and policy perspective.

2. Faculty and Staff: In conjunction with the Next Steps Inclusion Committee, the Committee conducted focus groups in fall 2009 with five faculty members. The focus groups examined current communication methods between OFSA and faculty, information that faculty want and/or need, and opportunities for intentional interactions. In 2009-2010, OFSA also engaged additional faculty members to serve as Accreditation panelists and on the Greek Week Revisioning Committee.

- a. The Committee recommends OFSA create and implement a hazing awareness and prevention campaign directed at faculty, detailing what hazing is and how to address it. This campaign should include dialogue with key stakeholders in each College, Student Affairs, and the Faculty Committee on Student Life.

- b. The Committee recommends OFSA examine the present role of the faculty advisor and establish a set of basic expectations and resources for serving in that role.
 - c. The Committee recommends OFSA develop additional opportunities for chapter faculty advisors to interact with other faculty advisors in order to share best practices, as well as provide faculty advisors with the same information that is regularly communicated to alumni, such as Accreditation results, grade reports, and conduct issues.
- B. Charge: Assess avenues for periodic and timely updates to both individual chapters and the Lehigh community regarding the fraternity and sorority community
 1. Greek Heritage Project: Created by LUAA in order to document and celebrate the rich history of fraternity and sorority life at Lehigh, the Greek Heritage Project was launched in 2009. The Committee assisted with the promotion of this project at the fall 2009 and spring 2010 Greek Alumni Council meetings and at meetings of the Interfraternity Council, Panhellenic Council, and Multicultural Greek Council. A user guide and instructions for the Wiki were distributed to currently recognized chapters and alumni via the Greek Life Coordinator's monthly reports in February 2010. A link from the Office of Fraternity & Sorority Affairs website was also created to direct viewers to the Greek Heritage Project main page.
 - a. The Committee recommends the continual promotion of the Greek Heritage Project at Greek Alumni, Interfraternity, Panhellenic, and Multicultural Greek Council meetings.
 - b. The Committee recommends including the Wiki user guide in regular communications with alumni and students.
 2. Partnership with The Brown & White: The student members of the Committee worked with The Brown & White to establish a partnership and avenue through which to feed news and information regarding the Greek community. In addition to multiple Greek-related news stories, The Brown & White sent a writer to two Panhellenic Council meetings per month in spring 2010 in order to publish a positive "Panhel Beat" column.
 - a. The Committee recommends the Interfraternity, Panhellenic, and Multicultural Greek Councils' communication chairs meet with the editors of The Brown & White prior to or at the beginning of each semester to establish relationships and consensus on opportunities for collaboration. The Committee also views the continual accessibility of OFSA staff to The Brown & White for interviews and quotes on credible news stories pertaining to the Greek community as a necessity.
 3. Partnership with University Relations: The Committee worked with University Relations in order to publish ten articles on the Lehigh University website either focused on or

featuring Greek-related news. The Committee also met to discuss possible areas of inclusion for the Alumni Bulletin, including a feature of Greek students in a leadership-related article in the summer 2010 issue.

- a. The Committee recommends OFSA continue to send Greek news to University Relations, particularly stories on the outstanding contributions and achievements of individual students and chapters.
- C. Charge: Examine current and optimal uses of technology to promote the positive aspects of the fraternity and sorority community
1. OFSA Web Presence: Presently the OFSA website exists as the venue for all Greek community resources and statistics. While information can be accessed through various reports, the Committee considered the ease at which a comprehensive Greek Year End Report would bring in communicating information to multiple constituencies such as faculty, alumni, parents, and prospective students. The Committee benchmarked 55 institutions with similar and/or exemplary Greek communities for guidance on format, included information, and publication style.
 - a. The Committee recommends OFSA compile and publish a comprehensive Greek Year End Report, inclusive of statistics related to Accreditation, occupancy, conduct, philanthropy, community service, and academics, as well as award recognitions, student profiles, OFSA and Greek community programs and initiatives, and more. The report should be accessible online with a limited number of printed versions available for reference.
 - b. The Committee recommends OFSA promote the additional social media outlets to parents (Twitter, Blogger, Facebook), as well as the resources available on the OFSA website, including the future Greek Year End Report.
 2. Other Communication Outlets: With an increasing number of communication outlets available, the Committee addressed new ways to share information with audiences beyond the Lehigh campus. Research into various social media sites was conducted and the Committee chose to create Lehigh Greek community accounts on Twitter, Blogger, and Facebook in an effort to promote positive news to students, parents, alumni, and more.

Since upgrading OFSA use of technology Twitter account (LehighGreeks) gained over 382 followers and posted over 316 tweets; the Blogger (lehighgreeks.blogspot.com) had over 67 articles written by students, alumni, and staff; and the Facebook fan page (Lehigh Greeks) gained over 449 fans. The Facebook fan page was integrated with the Twitter feed so that all tweets are cross-populated on Facebook for those that only follow one outlet or the other. All three social media outlets are linked through the OFSA website as well.

The Committee recommends the social media outlets continue to be used for the promotion of positive news and events.

The Committee recommends OFSA promote these outlets to parents and students, particularly during Orientation and Club Expo, and via a consistent tagline on all OFSA publications and communication.

- D. Charge: Identify information gaps of the fraternity and sorority community and recommend form and content solutions
1. Additional Constituencies: The Committee examined the current methods OFSA uses to communicate with parents and Inter/National Headquarters. Parents receive communication when a chapter is at risk of losing and/or has lost housing and/or university recognition. Inter/National Headquarters remain in consistent contact with OFSA through the Greek Life Coordinators' monthly reports as well as through communication regarding Accreditation results, grade reports, occupancy reports, and conduct issues.
 2. Branding the Office of Fraternity & Sorority Affairs: The Committee discussed the possibility of creating a logo and brand for OFSA for use in all publications and communication. After a review of current options as well as the Lehigh Greeks brand used by students, it was determined that OFSA does not need its own separate brand or logo, but will instead continue use of Lehigh University, Dean of Students, and Campus Living branding protocols, as well as utilization of the student generated "LU Greeks" brand, where appropriate.
 - a. The Committee recommends OFSA integrate the Communicating Lehigh standards regarding font and style into all publications and documents.
 - b. The Committee recommends OFSA integrate the Campus Living logo into publications as appropriate.

V. Conclusion

The Next Steps Communications Committee conducted a comprehensive review of all intended outcomes set forth for the group. Through monthly committee meetings, additional focus groups, benchmarking, and research, the Committee implemented several new initiatives throughout the past 18 months, as well as made initial progress on several of the recommendations including:

1. Use of technology
2. Increased collaboration with Advancement stem
3. Increased collaboration with faculty/staff

4. Comprehensive year end reporting
5. Increase collaboration with departments/student groups that positively promote Lehigh

As the myriad improvements made by the fraternity and sorority community since the inception of Strengthening Greek Life continue to become rooted into the fabric of the community, outreach to the greater campus community will continue to be of utmost importance.

NEXT STEPS: CONTINUITY/OCCUPANCY COMMITTEE

The Continuity and Occupancy Committee charge, as seen below, relates to a review of certain SGLTF recommendations that were put in place. Note that other Next Step Committees' work may overlap with certain Continuity/Occupancy areas of review.

I. Committee Charge

- 1) Review the history, rationale and impact of chapter sanction periods on the Lehigh undergraduate and alumni communities
- 2) Review continuity plan, specifically regarding use of former fraternity and sorority chapter houses and develop recommendations for changes as appropriate
- 3) Review the effect of Strengthening Greek Life Task Force on chapter leadership, retention, recruitment and senior leadership
- 4) Review the 90% occupancy policy and ramifications and make recommendations for changes as appropriate
- 5) Review the short and long term impact on organizations and related constituencies regarding chapter members living out of the chapter house

II. Committee Members

Chair-Sharon Basso	Office of the Dean of Students
Ozzie Briener	Office of Residential Services
Tim Wilkinson	Office of the Dean of Students
Dave Polakoff '86, (Sigma Alpha Mu)	Greek Alumni Council
Peter Wolle '53 (Kappa Alpha)	Greek Alumni Council*
Andrew Hutnikoff '75 (Chi Phi),	Greek Alumni Council
Robert Buckheit '09 (Sigma Chi)	Interfraternity Council President (2008-2009)*
Nicole Buscemi '09 (Pi Beta Phi)	Panhellenic Council President (2008-2009)*
Derek Lutchko '10 (Lambda Chi Alpha)	Interfraternity Council President (2009-2010)*
Lauren Harte '10 (Alpha Omicron Pi)	Panhellenic Council President (2009-2010)*

* Notes: Peter Wolle '53 passed away during the course of his term of this committee. Peter's work was instrumental to the success of the committee, and much of his input is reflected herein, but as a point of order, this final report was prepared subsequent to his passing.

Robert Buckheit and Nicole Buscemi participated on the committee up to the point of the end of their respective IFC and Panhellenic service. Robert and Nicole were respectively succeeded by Derek Lutchko and Lauren Harte. As such, Robert and Nicole did not participate in the final drafting of this report.

III. Summary of Work

- A. Committee Meetings - Information gathering session at the spring 2009 Greek Alumni Council meeting (Appendix A), review of Strengthening Greek Life Task Force Report, review of occupancy data, review of recommendations made by previous Continuity Sub-Committee.
- B. Use of Portal – A portal group was created so the committee could communicate and post documents
- C. Assessment – Office of Fraternity and Sorority Affairs (OFSA) designed and administered a survey sent to all students that participated in the non-residential fraternity expansion process.

(See Continuity Committee Appendix A for a summary of the Committee’s discussions and context and information for future conversations)

IV. Outcomes for Each Charge

- A. Charge: Review the history, rationale and impact of chapter sanction periods on the Lehigh undergraduate and alumni communities:
 1. This Committee drafted and submitted a proposal to change the Student Code of Conduct as it relates to the sanction for organizations of “dissolution” (Appendix B). We proposed to change the maximum time period for a sanction of chapter dissolution from the current wording of “up to 10 years” to the new wording of “up to five years”. The sanction of “termination” would remain as currently worded and be a viable option for an egregious violation. This proposal was voted on and approved by the LU Faculty, and was forwarded to the Board of Trustees for action. It was approved and will go into effect July 1, 2010. (See file note Continuity Committee Appendix C.1.a.)
 2. Discussion occurred regarding the possibility of “grandfathering” chapters who may currently be dissolved for longer than five years under the previous sanction. The Continuity Committee recommends that the University consider commuting the sanctions of any chapter that is currently dissolved and was sanctioned with more than five years of dissolution to a maximum of five years if this proposal is approved. The Office of Student Conduct reached out to Beta Theta Pi, the only formally recognized chapter affected by this decision.
 3. Separate and distinct from the Continuity Committee’s work, but relevant to its efforts, the Committee was informed of a second proposed Code of Conduct change brought forward by the University Judicial Review Panel and approved by the faculty (Appendix B). This change was approved and adds the option of an organization sanction of “disciplinary deferred dissolution”. This option exists currently as a sanction for individual students and this change would provide a parallel option for student organizations. The Continuity Committee was pleased with the addition of this disciplinary tool as it provides an additional option to retain and improve chapters with illicit behavior issues and aid chapters’ continuity and preservation efforts.

- B. Charge: Review continuity plan, specifically regarding use of former fraternity and sorority chapter houses and develop recommendations for changes as appropriate
1. The Committee affirms the existing practice in place which is: A chapter that loses on campus housing would be eligible to return to their original housing location in the future if all the following criteria are met at the time they are eligible to return as a recognized residential chapter: a) the University System Wide Assessment Committee has announced that the University is accepting applications for a residential fraternity/sorority, b) the group in question is a group selected to receive recognition/housing via the existing application and selection process, and c) the group's former residential facility is available/unoccupied at the time of the group's return as a residential group.
- C. Charge: Review the effect of Strengthening Greek Life Task Force Recommendations on chapter leadership, retention, recruitment and senior leadership.
1. The Continuity Committee discussed the fact that a chapter's continuity, vibrancy, and vitality ideally involved a critical mass of senior class members living in the chapter facility and some semblance of senior class members participating in leadership roles, including the recruitment process. These upperclassmen often exhibit greater maturity and judgment vs. the underclassmen, and their longevity with the chapter aids in continuity of chapter values and rituals, and in familiarity with Lehigh and Inter/National Headquarters' policies and procedures. The Continuity Committee noted several examples of recent chapter behavioral situations where less than the ideal quantities of senior members were living in chapter facilities and seniors were not active in chapter leadership.
 2. Regarding the Strengthening Greek Life Task Force (SGLTF) recommendation that all executive officer elections be conducted on a consistent schedule and officers serve on an academic year cycle – Prior to the creation of the Continuity Committee, it is herein noted that after receiving feedback from several chapters, OFSA agreed that this recommendation was not conducive to assisting with chapter leadership transitions. Therefore, chapters are now able to determine their own election cycles, with many chapters holding elections mid-year. This Continuity Committee affirms this practice of chapter choice in election cycles.
 3. Regarding the SGLTF recommendation that all first and second year students be required to live on campus AND that fraternity recruitment be moved to the spring semester of the first year, the Committee believes these practices have provided passive support to the fraternity and sorority community and have been positive changes, while also remaining a good decision developmentally for our students.
 4. Regarding the Accreditation process which was an outcome of the Strengthening Greek Life Task Force recommendations: This Committee believes the Accreditation process and standards have significantly contributed to improvements in fraternity and sorority life at Lehigh. The Committee also believes the recent evolution and proposed changes

to the Accreditation process will be a great next evolution for the fraternity and sorority community. This past year, OFSA piloted the new Accreditation model with a seven chapters and it will be launched community wide for 2010-11.

- D. Charge: Review the 90% occupancy policy and ramifications and make recommendations for changes as appropriate.
1. The Continuity Committee believes that the 90% occupancy requirement has not been overly burdensome for chapters in most cases evidenced by the fact that only one chapter has lost housing due to occupancy failure since this policy's inception. Additionally, chapters that have been "close" to 90% occupancy failure have been able to recover from these chapter facility membership deficits and within the prescribed timeframe the current policy allows. However, the committee recognizes that at times in order to make significant and necessary cultural changes in a chapter, an exception to the 90% Occupancy requirement may be helpful. In order to facilitate a proactive approach to handling chapter problems, this committee recommends that there be a process put in place whereby chapters could request a one semester extension of the 90% occupancy requirements if they plan, and implement, a well-conceived membership review process. The Offices of Fraternity and Sorority Affairs and Residential Services approved this recommendation and beginning Spring 2010 offered this option to chapters. The requests for a 90% occupancy extension will be evaluated on a case by case basis by the Offices of Fraternity and Sorority Affairs and Residential Services. A request does not guarantee an extension will be granted. OFSA and Residential Services will take into account multiple variables when making the decision including but not limited to: disciplinary standing/history of the chapter, the quality of the proposed membership review plan/process, support from Inter/National Headquarters and chapter alumni in the membership review process, etc. It is duly noted that chapters can perform a membership review at any time warranted, regardless of their occupancy status. (See file note Appendix C.3.a.)
 2. OFSA will create an information sheet for chapters outlining the parameters of a successful membership review processes which will serve as a resource tool, as well as inform chapters of important expectations such as communicating with OFSA, actives, alumni, Inter/National Headquarters; best practice suggestions for successful chapter review processes, etc. This information will be used by OFSA staff and posted on the OFSA website for chapter use during fall 2010.
 3. Based on feedback from members of GAC, this committee recommended that any enrolled Lehigh students (including graduate students or transfer students) that are members of a Lehigh University recognized fraternity/sorority will count towards the 90% occupancy requirement of that chapter if they choose to live in that chapter's residential facility. OFSA and Residential Services approved this recommendation and it goes into effect immediately. A live-in advisor who does not meet these categories, is not recognized for occupancy calculations.

- E. Charge: Review the short and long term impact on organizations and related constituencies regarding chapter members living out of the chapter facility.
1. This Committee discussed the current situation in the fraternity and sorority community: specifically chapter members voluntarily and involuntarily moving out of chapter facilities to off-campus apartments. Some, but not all, of the factors that influence students to move off campus include:
 - a. Many students come from homes where they have their own bedroom and desire to live in a “single,” though in an apartment/group style building. While SGLTF created (up to) eight singles in Greek housing, up to eight such rooms is often insufficient to meet chapters’ demands.
 - b. To avoid 90% occupancy “jeopardy,” chapters recruit for quantity and thus have very large new member classes. As chapters must house their sophomore members, upperclassmen often are forced to move out of the house (due to capacity reasons and/or insufficient “single” housing option reasons). Sorority chapters experience this scenario most frequently.
 - c. As SGLTF created several University policies, procedures, and University oversight to protect physical plant investments, assure certain standards of living conditions, and compliance with University and municipal mandates, many students yearn for increased independent living by their senior year. As such, many chapter members move out of the chapter facility. These off-campus housing decisions are often made as early as the sophomore year in order to secure ideal off-campus housing.
 2. Best Practices: The Continuity Committee recognized all of these issues and their impact on the students, the University, and chapters’ sustenance and continuity. The Committee had no “magic answers,” but brainstormed possible solutions to enable chapters to retain upper-classmen in chapter facilities. The Committee recognized the importance of upperclassmen living in the chapter house and involvement in leadership roles, especially as concerned a chapter’s continuity. However, the Committee was loathe to “legislate” any solutions, despite the inclination, so as not to perpetuate the actual and/or perceived concern that Lehigh was micromanaging chapters to the point of excess and creating “uninviting” living options.

The Continuity Committee opted to create a list of “best practices” to be available to chapters to consider for their optional use. These “best practices” below are geared toward retaining upper class students living in the on campus chapter residential facilities. Note that this list does not necessarily factor individual chapters’ Inter/National Headquarters’ mandates nor national Greek governing body (NIC, NPC, NPHC, NALFO) requirements.

- a. Sliding Scale – Have chapter members pay a higher board fee as a sophomore, with each successive year having a lower board fee. Over

three years (inflation and higher budgets notwithstanding), the chapter member would have paid the “same” board fees, had they been levied equally amongst classes. However, as incentive to remain in the chapter house, such “equality” would only be realized through chapter residence over all three years. Exceptions for transfer students, early graduation, semesters abroad, etc. need to be addressed and considered.

- b. Quota – Chapters establish its ideal composition of sophomores, juniors, and seniors, mandate living in the chapter house as a requirement of membership, and recruit accordingly to its class size quota.
- c. Incentives (monetary, et al.) – Chapters establish incentives/scholarships for seniors who live-in chapter houses and perform to expectations, executive board, and leadership roles.
- d. Programming – Chapters create events and programming to regularly draw off-campus members to the chapter house, providing mutually beneficial services, such as senior dinners, senior of the week, etc.
- e. 90% occupancy – Chapters consider “disaffiliating” (with Inter/National Headquarters) those members who move off-campus and put the chapter in 90% occupancy jeopardy. Those members would be prohibited from participating in any chapter event, as disaffiliated members.
- f. The Continuity Committee recognizes that smaller size and larger size chapter memberships each have beneficial and adverse consequences. Theoretically speaking, on the Lehigh campus, large size chapters tend to be less immune to certain issues that challenge chapters’ ability to effectively manage themselves. Ideally, the Committee supports chapters determining their optimal size for effective management. That being said, the Committee encourages the System Wide Assessment Committee and GPC to monitor certain metrics (including but not limited to: recruitment interest and results; individual chapter member size; individual, residential chapter in/out of chapter house residence; individual, residential chapter in-house class composition; residential chapter occupancy, individually and system-wide; and relevant National Panhellenic Conference sorority extension factors [for NPC sororities]) in assessing expansion of the fraternity/sorority community.

NEXT STEPS: BYSTANDER AND HAZING COMMITTEE

During the summer of 2009 the Bystander and Hazing Education Next Steps Committee was charged to develop recommendations towards advancing all educational and programmatic initiatives that involved bystander education, new member education and hazing prevention. The specific outcomes are listed below.

I. Committee Charge

- 1) Examine avenues for greater Lehigh community education regarding hazing awareness
- 2) Foster education opportunities for understanding of Commonwealth laws and Lehigh policies on hazing
- 3) Develop and introduce programming resources for alternatives to hazing
- 4) Review current literature regarding the physical and psychological "hidden harm" effects of hazing
- 5) Consolidate and promote bystanders awareness and notification resources regarding hazing

II. Committee Members *

Chair- Veronica Hunter	Office of the Dean of Students
Julie Sterrett	Office of the Dean of Students
Cheryl Ashcroft	Office of the Dean of Students
Matt Kitchie	Office of the Dean of Students
Regina Donato	Office of the Dean of Students
Jim Maynard, '78 (Sigma Chi)	Greek Alumni Council
Megan Santucci, '01 (Delta Gamma, American University)	Greek Alumni Council
Kimberly Kushner, '11 (Pi Beta Phi)	Panhellenic Council

*Note: The committee members representing the Office of the Dean of Students comprise a cross section of departments that typically deal with hazing incidents from either an organizational, team or residential perspective. The cross section of committee members comprises Fraternity and Sorority Affairs, Athletics, Residence Life, Student Activities and Organizations and Disability Support Services.

III. Summary of Work

- A. Committee Meetings – Monthly committee meetings were held throughout the year, allowing committee members to review relevant hazing laws, policies and best practices
- B. Comparison study – A Committee-wide study of all peer and aspirational institutions for both policy information, as well as current hazing prevention and bystander intervention practices
- C. Focus groups – Focus groups were held with chapter members in order to discuss possible entry points for hazing within the campus community

- D. Literature review – The committee reviewed relevant educational material available on topic including: the NCAA Step Up Program , the CAMPUSPEAK ResponseAbility bystander intervention module, and the Bystander Model by Alan Berkowitz, a noted theorist on the subject

IV. Outcomes for Each Charge *

*Note: As each charge requires a concerted effort by various campus departments and student organizations, the recommendations of the Bystander and Hazing Committee are being reported based on the responsibility of specific campus constituencies, as opposed to being reported per specific committee charges.

- A. Office of Fraternity & Sorority Affairs (OFSA): OFSA is a major proponent in educating the fraternity and sorority community on bystander and hazing education. With such a large constituent group who is directly affected by the many barriers of overcoming issues of hazing and other harmful situations, it is important that the OFSA remain a top contributor to educating on and being advocates for this initiative.
1. The Committee recommends that OFSA take the lead in creating a local study on hazing education and awareness for Lehigh use and purpose.
 2. The Committee recommends that the OFSA better publicize 888-NOT-HAZE and the anonymous online hazing reporting form for all hazing allegations campus wide.
 3. The Committee recommends the creation of a pre- and post- survey that examines new member education processes and their effectiveness.
 4. The Committee recommends developing resources highlighting appropriate vs. inappropriate behaviors, events, and/or activities that can be held during new member education in an effort to educate about and combat activities that could be deemed as hazing.
 5. The Committee recommends that OFSA strengthen and outline the roles and responsibilities of faculty advisors in regards to new member and bystander education programming
 6. The Committee recommends that bystander education be a part of both fraternity and sorority formal recruitment.
 7. The Committee recommends that bystander education continue to be infused into chapter programmatic efforts.
- B. University Office & Departments: There are a variety of offices and departments whose mission, purpose and initiatives align with the concept of bystander education. Having these constituents as partners can further integrate the concept into the campus culture and community
1. The Committee recommends that other campus constituents such as the Lehigh University Police Department, and the Offices of Counseling Services and Health Services be further included as partners in hazing and bystander intervention education.

2. The Committee recommends that bystander education be further integrated as part of the first-year orientation experience.
- C. Faculty: Faculty at Lehigh are potentially a very strong advocate group when it comes to social responsibility both in and outside of the classroom. A unique aspect of bystander intervention that directly affects faculty is academic dishonesty. Obtaining faculty buy-in pertaining to an area that directly affects them will expand bystander education beyond the notion of just an individual intervention of a potentially harmful situation into an overall movement towards civic responsibility in the Lehigh community.
1. The Committee recommends the creation and offering of a bystander module specifically for faculty members and relevant academic departments.
- D. Athletics: Bystander and hazing education is a concept that directly correlates to the message that the Athletic department would like to deliver to their athletes, coaches and teams. This constituent group faces similar barriers to those of fraternities and sororities regarding hazing and social responsibility. The introduction of bystander intervention within Athletics not only infuses the concept within one of the largest and most influential constituent groups on campus, but also lends itself to further partnership with OFSA and other campus constituents.
1. The Committee recommends that OFSA work closely with the Athletic department to ensure that the bystander campaign is in line with NCAA regulations and programming. This recommendation will help in the relationship and coalition building with athletics.
 2. The Committee recommends that club sports be trained on bystander and hazing education.
 3. The Committee recommends an ongoing training for all coaches and captains regarding bystander and hazing education.
 4. The Committee recommends regularly scheduled meetings with Athletic department personnel in an effort to be proactive and continue the conversation on bystander and hazing awareness/prevention throughout the academic year.
- E. Peer Education: There are currently a number of peer educator groups that speak to students about social responsibility and effective decision making. Ensuring that all peer educator groups are trained in bystander intervention will allow for the overall goal of infusing the concept into the campus community to be met.
1. The Committee recommends training of all peer education groups on campus on bystander intervention (i.e. ASA fellows, Business College Mentors, Healthy Hawks, Student Leadership Trainers, GEM Mentors, etc)
 2. The Committee recommends the continued development of bystander training curriculum so that all peer groups will be properly trained on relevant material

- F. **Student Organizations:** Student organizations at Lehigh are comprised of many dynamic students and leaders on campus. Their membership may cross over into various areas on campus which is a beneficial attribute to have in communicating the concept and importance of bystander education within the campus community. With over 150 student organizations on campus, the strength of the campaign within this group is substantial
1. The Committee recommends that additional student organizations be trained as part of the next phase of bystander education
- G. **Alumni:** As strong partners for the University and OFSA, alumni play a major role in further articulating the message of bystander and hazing education. This group has the opportunity and ability to positively role model and support bystander intervention and hazing prevention education as leaders in the both the fraternity and sorority community as well as the greater Lehigh community.
1. The Committee recommends the continued use of GAC as an avenue to educate alumni on the efforts of bystander education at Lehigh, as well as indentify increased opportunities to educate alumni on a chapter by chapter basis
- H. **Overall Campus Community:** In order for the bystander intervention and hazing prevention education to be effective at Lehigh, it must be a campus-wide initiative that is endorsed by many different constituent groups. The campaign has completed its first year and the next phase is the continued promotion of bystander education coupled with support to act when necessary.
1. The Committee recommends implementation of the next phase (Bystander Intervention Phase Two) of the bystander intervention campaign that furthers educates on the concept and encourages individual action.
 2. The Committee recommends the creation and administration of a study that examines bystander behavior and intervention efforts campus wide
 3. The Committee recommends ongoing training for faculty, staff, students and all other university constituents on bystander education
 4. The Committee recommends the creation of student focus groups within various communities (i.e. fraternities and sororities, athletes, student organizations, etc) on campus to discuss the concept of bystander behavior and intervention efforts

V. Conclusion

In order to create a culture of effective bystander education and hazing intervention and a community of leaders who are courageous enough to act in a proactive and developmental manner, a clear and consistent message must be communicated to various stakeholders across campus. This message should come from the students and must be supported by University

administration regarding interest in and commitment to upholding appropriate community values and to act in congruence with those values. This message must be understood and reinforced throughout each sub-population of Lehigh's campus community. A strong, consistent message and strength in numbers will contribute to a more aware and educated Lehigh community.

NEXT STEPS: INCLUSION COMMITTEE

The Lehigh University fraternity and sorority community is one of diverse backgrounds, ethnicities, and religious practices, with all of these individuals coming together to create our own Lehigh fraternity and sorority community culture. Part of bringing different people together is the responsibility of helping individuals develop skills and competencies to assist them in learning to understand one another and work together. The fraternity and sorority community comprises almost 40% of the Lehigh undergraduate student population, with the Lehigh University student population continuing to evolve each year into a more diverse community. This makes it a priority for the Office of Fraternity and Sorority Affairs to take the lead in working with chapters represented at Lehigh to ensure these organizations are leading the charge in creating a more accepting and inclusive atmosphere for everyone at the University.

I. Committee Charge

- 1) Establish new and re-establish existing partnerships between the fraternity and sorority community and the Lehigh community
- 2) Renew existing policies, procedures and programs to ensure equitable representation of recognized Lehigh fraternities and sororities
- 3) Assess and make recommendations on chapter and fraternity and sorority community efforts towards creating a more inclusive, welcoming environment that is accepting of diverse viewpoints

II. Committee Members

Chair-Christa Wessels	Office of the Dean of Students
Timothy Gardner	Office of the Dean of Students
Seth Goren	Chaplain's Office
Jame'l Hodges	Office of the Dean of Students
Rita Jones	Office of the Dean of Students
David Thompson '07 (Sigma Phi Epsilon)	Greek Alumni Council
Ted Morrin '10	Graduate Student Representative
Eurie Choi '10 (Alpha Gamma Delta)	Panhellenic Council
Todd Dobry '10 (Theta Chi)	Interfraternity Council
Brittany Lewis '09 (Lambda Theta Alpha)	Greek Alumni Council

III. Summary of Work

- A. Committee Meetings - The Inclusion Committee began meetings in September 2009. Meetings were held once a month from September 2009 through March 2010.
- B. Focus Groups – The Committee charged members with facilitating focus groups to obtain information regarding fraternity/sorority inclusion from the Lehigh community.

Appendix A provides a description of the focus group topics, as well as the dates of focus groups and the specific groups interviewed. In all, 14 focus groups were conducted.

- C. Trend Analysis - Notes from the focus groups were analyzed for trends by the Committee based on perceptions of members of the Lehigh Community

IV. Outcomes for Each Charge

- A. Charge: Assess and make recommendations on chapter and fraternity and sorority community efforts towards creating a more inclusive, welcoming environment that is accepting of diverse viewpoints.

Members of the Committee began their task by acknowledging that any organization or community that is discerning in membership selection is exclusive to some extent. Recognizing this inherent exclusivity and with this committee's task of addressing inclusion raises two important issues:

First, the basis and extent of exclusivity within the fraternity and sorority community: Among the dynamics are inclusion in the Lehigh community (affiliated and unaffiliated), across the fraternity/sorority community (council and chapter) and within any particular chapter (internal chapter inclusion).

Second, the extent to which members of the fraternity/sorority community are conscious of, and intentional about, the ways in which they are exclusive of others.

The Committee chose to broaden the lens through which it defines inclusion and more specifically fraternity/sorority inclusion. The Committee itself defines inclusion and diversity as more than just ethnicity, as it also encompasses, gender, age, disability status, socioeconomic status, sexual identity, sexual orientation, religion, and regional or national origin. For the purposes of the charges handed down, however, the Committee sought to obtain further information regarding inclusion and the perceptions of inclusion, as it relates to fraternity and sorority life at Lehigh University, through the use of focus groups. The recommendations found later in this document are based solely on the results from these focus groups.

1. Affiliated and Unaffiliated Organizational Exclusivity: Participants in focus groups had a firm understanding of this inherent characteristic, noting that the adjective "exclusive" may attach to various entities such as a country or a college's admission process. Focus group participants pointed out that the issue of inclusion as it relates to student groups is a broader Lehigh University issue, and does not simply relate to the fraternity/sorority community. However, the Committee would fall short of its given charges, if it was only to recommend that the focus be directed towards improving inclusion in the Lehigh community as a whole.

Much of the responses in regards to organizational exclusivity could be divided into two categories: the perception of inclusion and community within the fraternity/sorority

community and the perceived exclusivity related to affiliated and unaffiliated students. The Committee defines unaffiliated as students who are not members of the fraternity/sorority community.

Some unaffiliated focus group participants expressed frustration with "the Hill" as an exclusive fraternity/sorority affiliated territory where fraternity/sorority members make their own rules. "The Hill" is defined as the location where a majority of chapters are housed. In their view, the Hill is a place where affiliated students have superior status and standing and stands in contrast to the lower part of campus, which is open to and shared by all students. Most affiliated versus unaffiliated remarks related to this topic, with some spotted points made on the observations reviewed below.

- a. The Committee is supportive of the student's choice to represent the fraternity/sorority community at Club Expo through the three councils (Interfraternity, Multicultural, and Panhellenic Councils), rather than have each individual chapter represented and have the potential to dominate the types of options present at Club Expo. This brings all student organizations together and begins to address the concept of fraternity/sorority life as an option, and also as a community that a student is opting to join.
- b. In an effort to address the perceived lack of community within the fraternity/sorority community itself, the Committee supports the community's efforts to create a revolutionized Greek Week that encourages relationship building, friendly competition, and positive representation of fraternities and sororities, as values-based organizations.
- c. The Committee also recognizes the fraternity/sorority community's efforts to build community within Interfraternity, Multicultural Greek, and Panhellenic Councils, which have included both social and intra-council organizational management. The efforts to send representatives to other council meetings, improve communication within the council executive boards, and create bonds between the executive boards have been a great beginning to this initiative. Additionally, the Committee recommends the following in order to build intra-Greek relations:
 - i. Intra-Greek council meetings with all chapters present, minimally, once a semester
 - ii. A combined "Meet the Greeks" which represents all chapters, not individual councils, though council-specific recruitment/intake orientations meetings following this event are deemed necessary
- d. An emphasis on community wide co-sponsorship of programming to not only show unity within the fraternity/sorority community, but to also minimize the growing issue of over-programming.

2. Finally, it cannot be overestimated the importance of considering alcohol policies on campus. The power of the fraternity/sorority community is a social one, which stems directly from being the source of alcohol on campus for many undergraduate students. There is privilege that is associated with the current social policy which allows fraternities to host events with alcohol in their chapter houses, which does not apply to residential housing, sorority chapter houses, or elsewhere on campus. This privilege can exacerbate already existing dimensions of exclusivity. The committee does not advocate restricting one community's privileges over the other. Keeping in mind the rights and responsibilities that the fraternity community has traditionally held in this area, the Committee refers the following recommendations to the Office of the Dean of Students and the efforts being to explore reformation of the social policy.

- a. Explore possibilities to begin a National Panhellenic Conference co-sponsorship pilot program to address the men's unilateral access to alcohol
- b. Provide workshops to educate men's fraternities about the privilege that is associated with their being able to sponsor parties, and its effect on social life, in addition to educating them on the discrepancies that may be present between Lehigh and their Inter/National Headquarters alcohol policies

B. Charge: Renew existing policies, procedures and programs to ensure equitable representation of recognized Lehigh fraternities and sororities

1. Perceived Racial/Socio-economic/Sexual Orientation Disparity: In a more informal, social sense, a number of people observed that international students typically have little to no involvement with the fraternity/sorority community, a situation that may parallel their experience on the margins of the undergraduate community as a whole. Similar perspectives were reported for students of color, GLBT students and students from lower socio-economic backgrounds. In these ways, the separation between the affiliated and unaffiliated communities reflects divisions that exist throughout the University, divisions that cannot be successfully examined or addressed in isolation and are, at least in part, beyond the scope of this Committee's charge.

In terms of the fraternity/sorority community, zeroing in on the fraternity/sorority dimension to this exclusivity, the Committee heard numerous stories of individuals being excluded, kept out of events or insulted on the basis of the excluded individual's identity. While it remains similarly unclear how many of the anecdotal stories of exclusion, however true, are particularly common or repeated, these manifestations of fraternity/sorority exclusion do not fit within what the Committee considers the acceptable bounds of defining community.

A widely shared aspiration for fraternity/sorority inclusion, both among affiliated and unaffiliated students, was a future vision in which any student would be able to find a fraternity/sorority that fits their specific needs. This would entail increasing the diversity of

the Greek community to appeal to and include a broader spectrum of students, especially in the case of sororities and additional culturally-based organizations.

The Committee has the following recommendations to continue the community's inclusion efforts:

- a. While the Committee understands that chapters often do not have the ability to alter the dues or parlor fees structure, as outlined by their Inter/National Headquarters, the committee encourages chapters to explore how socioeconomic barriers impede possible membership of some students in the fraternity/sorority community due to financial burdens. As an initial step, it is worth exploring ways in which financial obstacles to participation can be reduced and/or publicizing how involvement in fraternity/sorority life can work for students who may have more significant financial constraints through financial assistance from the chapter or the Inter/National Headquarters.
- b. The Committee suggests an examination of social exclusion within the fraternity/sorority community due to the frequency with which the Committee heard stories of exclusion at fraternity/sorority sponsored events based on race, sex and sexual orientation
- c. Continue efforts by the System Wide Assessment Committee to meet the perceived need for more options for all students to be members of the fraternity/sorority community by supporting culturally-based chapter expansion at Lehigh University, on a case-by-case basis
- d. Continue efforts to include social justice-based education as part of the New Member 101 program
- e. The committee encourages the continued support of the Greek Allies Program (GAP). GAP provides a communicative outlet for current affiliated students who struggle with LGBTQIA (Lesbian, Gay, Bi-sexual, Transgender, Queer, Questioning, Intersex, and Ally) issues, to support students who identify as LGBTQIA who are interested in fraternity/sorority life at Lehigh, and to offer educational programs and panels for students who want to learn more about what it means to be "Out and Greek".
- f. Senior Greek Spirituality & Religion Initiative - As part of the ongoing and continuing efforts to create space for dialogue and discussion, small group cohorts, have the opportunity to share their own spiritual and religious perspectives, to hear the experiences of others and to grow in ways that typical interactions and setting do not encourage or follow. The Committee encourages the continuation of this program and also

encourages the community to find other ways to engage the senior membership of the fraternity/sorority community.

C. Charge: Establish new and re-establish existing partnerships between the fraternity and sorority community and the Lehigh community

1. Campus Relations: From a fraternity/sorority perspective, the Committee observed irritation from the fraternity/sorority community in regards to positive credit it believes it deserves for the good things the community does. In addition, fraternity/sorority students also expressed the feeling that members of the staff and faculty do not harbor fond feelings for the fraternity/sorority community, with at least one student avoiding wearing letters to class lest professors reach certain judgments based on the student's affiliation.

Some members of the fraternity/sorority community expressed the belief that unaffiliated students' resentment often is built on a feeling of "sour grapes" over having been released from recruitment or having not received a bid for a sorority or, less frequently, a fraternity. While some participants spoke of unpleasant recruitment-related experiences, it is however clear that the number of women actually placed during formal Panhellenic sorority recruitment has continued to increase, as is evident from statistical data which shows a 4% increase in retention of women throughout the formal recruitment process from 2009-2010 alone. In the most recent recruitment process (spring 2010), only 22 out of 264 women who completed the Panhellenic formal recruitment process were unable to be placed. In looking at the average fraternity new member class size over the past decade, it is obvious that men's recruitment numbers have maintained or gone up for the past five years despite the loss of chapters. In relation to Multicultural Greek Council chapters, the number of men and women placed in relation to the number who show interest continues to be directly correlated with grade eligibility and not whether a chapter has chosen to extend an invitation to an individual or not.

In other conversations, the frustration of some students the Committee interviewed was centered on the perceived lack of fraternity/sorority attendance at athletic and unaffiliated student sponsored events. While those voicing this concern conceded that affiliated students may participate in these programs, they often do so without being visible as members of the fraternity and sorority community, creating the impression that affiliated students are not involved with and/or do not care to show support for other parts of the Lehigh community. This is an issue that perhaps spans the entire university community, and can be broached in a broader sense, as the same can be said for other University programs, not just athletic events and events sponsored by the fraternity/sorority community alike.

The Committee has the following recommendations to continue the community's inclusion efforts:

- a. Increased positive marketing - the Committee recognizes the positive impact made by the Next Steps Communications Committee, and supports their efforts to disseminate the positive work of fraternities and sororities

to the general campus community. The Committee does suggest a newsletter, jointly created by the councils, to continue the efforts.

- b. Educating first-year students: Due to the few opportunities available for fraternity/sorority students to interact with first-year students in a formal sense, there is often a feeling of separation and mystery connected to fraternity/sorority life. The Committee supports the continued use of the Peer Values Educators program as an avenue to reach out to first-year students. As a student-driven initiative, this dynamic program allows for open and honest conversations among students on a variety of topics including social decision making, hazing prevention, and bystander intervention, and can also be used as an opportunity to reach out to first-year students about perceptions associated with the fraternity/sorority community.
- c. To explore opportunities to partner with University Athletics, in order to build more partnerships between the two groups. The Committee recognizes the Panhellenic Council's efforts to support women's intercollegiate athletic events during Pink Week, and all councils' support of Lehigh/Lafayette events and programs, but believes there to be more opportunities for the entire community to build stronger relationships with another important constituency of the university community.
- d. Increased partnering between fraternities/sororities and other student organizations: One possible avenue for building relationships between fraternities/sororities and other student organizations and unaffiliated students is to increase the number of activities which are inclusive of both groups. These programs need not take place on the lower part of campus. Indeed, a greater number of Hill events that specifically welcome, invite and advertise to unaffiliated students would likely have the effect of inclusion on the part of the fraternity/sorority community.
- e. The Committee recognizes that it is often difficult to reach out to and educate those in the community who may not understand the relevance of fraternity and sorority life. For this reason, the Committee encourages the fraternity/sorority community to invest time and energy into improving faculty and staff relationships with the fraternity/sorority community through the following opportunities:
 - i. Providing support to Office of Fraternity and Sorority Affairs initiatives to improve relationships with and to provide additional resources to faculty and staff advisors of chapters
 - ii. To explore a possible faculty/staff fraternity/sorority affinity group for those on campus who are members of a

fraternity or sorority and would like to serve as a resource to Lehigh University undergraduate members of the fraternity/sorority community

- iii. To explore other venues to nourish partnerships and relationships with faculty and staff beyond faculty and staff dinners and the annual Faculty and Staff Appreciation event hosted by the fraternity and sorority councils
2. Exploration of the Student Senate representation process: Student Senators are divided into Greek and non-Greek groups, among others, with affiliated students voting for Greek candidates, and unaffiliated students voting for non-Greek candidates. The Committee feels that this may contribute to a certain divide that is already prevalent in the community. This is also of interest, as fraternities/sororities do not receive funding, nor are they recognized as a Student Senate group.

V. Conclusion

Although significant work has been and is being done by members of the fraternity and sorority community to increase and display its commitment to inclusion, additional work remains. The fraternity and sorority community on campus represents a sizable portion of the undergraduate community, thus enabling it to make great positive change for the campus. This change only occurs if the community desires it. As demonstrated from the focus groups, the campus community recognizes the fraternity/sorority community has already embarked on many great projects to increase a culture, not simply a policy, of inclusion and the campus encourages the continuation of these programs. Simultaneously, the Committee heard the community discuss areas in which change can still be made, particularly through collaboration.

APPENDICES
ACCREDITATION COMMITTEE

Appendix A

Accreditation Metrics:

Intellectual Development

Fraternities and sororities at Lehigh must demonstrate that they provide academic support for individual chapter members and enable an atmosphere of intellectual advancement within the organization. Chapters should show how they structure opportunities for academic support, recognition, and accountability for the organization and individual members.

Chapter Standards

- Academic consistency and/or growth, looking at trends (chapter and new member GPA's, Dean's List, etc...) over the past two to four years and the current years' new member and chapter GPA
- Scholarship chair & scholarship plan, including a plan for new members and chapter members

Chapter Development Questions

- ❖ How does membership in your fraternity/sorority connect your members to academic resources and opportunities for intellectual growth?
- ❖ How does your chapter provide opportunities for member development, intellectual growth, and education on topics of diversity and pluralism?
- ❖ How does your facility and atmosphere facilitate academic and intellectual excellence for your members?
- ❖ Demonstrate how academic support, balance, and prioritization skills are a critical component of your new member plans.
- ❖ How does the chapter evaluate and implement changes to the academic plan to continually meet chapter members' needs?
- ❖ How does the chapter utilize academic reinforcement and support for academic programming on a peer-to-peer level?

Leadership Development

Every member of a chapter has the potential to lead and leadership should not be based on position or title, but rather on positive action that contributes to common goals and greater good for the larger community. Fraternities and sororities at Lehigh must demonstrate that they promote engagement in campus activities, involve their entire membership in goal setting and decision making processes, and encourage positive communication and contribution.

Chapter Standards

- A completed membership development program approved by the inter/national organization and the Lehigh Office of Fraternity & Sorority Affairs and/or a program in conjunction with the University's Office of Student Leadership Development
- Chapter involvement in campus activities and in formal campus leadership positions
- Quality of the new member education plan, specifically in regards to creating a sense of community within the new member class and connecting new members to the organization
- The ability of the chapter to use their leadership training program to fill a need within the chapter and produce positive results
- Chapter activities to build brotherhood or sisterhood among members

Chapter Development Questions

- ❖ How is leadership understood and developed within the context of your individual chapter?
- ❖ How do you encourage dialogue and educational conversations between the members of your organization?
- ❖ How do you mediate conflict and encourage quality relationships among members and class divisions?
- ❖ How do you ensure that all chapter members are involved in goal setting, decision making and the everyday actions of the chapter?
- ❖ How does your chapter's executive board give and receive feedback? How is this feedback utilized to improve chapter communications and leadership?

Community Development

Fraternities and sororities at Lehigh must be a positive contributor with regards to their chapter, the Lehigh community and the greater Bethlehem community. This contribution includes support for members, proper use of alumni mentoring, and the chapter's passion and advocacy for community causes. Chapters must also demonstrate that they form meaningful and far reaching partnerships with various constituents.

Chapter Standards

- Evidence of balance and intent with community service and philanthropic activities
- If the chapter has regular engagement with alumni on activities related to the values and mission of the chapter
- If the chapter has active engagement/involvement with the Greek Alumni Council
- A chapter's standards board and evidence of use as an accountability/recognition body
- A chapter's conduct record – consideration will be based on the severity and frequency of conduct issues

Chapter Development Questions

- ❖ How have chapter standards boards and educational opportunities provided chances for chapter members to better confront each other on difficult topics as well as provide opportunities for mediation and positive discussion?
- ❖ How does your chapter continuously work to recognize the distinction of and balance between community service and philanthropic activities?
- ❖ How have your chosen community service and philanthropic opportunities been tied to issues of which the chapter is committed? From where does this commitment come?
- ❖ How have chapter relationships with alumni allowed for opportunities to give and receive appropriate feedback and approach controversial topics in a civil manner?
- ❖ How are programs and practices for the actives and alumni advancing the concepts of community and equal participation for all chapter members?
- ❖ How does the chapter embody and support diversity and pluralism?
- ❖ How is an inclusive atmosphere created within the chapter, as well as with activities the chapter is organizing and promoting with others?
- ❖ Please discuss the process for forming a university partnership that has extended beyond a one time event. How has this partnership benefitted your organization?

Organizational Development

Fraternities and sororities at Lehigh must demonstrate that they take responsibility for the success and progression of their organization. Chapters should show that they have set appropriate goals for each semester, made positive changes to the organization, and remained a relevant member of the Lehigh Greek community.

Chapter Standards

- The existence of chapter goals, action steps and follow through
- Assessment and evaluation of organizational practices and procedures
- Evidence of consideration, reasoning, and implementation of Accreditation Committee recommendations and challenge questions
- Organizational systems and verification of follow through showing the entire chapter is involved in the day-to-day running of the organization
- Financial management and responsibility
- The chapter's relationship with their inter/national headquarters, as well as awareness, understanding, and utilization of headquarters resources
- Evidence of education and practice of inter/national organization rituals, values, and traditions

Chapter Development Questions

- ❖ What changes has your chapter experienced this year? How have your members reacted to this change?
- ❖ How has your organization remained relevant with respect to changes and priorities at Lehigh University? What about changes made in your inter/national organization?
- ❖ What improvements did you set out to make with regards to the day-to-day operations of your chapter? Did these improvements occur and if so, how did you make it happen?
- ❖ Where do you see your chapter in three to five years? How has this year contributed to the long term vision of your organization?

- ❖ What efforts have been made to help chapter members define individual values and develop understanding of your fraternity or sorority values?
- ❖ How do your members integrate fraternity or sorority membership into their everyday actions and decisions?
- ❖ What has been a key event that has succeeded due to a solidified partnership? From a logistical perspective, how was your organization an equal contributor throughout the event planning process?

Facilities Management

Fraternities and sororities at Lehigh must show the ability to take care of overall operations, maintenance and safety of their facility. Chapters should show the ability to manage the overall process of running their facility during the academic year. This management includes collaborative and productive partnerships with all constituents involved in the management process.

Chapter Standards

- Successful planning and management of the facility during beginning and end of semester break periods, including openings, closings and Thanksgiving and winter breaks
- Written, verbal, and face-to-face communication with constituents involved in facility management process, including paperwork requirements and deadlines, interaction with professional and custodial staff members, and meeting attendance and conduct
- Facility management and accountability, including common damage management and accountability, house project management, key and furniture management, and capacity/occupancy planning
- Life safety management and accountability, including lease and life safety violation management and accountability, room and life safety inspection attendance, and fire drill preparation

Chapter Development Questions

- ❖ What systems does the chapter have in place to provide leadership with questions, feedback, and concerns when facility issues need to be discussed? How does chapter leadership communicate with appropriate university and/or alumni/ae officials?
- ❖ How does the chapter facilitate opportunities for individual and organizational accountability and education when facilities issues/violations occur?
- ❖ How does the chapter assess and strategize about reoccurring facility needs, such as opening and closing?
- ❖ How does the chapter collaborate with university and/or alumni/ae officials in handling such issues as furniture management and damage billing?
- ❖ Please explain the chapter planning process for room selection and management of available room space within the facility.
- ❖ How has the chapter worked to ensure that sustainability/Green initiatives are a part of the overall facilities management of the organization?

Developmental Competencies Skill Development Map

Core Skills

ACADEMIC LEVEL	Intellectual Development	Individual Identity Development	Interpersonal Development, Equity, Community
First Year	<ul style="list-style-type: none"> Manages time to complete tasks with consideration for priorities and deadlines Knowledgeable of support services on campus and utilizes them as needed Understands learning style and applies it in order to study effectively Communicates effectively in both oral and written form Identifies educational goals and objectives 	<ul style="list-style-type: none"> Understands one’s individual background, culture, experiences, attributes roles, interests, etc. Identifies personal skills and abilities Based on personal values, make appropriate decisions about involvements on campus Explores personal, ethical, spiritual, and moral values Demonstrates successful peer-to-peer relationships Trusts others appropriately 	<ul style="list-style-type: none"> Listens effectively to others’ points of view Expresses thoughts and emotions through verbal communication Understands basic conflict management styles Establishes mutually rewarding interpersonal relationships with friends, and romantic partners Demonstrates personal responsibility for self Has a sense of belonging to a community Understands and participates in relevant governance Understands the role of society and communities in the world Participates in service/volunteer activities
Second Year	<ul style="list-style-type: none"> Articulates justifiable rationale for beliefs and perspectives Demonstrates an appreciation for various forms of expression from diverse perspectives Able to form intellectual questions and think critically in order to further develop personal views Decides on major course of study and actively explores career goals Applies prior information to a new situation or setting 	<ul style="list-style-type: none"> Sets manageable and meaningful personal goals Acknowledges and can describe personal qualities Initiates action towards achievement of goals and exhibits conscientiousness Demonstrates resiliency and ability to overcome obstacles Seeks involvement in previously unexplored interests and activities 	<ul style="list-style-type: none"> Understands group dynamics and operates successfully in groups Understands others’ cultures and engages in relationships with people from different backgrounds/cultures/views Contributes to the achievement of group goals; maintains group cohesion Influences and negotiates with others through communication Demonstrates assertive behaviors Understands the importance of service to others and social responsibility Possesses and demonstrates integrity through actions Articulates a meaning of citizenship Respects the identities and practices of various groups Appropriately challenges unfair and intolerant behaviors and stereotypes by others
Third Year and Beyond	<ul style="list-style-type: none"> Integrates in class and out of class learning into career exploration and decision-making Completes some culminating example of intellectual work (senior project, thesis, etc.) Successfully engages in experiential learning opportunities such as study abroad, internships, co-op, etc. Articulates the advantages and challenges of a diverse society Employs complex reasoning 	<ul style="list-style-type: none"> Accomplishes tasks in an environment where little direction is given Articulates a personal leadership philosophy or style and demonstrates emotional intelligence Defines pluralism accurately in one’s own words Understands relationship between health/wellness and accomplishing life goals Uses moral reasoning and makes ethical decisions 	<ul style="list-style-type: none"> Appreciates the presence of different viewpoints Seeks and incorporates feedback from others Exhibits necessary balance of independence and interdependence in relationships and team settings Builds networks and establishes relationships that support personal accomplishment Seeks opportunities to mentor/teach others Understands ethics within a community or organization and makes ethical decisions Advocates on behalf of the needs and equitable rights of others Engages in controversy and public discourse in a civil manner Initiates change for the common good Facilitates productive dialogue and work within groups to achieve common goal

APPENDICES
CONTINUITY COMMITTEE

Appendix A

**March 15, 2009 Greek Alumni Council Meeting
Continuity/Occupancy Breakout Session Notes:**

Currently have 9 sororities & 18 fraternities, not including LSU, Delta Chi, and PiKA

- University Space Committee determines how open spaces on campus will be used based on the needs of campus, recommendations can be made but it is ultimately the committee's decision
- The length of time a chapter goes away from campus impacts alumni interest, involvement, and connection to Lehigh
- Sanctions should focus more on education than sending a chapter away – depending on the severity of the situation
- Can graduate students be included in 90% occupancy if they wish to live in the house?
- Why are chapters only given 3 semesters to recover and not 4 to potentially allow for two formal recruitment periods based on the community's culture of spring-only recruitment
- Sorority housing vs. fraternity housing – different challenges (i.e. recruitment restrictions), possibly look at establishing different policies
- 5 year vs. 10 year max – what is the difference? The longer it is punishes the alumni, but understand sometimes alumni involvement has been an issue in these situations
- 90% puts pressure on chapters to recruit numbers vs quality men (only one chapter raised their hand – KA)
- Many alumni in this session were surprised to hear that undergrads don't want to live in chapter house
- Why are seniors moving out?
 - Unappealing living situation – alcohol restrictions, privacy (police)
 - Want off-campus experience
 - Do not want the same living experience
 - Want independence as an adult that off-campus provides
 - Want to live with friends who are moving off
 - Off-campus lease issue of having to sign 2 years in advance to get a good place
 - 90% and sophomore living requirement don't allow for most upperclass students to live-in

Appendix B

**PROPOSED CODE OF CONDUCT CHANGES:
STATUS: APPROVED BY FACULTY AND FORWARDED TO BOARD OF
TRUSTEES FOR MAY/JUNE ACTION**

Note: The below proposal comes from the Next Steps Greek Life Continuity Committee:

I. Proposed Change Re: Organization Dissolution

A. Current Code Language:

Disciplinary Dissolution. Dissolution is the loss of university recognition for a period of time not to exceed 10 years. Dissolution is the loss of privilege to use the university's name or represent it in any capacity. In addition, the group or organization will lose all privileges to use university equipment or facilities. At the end of the dissolution period, the organization shall contact the Dean of Students Office and be required to follow any recognition processes in place at the time. Hearing panels shall impose dissolution for time periods of years, not semesters.

B. Proposed Language:

Disciplinary Dissolution. Dissolution is the loss of university recognition for a period of time not to exceed 5 years. Dissolution is the loss of privilege to use the university's name or represent it in any capacity. In addition, the group or organization will lose all privileges to use university equipment or facilities. At the end of the dissolution period, the organization shall contact the Dean of Students Office and be required to follow any recognition processes in place at the time. Hearing panels shall impose dissolution for time periods of years, not semesters.

C. Rationale :

Under the current system a group that was dissolved via disciplinary action would need to serve their full sanction period, AND then would only be permitted to submit an application for recognition IF AND ONLY IF the university's system wide assessment committee has indicated that the university is going to be recognizing new chapters in a given academic year. At such a time when the university has announced that they are accepting applications for new groups to be recognized, the university's expansion committee then evaluates all applicants based on the quality of the organization, the strength and merits of their proposal, support from their national organization, and alumni support and interest.

With these additional steps in place required for a group to re-gain recognition, we believe that a dissolution term of a maximum of 5 full academic years accomplishes the same objectives as the longer 10 year dissolution but does not have the unintended consequence of alumni becoming disenfranchised over such a long period of time. A dissolution period of 5 years would permit for a complete turn-over of the current membership of the organization via graduation of all members.

Note: The change below is proposed by the University Judicial Review Panel:

II. Proposed Change to add an organization sanction option of disciplinary deferred dissolution

Disciplinary Deferred Dissolution (Insert as Art. VI, Section IV, part C and renumber)
Disciplinary Deferred Dissolution. The sanction of disciplinary dissolution may be placed in deferred status for a limited period of time. During this period of time, the organization is on notice that any further violations of the Code of Conduct will result in the dissolution that was

originally defined becoming effective immediately without further review. Disciplinary Deferred Dissolution may not be imposed for longer than two regular semesters. If this sanction is imposed during a semester, it may be imposed for the remainder of that semester and two additional semesters. Disciplinary Probation may be imposed for a period of time not to exceed three semesters after the period of Disciplinary Deferred Dissolution. Other restrictions on the organizations activities may be imposed.

Rationale: This sanction is now consistent with that of individual student sanctions.

Appendix C

File Note summaries of the Continuity Next Step Committee's Meetings and Discussions

1. Charge: Review the history, rationale and impact of chapter sanction periods on the Lehigh undergraduate and alumni communities:
 - a. Submitted a proposal to Change the Student Code of Conduct as it relates to the sanction for organizations of "dissolution" (Appendix B). The proposal was to change the maximum time period for a sanction of dissolution from the current wording of "up to 10 years" to the new wording of "up to 5 years". The sanction of "termination" would remain as currently worded and remain a viable option for an egregious violation. This proposal was voted on and approved by the LU Faculty, and was forwarded to the Board of Trustees for action. It was approved and will go into effect July 1, 2010.

File Note: Some COC members questioned the need for the "termination" sanction, as it seems punitive to alumni and the chapter's national office, and noting the adverse impact on the University's efforts vis-à-vis the connectivity of these alumni. As loss of recognition, for any significant period, of a chapter has historically disconnected alumni from Lehigh, a permanent "termination" would potentially have adverse ramifications for scores of alumni. In consideration of balancing the short and long terms needs and goals of the University, these COC members entertained discussion of removing the "termination" sanction. The balance of the COC felt it necessary to retain the "termination" sanction for a potential conduct violation of the most egregious nature. Those COC members participating in the original GLTF also noted that a similar discussion (and outcome) took place during GLTF.

Those COC members questioning the "termination" provision understood the point of view of the other COC members and accept that point of view, and so chose not to continue discussion of the issue (but so note some level of apprehension of its continued benefit vs. impact; and list it herein for any future review of the policy).

It is the hope of the COC, but without any guarantee, that the "termination" sanction would only be considered in the most remote and egregious scenario, and not used in any less than extraordinary situation.

2. Charge: Review continuity plan, specifically regarding use of former fraternity and sorority chapter houses and develop recommendations for changes as appropriate
 - a. Re-affirmed the existing practice : A chapter that loses on campus housing would be eligible to return to their original housing location in the future if all the following criteria are met at the time they are permitted to return as a recognized residential chapter: a) the university system wide assessment committee has announced that the university is accepting applications for residential fraternity/sorority, b) the group in question is a group selected to receive recognition/housing via the existing application and selection process, c) the group's former residential facility is available/unoccupied at the time of the group's return as a residential group.

File Note: The COC recognizes the strong ties of Lehigh's alumni to the residential houses they lived in. In addition, many older alumni participated in the design, initial financing and ongoing capital improvements efforts. There was discussion comparing/contrasting the current occupancy privileges to the previous policy under the Residential Environment Report era, whereby disciplined chapters might return to their original chapter houses, following sanctioning periods. The COC believes that the potential of loss of chapter house privileges remains a relevant tool to discourage illicit chapter behavior.

3. Charge: Review the 90% Occupancy policy and ramifications and make recommendations for changes as appropriate.
 - a. The Continuity Committee believes that the 90% occupancy requirement has not been overly burdensome for chapters in most cases evidenced by the fact that only one chapter has lost housing due to occupancy failure since this policy's inception. Additionally, chapters that have been "close" to 90% occupancy failure have been able to recover from these chapter house membership deficits and within the prescribed timeframe the current policy allows. However, the committee recognizes that at times in order to make significant necessary culture changes in a chapter, an exception to the occupancy requirement may be helpful. In order to facilitate a proactive approach to handling chapter problems, this committee recommends that there be a process put in place whereby chapters could request a one semester extension of the occupancy requirements if they plan, and implement, a well-conceived membership review process. The Office of Fraternity and Sorority Affairs and Residential Services approved this recommendation and beginning Spring 2010 offered this option to chapters. The requests for extension will be evaluated on a case by case basis by the offices of Fraternity and Sorority Affairs and Residential Services. A request does not guarantee an extension will be granted. OFSA and Residential Services will take into account multiple variables when making the decision including but not limited to:

disciplinary standing/history of the chapter, the quality of the proposed membership review plan/process, support from Inter/National headquarters and chapter alumni in the membership review process, etc. It is duly noted that chapters can perform a membership review at any time warranted, regardless of their occupancy status.

File Note: The COC wanted to be supportive when a chapter deemed it had concerns of behavioral issues of some rogue members that could place the chapter's future at risk. This recommendation will enable chapter leadership to initiate proactive and appropriate steps to bolster its membership and hopefully avoid demise that would result from behavioral issues of rogue members. The COC was concerned that a chapter would "roll the dice" with retaining unruly members because that risk was less than the risk of occupancy failure. By establishing this discretionary occupancy waiver, it is the hope and desire of COC that a chapter will choose membership review as the "less risky" option than the 90% occupancy concerns. The COC exhausted discussion to be sure that this occupancy waiver would not be abused for situations that were not critical to a chapter's survival, save for 90% occupancy policy compliance.

APPENDECES
INCLUSION COMMITTEE

Appendix A

Committee Timeline and Focus Group Information:

Using the Continuity Committee outcomes, the following timeline was created:

- Committee Charged in June 2009
- Committee Formed in September 2009
- Meetings were held once a month from September 2009 – March 2010
- Committee charged members with facilitating focus groups to obtain information regarding fraternity/sorority inclusion from the Lehigh community. Focus groups were hosted with students, faculty and staff, converging on feedback regarding how participants defined inclusion, fraternity/sorority inclusion, the important aspects of fraternity/sorority inclusion, what fraternity/sorority inclusion could look like in the future, what part of fraternity/sorority inclusion was important to them, and additional feedback they may have had. Focus Groups
 - (10/14/09) Greek Life Coordinators and Residence Life Coordinators
 - (10/18/09) Greek Alumni
 - (10/21/09) Unaffiliated Exec Members
 - (11/2/09) Faculty Advisors
 - (11/4/09) Dean of Students staff
 - (11/9/09) Interfraternity Council members
 - (11/9/09) Multicultural Greek Council members
 - (11/11/09) Student Athlete Council
 - (11/12/09) Panhellenic Council
 - (11/12/09) Returning Gryphons (Resident Assistants)
 - (11/20/09) Cultural Programming Board
 - (11/23/09) Council of Equity and Community (faculty, staff and students)
 - (12/2/09) Council of Student Presidents
 - (12/9/09) Employee Relations Advisory Committee
 - Questions Asked
- January - March 2010 – Notes from the focus groups were analyzed for trends by the committee based on perceptions of members of the Lehigh Community
- March 2010 – Committee began initial drafting of recommendations based on the charges given by the Next Steps Initiative
- May 2010 – Committee completed final report and recommendations

The committee used the following questions in all focus groups:

- How do you define inclusion?
- What are the most important aspects of "Greek inclusion" to you?
- How inclusive is Greek life as you see it now?
- What do you see Greek inclusion looking like in the future?
- How would you bring about the kind of "Greek inclusion" that's important to you?
- Do you have any additional questions or statements regarding Greek inclusion?

The findings from the focus groups are primarily anecdotal information taken from individuals in the conducted focus groups. While the factuality of some information cannot be verified the committee did find very consistent trends in the following areas that will be discussed in further detail in the Committee Findings section of this report. Based on these trends, the committee is encouraged by the possibility of progress through the use of the proposed recommendations and the focus demonstrated by the fraternity and sorority community on fostering an inclusive community