

Report of the Task Force on Strengthening Greek Life January 2004

Contents:

Glossary of Acronyms and Terms	page 2
Preface	page 3
Task Force Participants	page 4
List of Key Recommendations	page 5
Executive Summary	page 7
Historical Perspective on Greek Life at Lehigh	page 15
Recommendations	
Vision	page 16
Governance, Structure, Mentoring, and Leadership Development	page 18
Housing	page 26
Social Life	page 30
Communications and Information Systems	page 31
Greek Accreditation	page 38
Contact List	Page 47
(This page has been added for the web version of this report only)	
Appendices	page 48-71
A Charge to Task Force for Strengthening Greek Life	
B Proposed Greek Life Staffing Support in the Office of the Dean of Students	
C Roles for Key Chapter Officers	
D Role of IFC	
E Role of Panhel	
F Role of GAC	
G Comparative Residential Requirements	
H Residential Data	
I Reduced Occupancy Proposal	
J Guidelines for the Implementation of Spring Rush	
K Analysis of Sophomore Rush	
L Considerations for Chapter Recognition and Continuity Policy	
Related Resources	
AA NPower Report	
BB NPower Best Practices Document	
CC GAC Issues Document	
DD IFC Internal Audit	
EE Greek Life Survey	
FF GAC Handbook Outline	

Glossary of Acronyms and Terms

Acronyms

FMA	Fraternity Management Association
GAC	Greek Alumni Council (Alumni Leadership for Greek System)
IFC	Interfraternity Council (Fraternity Leadership Council)
IJC	Interfraternity Judicial Council (Fraternity Judicial Board)
LUAA	Lehigh University Alumni Association
NPC	National Panhellenic Council
NPower	Corporate name of consulting group hired to assess Greek Life
OFSA	Office of Fraternity and Sorority Affairs
Panhel	Panhellenic Council (Sorority Leadership Council)
RER	Residential Environment Report
UP	University Productions (Student Social Programming Group)

Terms

“Actives”	Currently enrolled undergraduate members of a fraternity or sorority.
“Bids”	Invitations to join a fraternity or sorority.
“Bid day”	The designated day when membership invitations may be extended and signed.
“The Hill”	The section of the Lehigh campus in Sayre Park populated by various residential facilities including most of the fraternities and a number of sororities. “The Hill” is also commonly used as a reference for a social destination.
“Nationals”	The common reference to the national (or international) governing organization for a fraternity or sorority.
“Rush”	The process of new member recruitment.

Preface and Overview

This project began and ends as an effort focused on strengthening the Greek system at Lehigh. We believe the objectives of our original charge are fulfilled by the report we have submitted. However, along the way we discovered that the issues we were discussing and the principles that stood behind them were matters of importance for all of student and campus life at Lehigh. Not surprisingly then, the recommendations contained within our report include more than several that are fundamentally suggestions for improving the learning experience and campus life for all students.

For those of us that have spent months and many hours looking at the Greek system and campus life, the set of recommendations we have produced no longer seems to be as bold or intrepid as we might have perceived them at one time. Nonetheless, we are conscious that others may view them as such and that for many the first instinct when confronting the proposition of change is resistance. It may be useful to share that our Task Force, which includes a broad representative group of thoughtful and caring people, needed both time and the willingness to focus on the future in order to establish comfort and subsequently develop enthusiasm for our set of recommendations. It is important for all of us to realize that for there to be a Greek system in Lehigh's future, it must be a stronger system than is currently the case. Therefore, the need for change is compelling, the time for that change is now, the commitment of campus leadership to succeed is real and the alternatives to succeeding now are unacceptable.

Like the products of most successful organizations, this report emerged from a foundation of absolute clarity of purpose: Lehigh expects the Greek system to succeed in providing a living and learning experience that complements and enriches broader student life on the campus. Some will look to this report for the answers to that challenge, and while our Task Force is confident about the principles that guided our specific recommendations, the real challenge lies not in the imagination of ideas but in the execution of them. Success in that domain will require clarity of intention, unrelenting conviction about achieving results of a high standard, and a commitment to collaboration and trust that has too long been missing within our Greek community. Other very thoughtful and well conceived reports have been less than effectively implemented. This time is the last time, as it regards our Greek system; therefore, we all must be committed to success.

Developing this report has been an engaging and profoundly enlightening experience for our Task Force. As should be true with all that we undertake at Lehigh, there was a lot learned in the time we shared. Perhaps the most compelling and enduring of those lessons involves the realization or affirmation of the deep commitment to students (current and former) and to the quality of their Lehigh experience that is shared by so many members of our Lehigh community. It will be upon the back of that common commitment that a stronger Greek system and a stronger student and campus life will emerge.

The Task Force on Strengthening Greek Life
January 2004

The Task Force on Strengthening Greek Life

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Task Force on Strengthening Greek Life
List of Key Recommendations
January 2004

Vision Statement: Lehigh should develop an aspirational vision statement that articulates the role Greek life is expected to play in the academic and social life of this campus community and the standards Lehigh expects Greek life to achieve.

Life Skills Education: Lehigh should create a program in the development of essential life skills, such as leadership, personal choices, community responsibility, and decision-making. This curricular component would be taken by all first and second year students and required for graduation.

On-Campus Residential Living: All first and second year students should be required to live on campus. If and when housing can be provided for all students to live in campus residence facilities for two years, rush should be conducted in the sophomore year, unless there is clear evidence that Greek life is meeting high standards of performance, maturity, and stability.

Campus Social Spaces: A “24 hour diner” should be created on campus and modifications made in the social options funded by the Office of Student Life.

Greek Chapter Oversight: Four additional Greek Life Coordinators who would be dedicated to the Greek system should be hired. Each coordinator would have mentoring responsibility for a defined group of chapters and have full and open access to those chapters as necessary.

Landlord/Lessee Clarity: The relationship between chapter members, alumni, and the university with regard to chapter house ownership and maintenance should be clarified. In short, the University owns the Greek houses and, as landlord, is responsible for maintaining their overall physical integrity and functioning. Each house is leased by its alumni corporation and sub-leased to the occupants. The alumni corporation and the residents are responsible for interior common area furnishings. Each student sub-lessee will be required to sign a formal lease agreement and be personally responsible for damage to the house above and beyond normal wear and tear.

Chapter House Occupancy: Greek chapters should meet a 90% member occupancy level to retain the privilege of leasing campus chapter housing. Junior and senior members should generally be expected to live in chapter houses unless occupancy expectations are met.

Sorority Housing: The University should make a firm commitment to achieving “housing equity” for our current sorority chapters.

Regular House Maintenance/Cleaning: A weekly maintenance inspection process involving a third-party inspection team and clearly defined standards should be developed. If a house fails to meet standards, cleaning staff would be promptly engaged and the costs billed to the chapter members.

Fraternity Rush: Fraternity rush should be moved immediately to the spring semester of the first year.

Officer Election Cycles: All executive officer elections for fraternities and sororities should be conducted on a consistent and pre-determined schedule. The task force endorses the recommendation that officers serve on an “academic year cycle.”

Annual Chapter Accreditation: A new Greek Accreditation process should be adopted in which a formal Greek Accreditation Board assesses the health of each chapter annually with each chapter’s alumni/student leadership with formal recommendations made to the Vice Provost for Student Affairs regarding the continued recognition of the chapter.

Information Access: The University should be more active in communicating the positive achievements of Greek chapters. In addition, the current state/health of each chapter and house, individually and specifically, should be openly available to the campus community and to parents through the Lehigh website.

Ongoing Assessment: The Vice Provost for Student Affairs should appoint a team of university staff, Greek alumni, and Greek student leaders to conduct an annual “system-wide” assessment.

Task Force on Strengthening Greek Life
Executive Summary
January 2004

Summarized explanations for the key recommendations offered by the Task Force:

- (1) **Lehigh should develop an aspirational vision statement that articulates the role Greek life is expected to play in the academic and social life of this campus community and the standards Lehigh expects Greek life to achieve.**

The process of transforming Lehigh's Greek Life System is rooted in our ability to clearly articulate and actively incorporate a compelling vision for student life in the Greek system. As the lifeblood for the Greek system, this vision must challenge and inspire action, rally the talents and abilities of those committed to the system's success, and most critically, outline the core values for Greek life at Lehigh. The vision must describe a system that is appealing, enduring, distinctive, and above all, contributes strongly to the educational mission of Lehigh University. Currently, our Greek system lacks such a vision. Although each chapter maintains some kind of a National and/or Lehigh Creed, Mission, Code of Expectations, or Statement of Values, which outlines each organization's specific values and goals, in most cases there is little connection to the larger University mission nor is there a collective view of what it means on a day-to-day basis to be part of the Greek system. The development of a vision for Greek Life, therefore, is a fundamental step in the transformation of the system. Furthermore, as the guiding philosophy for Greek Life, this vision further enhances our institutional commitment to recognize, promote, and reward all activity that fosters our core values and conversely, rejects any behavior or activity that is detrimental to the health, safety, intellectual and interpersonal growth of its members.

- (2) **Lehigh should create a program in the development of essential life skills, such as leadership, personal choices, community responsibility, and ethical decision-making. This curricular component would be taken by all first and second year students and required for graduation.**

We firmly believe that the development of leadership skills, skills required to make sound decisions impacting the welfare of others, and the capacity to live with and govern peers in a relatively independent setting are among the highest priorities of any meaningful effort to strengthen the Greek system. It is absolutely essential to inculcate in students the unambiguous understanding that with the responsibility of independence comes accountability. Our task force believes this premise is so fundamentally important that it should be formally embraced as a hallmark element of the Lehigh experience for all students. Further, we believe that the Greek system (and other mission driven groups on campus) can and should serve as leaders for this distinctive educational initiative.

If learning vital life skills should be a part of the Lehigh experience for every student, the process for achieving this needs to become a part of the curricular and residential life experience, including the Greek experience.

Toward this end, we recommend the development of a required credit bearing “life skills and leadership” curriculum series to be offered to all Lehigh students in the first 2 to 4 semesters of enrollment. Successful completion of these courses would be required for graduation. We further recommend that completion of such a course be required prior to assuming a leadership role in a Greek chapter. This is a significant institutional undertaking, which would require a Director of the Curriculum Program to plan the course curriculum, recruit and train the course instructors, and administer the leadership sequence. This course sequence would also require nearly 50 sections per semester. We anticipate that there may be conceptual overlap with some of the current planning of the Academic Deans and Student Affairs around the topic of Core Life Skills.

- (3) **All first and second year students should be required to live on campus. If and when housing can be provided for all students to live in campus residence facilities for two years, rush should be conducted in the sophomore year, unless there is clear evidence that Greek life is meeting high standards of performance, maturity, and stability and contributing to the educational mission of the university.**

As a critical component of the active learning initiative proposed above, the Task Force unanimously endorses adopting a requirement that all Lehigh students be required to live on-campus for their first two years of enrollment (unless a petition for exceptional circumstances is approved). Many institutions have similar or even more extended residential requirements. We believe that a campus-based two-year residential experience combined with a curricular component focused on life skills and leadership that complements traditional academic courses would provide the foundation necessary to make a Lehigh education extraordinary, and to make the Greek system a distinctive part of the Lehigh experience.

Requiring all students to live on-campus for two years may require the addition of more residential facilities. An additional 150-200 beds will ensure that third and fourth year non-Greek students will not lose preferred campus housing. The requirement for second year students to live on-campus also preserves the option for some students to consider (or reconsider) the Greek system for their final two years. The task force recommends that we explore adding 150-200 beds to our campus residential system.

- (4) **A “24 hour diner” should be created on campus and modifications made in the social options funded by the Office of Student Life.**

It seems fairly self-evident, though remarkably unstated, that one of the most compelling reasons for students to elect Greek residential experiences is the social life that is provided. Social life has been operationally defined within our Task Force to include two dimensions: the general social interaction of young people including a wide array of activity based opportunities; and the traditional “party life” of “the hill” where Greek organizations function as party “hosts” for invited guests. The social life of our Greek organizations is not exclusively or even predominantly focused on this latter form of the definition, however, the “party life” at Lehigh has become very much associated with Greek life (for better and/or for worse) and this “party life” includes use and often abuse of alcohol and/or other drugs. As a task force, we believe that a change in the

campus-wide social atmosphere would be healthy but do not feel that such a change can be mandated beyond the expectations and consequences for breach of conduct that are already in place. We feel that the other changes to the Greek system that we are advocating (residential, Greek review, rush, etc.) will all have a positive impact on the social atmosphere associated with Greek life.

The task force strongly advocates the establishment of a “24-hour diner” on the campus, to serve for students as a “late night” social option alternative to “the hill.” It is essential that the diner be designed with significant student input regarding the aesthetic atmosphere, the menu selections and that the prices are reasonable and affordable. This commitment would benefit campus life generally, in addition to relieving some of the de facto late night social hosting burden assumed by the Greek system.

- (5) Four additional Greek Life Coordinators who would be dedicated to the Greek system should be hired. Each coordinator would have mentoring responsibility for a defined group of chapters and have full and open access to those chapters as necessary.**

If we want our groups to be successful, we must provide them with enhanced staff support. We recommend a model that engages professional Greek Life staff to provide oversight and ongoing support for a cluster of 6 or so Greek chapters. Currently, there is one such professional available for assignment, so our recommendation is to add four more, effective for the 2004-2005 academic year. Such a system will ensure regular interaction, advisement, resource development, and facilities management. These “Greek Life Coordinators” would be professionally trained with bachelors/masters degrees in the appropriate student affairs fields and/or professional training in national Greek organizations. Additionally, by assigning each to an ancillary responsibility supportive of the entire system (ex. Facilities and Housing, Communications and Technology, Leadership Development Training, Membership Development, Alumni/Parent Relations), more support would be available for other system-wide recommendations.

- (6) The relationship between chapter members, alumni, and the university with regard to chapter house ownership and maintenance should be clarified. In short, the University owns the Greek houses and, as landlord, is responsible for maintaining their overall physical integrity and functioning. Each house is leased by its alumni corporation and sub-leased to the occupants. The alumni corporation and the residents are responsible for interior common area furnishings. Each student sub-lessee will be required to sign a formal lease agreement and be personally responsible for damage to the house above and beyond normal wear and tear.**

The task force recommends that clarity about the ownership of Greek houses be determined and shared along with the following paradigm of associated “owner” responsibilities:

- The property owner shall be responsible for the structural and systems maintenance, including basic structural systems, HVAC systems, electrical and plumbing systems, and preventative maintenance on those elements.
 1. A master schedule for deferred maintenance for Greek housing structures needs to be evaluated with input from chapter house corporations. Completing the commitments inherent in this proposed “ownership” responsibility will take years and will require incremental funding beyond current levels of deferred maintenance derived from rents.
 2. A thoughtful discussion with house corporations about the balances in PLA accounts and/or other alumni funds and the most meaningful uses for those funds must be a part of this initiative.
- The property owner (Lehigh) shall provide basic accommodations for each residential room, including beds, study furniture, clothing storage, and telecommunications access. Other residential room furniture shall be the responsibility of the individual resident. Common area furnishings shall be the collective and shared responsibility of the chapter, including alumni, but shall be reviewed and approved by the university through the Office of Residential Services.
- The task force recommends the adoption of a standard rental lease for each resident of a campus-housing unit, including the two houses that are not fully owned by the university but that lease the land on which their houses are located. Each resident shall be required to sign their lease and then to honor the terms and conditions of the lease or be subject to the penalties associated with breach of a housing contract. Among the most critical of these conditions is compliance with the “life/safety” provisions as defined in the Fall 2003 semester, and endorsed by this task force.
- The task force recommends making as a condition of the “corporate lease” (the agreement between the University (as landlord) and house corporations to lease housing space, the provision that the targeted occupancy be fulfilled by members in order to sustain the privilege of leasing housing space.

(7) Greek chapters should meet a 90% member occupancy level to retain the privilege of leasing campus chapter housing. Junior and senior members generally should be expected to live in chapter houses unless occupancy expectations are met.

House capacities should be adjusted downward to improve the quality of living space by enabling the assignment of more single rooms. Space assignments in each Greek house should include the option of at least 8 single rooms. Ideally, these would be assigned on the basis of seniority and/or service, and/or leadership, and/or performance, but the actual allocations of residential space shall remain the prerogative of the members as long as maximum occupancy limits are not exceeded.

- Financial models for rents in all Greek housing units should be reexamined and studied in light of capacity adjustments. Ideally, rents should be normalized to a reasonable and market competitive range to the extent possible. The choice to live in Greek housing should not be adversely impacted by the base cost structure associated with such housing.
- Occupancy expectations (to be based on new capacity calculations) that are identified in the corporate (house corporation) lease agreements exist to reinforce the privilege of living as a group in independent university housing.
- Chapters that do not meet the occupancy expectations defined by their leases will be subjected to the loss of group housing privileges (though they will not necessarily lose group recognition privileges).
- Effective in the 2005-2006 academic year, chapters shall be required to meet 90% occupancy (based upon the new capacity counts and counting only active members, not borders) in order to preserve the privilege of leasing a chapter house. Failure to meet this requirement for 3 semesters in a row (or 4 of 5 semesters) will result in loss of lease privilege.
- Note: the current 65% requirement remains in effect through the 2004-2005 academic year with the same 3 semester (or 4/5) rule.

The task force recommends that junior and senior members of Greek chapters be encouraged to live in the house unless the chapter is at required capacity and/or a petition to live off-campus or in alternate campus housing is collectively approved by the Office of Fraternity and Sorority Affairs and the Alumni House Corporation for that chapter. The privilege of membership and of independent group living on the campus should carry responsibilities for sustaining continuity and stability within the chapter. Making the commitment to live in the chapter house should be a fundamental expectation of membership, with exceptions handled as such.

(8) The University should make a firm commitment to achieving “housing equity” for our current sorority chapters.

The university should make a firm commitment to identify and evaluate building sites and funding options for building or significantly remodeling sorority houses. An alternative should include reevaluating and potentially reassigning campus residential facilities so as to improve the quality of sorority housing. Resolving the issue of “**housing equity**” must be addressed in order to realize a strong Greek system.

(9) A weekly maintenance inspection process involving a third-party inspection team and clearly defined standards should be developed. If a house fails to meet standards, cleaning staff would be promptly engaged and the costs billed to the chapter members.

House cleanliness is not an option. As the “landlord” for Greek housing residences, the University should exercise responsibility for ensuring that its housing assets are being maintained at a proper level. Specifically, we recommend the following:

- The University should partner with the GAC and the IFC/Panhellenic association of house managers to solicit, evaluate, and select bids from a third party provider of inspection and cleaning services. We believe that it is important to eliminate the perception that the university functions in an adversarial fashion relative to Greek issues. Working collaboratively with our students and alumni would foster a more constructive relationship between the Greek system and Lehigh.
- The selected provider shall conduct weekly house inspections using a standardized list of maintenance expectations and a standardized method of assessment (that would be comparable to the maintenance expectations established for other campus residence facilities). These inspections shall be scheduled at reasonable times and shall involve the chapter house manager (or designee) and the “Greek Life Coordinator” assigned to that chapter.
- Any aspect of the cleanliness expectations that is not met with inspection approval shall result in activation of the outside cleaning service, which shall be billed equally to the house residents identified on leases.

(10) Fraternity rush should be moved immediately to the spring semester of the first year.

Delaying rush until the second semester enables a more extended transition to college life for first year students and clarity about the academic qualifications and expectations of all students interested in the Greek system. Similarly, adopting an “academic year” officer election cycle would also permit new officers to complete one term of leadership training before embarking upon the renewal process that is so critical to chapter health and stability. Research suggests that many Greek systems successfully conduct rush in the spring term, as do our sororities currently.

(11) Election and service cycles for all fraternity and sorority executive officers should be coordinated to enhance training, leadership effectiveness, and system spirit. The Task Force endorses the adoption of an “academic year” service cycle.

On this cycle, elections would occur sometime in the spring semester, celebration of newly elected officers could occur during Greek Week in April, and service would formally begin at the start of the following academic year. Certain officers would clearly benefit from operating on an academic year cycle (treasurer, house manager, and the proposed “Greek peer advisor”) and it is logical to have all key officers serve on the same cycle as a team. An academic year cycle permits key officers to collectively attend national conferences and summer workshops in preparation for their terms, and enables the University to provide executive officer training for all student leaders at the start of an academic year. Nearly all other significant student organizations already have their officer election cycles based on this academic year model. Further, with the recommendation to move fraternity rush to the spring semester, all Greek officers would be able to complete a fall term of service before launching this critical renewal process for the Greek system.

- (12) **A new Greek Accreditation process should be adopted in which a formal Greek Accreditation Board assesses the health and accomplishments of each chapter annually with each chapter's alumni/student leadership to make formal recommendations to the Vice Provost for Student Affairs regarding the continued recognition of the chapter.**

"Greek review" (RER) was created in 1996 as a means to objectively evaluate chapters. While the intent and original goal of Greek review was to promote excellence and identify chapters that are struggling, it has "devolved" into a process where chapter leaders scramble to get signatures and the proper paperwork submitted. If we are truly going to have a strong Greek system at Lehigh, we need to have "aspirational" values based standards as well as a recognition and rewards system for chapters that are successful. Such a values based system would also complement inter/national organization standards.

The Greek Accreditation process should provide opportunities for discussion and direct feedback between the Greek Accreditation Panel and the Greek Life Coordinator assigned to the chapter, the chapter's active leadership, and the alumni leadership. This will help chapters in determining areas of strong performance as well as those in need of attention.

The Greek Accreditation process should provide some flexibility for chapters that are particularly strong in some areas and average or poor in others. The current system is an "all or nothing" system where credit is either earned or not earned.

The Greek Accreditation process should be structured to engage alumni, students, and Greek Life Coordinators as partners. It should not simply be a review of who has turned in paperwork. Chapters will have to present their efforts to an accreditation panel made up of staff, students, alumni and faculty.

The Greek Accreditation process should not be the responsibility of one person in the chapter. Traditionally, it has been the chapter president or a Greek review chairperson that completes the Greek review forms. This new process expects a chapter's executive board to do the jobs that they were elected to do and expects each member of the chapter to collectively strive for excellence in all areas.

- (13) **The University should be more active in communicating the positive achievements of Greek chapters. In addition, the current state/health of each chapter and house, individually and specifically, should be openly available to the campus community and to parents through the Lehigh website.**

Too many of our alumni are unaware or misinformed about the state of Greek life today. Communicating information about the state of Greek Life at Lehigh in a consistent and timely manner is a challenge. The University needs to find an appropriate balance of content, communication vehicles and frequency of communication that can address the questions and concerns of all members of the Lehigh community including students, alumni, Trustees, faculty, staff, and parents.

A successful communications plan must include both “push” and “pull” strategies. In essence, some information will need to be pushed out to various audiences due to its importance or time sensitivity. Other information including reports, newsletters, University policies and archival records would be accessible on the Office of Fraternity and Sorority Affairs (OFSA) website and “pull” the key constituents to that site.

Past communications (and/or lack thereof) have contributed to the erosion of trust among some key constituent groups, most notably between the administration and Greek students and alumni. Although specific recommendations will touch on other audience groups such as national chapters, parents, prospective students and their families, the main emphasis will be on communication with students, alumni and the administration.

- (14) A team of university staff, Greek alumni, and Greek student leaders should be appointed by the Vice Provost for Student Affairs to conduct an annual “system-wide” assessment.**

In addition to the attention focused on individual chapters, we must also be mindful of the state of the overall Greek system. Periodic assessment is important to measure progress towards realizing the vision for Greek Life as well as to identify emerging needs and opportunities for strengthening Lehigh’s Greek system. To ensure breadth of perspective and involvement, a committee comprised of students, alumni and university staff should develop and conduct the assessment. This group should be charged to take into consideration a wide range of relevant data and indicators and should report annually on the progress achieved on the specific recommendations of the Task Force for Strengthening Greek Life, and on the strength of the overall Greek system at Lehigh.

Task Force on Strengthening Greek Life

Historical Perspective on Greek Life at Lehigh

(Excerpted and paraphrased from the NPower Report, May 2003)

The Greek system at Lehigh dates back to the early days of university history. Since Chi Phi opened in 1872, just seven years after Lehigh was founded, the Greek experience has played a significant role in campus life. Through the years, fraternities and sororities have instilled in many Lehigh graduates the core values of scholarship, leadership, service, and friendship, and have created bonds that last a lifetime.

In recent years, Lehigh's Greek community—mirroring problems at college campuses across the country—has faced major challenges. Alcohol abuse, declining membership, low occupancy rates, continued hazing, a lack of leadership by upperclass students, and decreasing alumni involvement are among the issues now being addressed. In the past 10 years, six fraternities and one sorority have been permanently closed. Tau Epsilon Pi (1991-92), Pi Lambda Phi (1995-96), Delta Zeta (1995-96), and Phi Delta Theta (2001-02) were closed by their national headquarters; Delta Chi (1996-97) and Sigma Phi (1997-98) were closed by their alumni organizations; and Sigma Nu (2001-02) was closed by the university.

In addition, six other fraternities have been suspended for periods ranging from two to four years during the past decade. There are now 23 fraternities and nine sororities on campus. Thirty-three percent of Lehigh's undergraduate males are fraternity members, and 43 percent of undergraduate females belong to sororities.

In 2001-02, one in three freshmen offered a bid to join a fraternity declined. The two most common reasons cited were fear that grades would suffer and poor living conditions in the house.

Numerous efforts have been made over the past decade to improve the Greek system at Lehigh. In 1996, a trustee-led committee that included students, faculty, alumni and staff developed the Residential Environment Report (RER), which set objective standards to evaluate chapters. Two years ago, an ad hoc trustee task force developed options to help fraternities meet their financial obligations.

Lehigh is now undertaking a comprehensive plan designed to strengthen the Greek system. In the 2002-2003 academic year, the Greek Alumni Council was reestablished to get alumni more involved, leadership training was provided for incoming fraternity and sorority presidents, Greek national organizations were contacted to contribute to the plan, and the consultant group Npower was brought in to speak directly with constituents and identify emerging themes as well as make recommendations for change. Reports were prepared by NPower ([Related Resource AA and BB](#)), the GAC ([Related Resource CC](#)), the IFC ([DD](#)), and a Greek Life Survey was conducted by the Office of Student Affairs ([EE](#)).

In February of 2003, President Farrington charged a Task Force on Strengthening Greek Life to examine all the relevant information and perspectives, and using a collaborative and educational process to make recommendations that would strengthen Lehigh's Greek system. A copy of the charge to the Task Force is included as [Appendix A](#).

**Task Force on Strengthening Greek Life
Recommendations
January 2004**

Vision

The process of transforming Lehigh's Greek Life System is rooted in our ability to clearly articulate and actively incorporate a compelling vision for student life in the Greek system. The Npower report recommended the need for a "common vision based on shared values" (NPower report, p. 11). As the lifeblood for the Greek system, this vision must challenge and inspire action, rally the talents and abilities of those committed to the system's success, and most critically, outline the core values for Greek life at Lehigh. The vision must describe a system that is appealing, enduring, distinctive, and above all, contributes strongly to the educational mission of Lehigh University. Currently, our Greek system lacks such a vision. Although each chapter maintains some kind of a National and/or Lehigh Creed, Mission, Code of Expectations, or Statement of Values, which outlines each organization's specific values and goals, in most cases there is little connection to the larger University mission nor is there a collective view of what it means on a day-to-day basis to be part of the Greek system. The development of a vision for Greek Life, therefore, is a fundamental step in the transformation of the system. Furthermore, as the guiding philosophy for Greek Life, this vision further enhances our institutional commitment to recognize, promote, and reward all activity that fosters our core values and conversely, rejects any behavior or activity that is detrimental to the health, safety, intellectual and interpersonal growth of its members.

Recommendations

We therefore recommend the following:

- A small group should be convened and charged by the Vice Provost for Student Affairs to draft a vision statement for Greek Life---a Lehigh Creed for Greek Life. This group should consist of individuals from the following key constituencies: a) students—both Greek and non-Greek affiliated b) faculty c) a member of the Task Force d) an alumnus from the Greek system and e) a staff member from the Office of Fraternity & Sorority Affairs.
- This group **should** be convened no later than February 20, 2004 and complete the drafting of the vision statement by April 1, 2004.
- Between April 1, 2004 and May 1, 2004, the vision statement should be broadly shared with critical constituencies for review, feedback and changes where appropriate.
- By June 1, 2004, the final version of the vision statement should be submitted to the Vice Provost for Student Affairs.
- The writing group should operate within the following parameters when developing the vision statement:
 - (a) A vision that establishes high aspirations for all Greek student life;
 - (b) A vision that strongly supports the educational mission of the institution;

- (c) A vision that provides concrete direction, yet can respond to students' and our community's evolving needs, goals and interests;
 - (d) A vision that promotes a commitment to ownership and accountability by all stakeholders;
 - (e) A vision that promotes opportunities for leadership and life-long learning;
 - (f) A vision where healthy, meaningful relationships and friendships are paramount;
 - (g) A vision that fosters and encourages individual and diverse expression.
- The writing group must create a process to establish benchmark and accountability measures to ensure active and **on-going** implementation and support of the vision. One significant benchmark should include the revised Greek Life Accreditation process, whereby each chapter on an annual basis must demonstrate a commitment to excellence in: scholarship, leadership, citizenship, and partnership as defined by Greek Accreditation guidelines. Similarly, the Greek Accreditation Panel must be expected to work within the parameters established by the vision statement as a framework for its activities and decisions. Additional measures for accountability outside the Greek Accreditation process, and the forthcoming recommendations establishing a “system-wide” assessment committee should be evaluated by the writing group.
 - As a means to develop and promote their distinctive identities, all Fraternities and Sororities must develop a vision statement for their chapters, which is complementary to the Greek Life Vision Statement and that embraces the values associated with their National and Lehigh charters. Each chapter must develop their vision statement by **January 31, 2005**, and review and share the evidence of their on-going commitment to their professed aspirations on an annual basis. *Note: This is not intended to be an exercise whereby individual chapters are expected to re-write their National and/or Lehigh Charters; this is, rather an opportunity for each chapter to develop their distinct, unique and enduring legacy—one that is specific to their Lehigh experience.*
 - To promote a vision that is appealing, enduring, distinctive, and above all, contributes to the educational mission of the University, we recommend the creation of a “core” or “life skills” academic and co-curricular program to enhance the developmental needs of first and second year students. In order to transform Greek life, we must spend significant time transforming the system's participants and its leaders. Similarly, we must also create opportunities for the larger student community to engage and challenge one another, as a means to better support various student interests and goals. The creation of a core skills curriculum presents an unparalleled opportunity for students to focus on and develop fundamental skills, identify individual and community values, and finally, make connections between their classroom and out-of-classroom experiences. (Please refer to the heading, **Governance, Supervisory Structure, Mentoring, and Leadership** Development sub-section-- Leadership Development, System Renewal, and Chapter Continuity, **page 22**, to review this recommendation in greater detail).

Governance, Supervisory Structure, Mentoring, and Leadership Development for the Greek System

The successful governance, supervision and mentoring of the Greek system is predicated upon a sense of shared values, a common understanding of roles played by all the key constituent groups, and the development of an overall structure and support systems that enhance the success of fraternities and sororities.

The initial focus of the “governance sub-group” was to clarify the roles of all the key constituent groups: the IFC, Panhel, Greek Alumni Council, individual house leaders and the university administration (specifically, the staffs in the Offices of Student Affairs, Residence Life, Residential Services, and Facilities Services). The definition of these roles was approached carefully to ensure responsibilities for each group were clearly defined and articulated. Each constituent group was actively engaged in developing the defined role for their group.

Attention was then shifted to evaluating the organizational structures and support systems that would enhance the success of our both Greek students and the overall Greek system. This analysis resulted in some proposed changes for administrative support, leadership training, and staffing support, as well as for the rush (new member recruitment) process.

The recommendations that follow lay the groundwork for what we believe will be a Greek system that embraces shared responsibility, supports the true values of fraternity and sorority life, and provides greater clarity regarding the roles of all the key constituents.

Organization, Staffing, and Key Leadership Roles

1. University organizational structure and support

Based on numerous conversations with alumni and students who offered concerns about the response time and coordination of university support services it is clear that there exists at least a perception problem relating to operational support for the Greek system from the university. While several organizational arrangements might facilitate achieving the intended objectives of providing responsiveness and results, the most logical system might be a centralized structure that oversees the combined functions and resources of residence life and residential services, and the careful coordination of FMA functions that presently serve the Greek community. Coordination would be further enhanced if all these functional areas were housed in close proximity to one another. The important role and interface of the facilities services operations with residential services/residence life, as they pertain to housing (fraternity, sorority, and on campus) should also be considered. Such a structure might provide greater clarity for our students and alumni and enhance the coordination and efficiency of all these functions. **We recommend that a small group of staff representing these key areas (and convened jointly by the Vice President for Finance and Administration and the Dean of Students) make the final evaluation and decision about how to optimize internal coordination and efficiency.**

2. Additional University Staffing Support

We recommend the addition of four professional staff members to the Dean of Students staff as “Greek Life Coordinators,” effective for the 2004-2005 academic year.

If we want our groups to be successful, we must provide them with enhanced staff support. One of the recommendations in the IFC Internal Audit Report states the following, *“If the university is truly dedicated to Greek life, they must make a commitment to expanding the OFSA. This expansion will ensure that problems and solutions are not lost in the backlog of work and will have a direct impact on the support for the Greek system”* (p. 4). Similarly, the Npower Report states that *“The Greek affairs office is understaffed”* (p. 17) and that the university should *“Add at least one additional staff member”* (p. 30). Consistent with the recommendations in the IFC Internal Audit Report and the Npower Report, we recommend a model that engages professional Greek Life staff to provide oversight and ongoing support for a cluster of 6 or so Greek chapters. Currently, there is one such professional available for assignment, so our recommendation is to add four more, effective for the 2004-2005 academic year. Such a system will ensure regular interaction, advisement, resource development, and facilities management. These “Greek Life Coordinators” would be professionally trained with bachelors/masters degrees in the appropriate student affairs fields and/or professional training in national Greek organizations. Additionally, by assigning each to an ancillary responsibility supportive of the entire system (ex. Leadership Development Training, Facilities and Housing, Membership Development, Alumni/Parent Relations, Communications and Technology), more support would be available for other system-wide recommendations. **Appendix B** outlines the proposed staffing structure in the Office of the Dean of Students that would provide support for the Greek system.

3. Chapter leadership organization

Developing a Greek system that has relatively similar executive officer positions within each chapter would facilitate the training, development, and effectiveness of these individuals.

We endorse and encourage the following core officer positions for each chapter:

- **President**
- **Treasurer**
- **House Manager**
- **Communications Officer**

Additionally, we support the development of a student executive board officer position within each chapter that would provide internal resource support and referral wisdom, crisis prevention and management capability, peer education and mentoring for new members. We have labeled this position the “Greek Peer Advisor.” These in-house “Greek Peer Advisors” would work in coordination with the professional Greek Life staff to promote and encourage effective use of existing resources and preservation of healthy Greek traditions. These student consultants would participate in an annual formal training program coordinated by the Office of Fraternity and Sorority Affairs, to assist them in gaining the skills they need for this role.

Sample descriptions of these key leadership positions are provided as [Appendix C](#).

We also believe that juniors and seniors must be actively engaged as leaders in their chapters. **We recommend adopting a requirement that students hold the officer positions of President and “Greek Peer Advisor” with junior or senior class standing.**

We continue to support the hiring of “live in” graduate house advisers by individual chapters. The University, with Alumni Board involvement, will maintain its support for the hiring and training of these individuals, and “live-in advisers” should not be counted against the group occupancy expectations that are defined in leases.

4. Officer election cycles

System wide coordination of the election cycles for Greek chapter officers with the schedules of university and national organization training programs would enhance leadership effectiveness and build system spirit. It would also enable Greek officer training and service cycles to be coordinated with the terms of other student leaders. Accordingly, **we recommend conducting all executive officer elections for fraternities and sororities on a consistent and pre-determined schedule.** Similarly, we recommend adopting the same election cycle for the Interfraternity Council and Panhellenic Council officer positions.

Following considerable task force debate about the advantages and disadvantages of specific election and service cycles, **the task force endorses the recommendation that officers serve on an “academic year cycle”** wherein elections would occur sometime in the spring semester, celebration of newly elected officers could occur during Greek Week in April, and service would formally begin at the start of the following academic year. Certain officers would clearly benefit from operating on an academic year cycle (treasurer, house manager, “Greek peer advisor”) and it is logical to have all key officers serve on the same cycle as a team. An academic year cycle permits key officers to collectively attend national conferences and summer workshops in preparation for their terms, and enables the University to provide executive officer training for all student leaders at the start of an academic year. Nearly all other significant student organizations already have their officer election cycles based on this academic year model. Further, with the recommendation to move fraternity rush to the spring semester, all Greek officers would be able to complete a fall term of service before launching this critical renewal process for the Greek system.

As a transition to the above plan, it is recommended that during the spring of 2004, chapters either a) re-elect new officers to serve for the full 2004-05 academic year beginning in August 2004, or b) have currently elected officers remain in office for a 1½ year term carrying them through the full 2004-05 academic year.

5. Standards boards

The task force recommends that each fraternity and sorority chapter develop and train an active internal standards board to deal with transgressions of members and violations of the chapter’s internal rules, standards and/or values. These internal

standards boards will not replace or supercede any legal or criminal proceedings or university judicial processes, but rather would serve as a peer accountability system. Chapters should receive training for these boards from national organizations and the university student conduct office.

6. Greek system organization and alumni support

The task force recommends that clear descriptions of the roles for the Interfraternity Council (IFC), Panhellenic Council (Panhel), and Greek Alumni Council (GAC) be adopted by those groups and made available to all Greek students and Greek alumni. Proposed roles were prepared and endorsed by the task force and are included as [Appendices D, E, and F](#).

Active alumni advisers are a key to the future success of the Greek system.

- We need to engage alumni in an ongoing manner rather than simply when the chapter is “in crisis.” In coordination with the work of the Task Force, the GAC is preparing a Greek Alumni Handbook that will guide alumni to serve productive and meaningful roles in support of their chapters. An outline of the current draft is included as [Related Resource FF](#). The environment for our Greek system must be such that alumni will feel comfortable and welcome to stop by the chapter at any time.
- We recommend that each chapter have an active Alumni Board with a formalized structure. This structure could provide an alumni mentor support person identified to work specifically with each of the undergraduate active executive board officer roles (ex. President, Communications, House Manager, Treasurer, Student Consultant/Educator, etc.). We also see the need to engage a broader pool of alumni in many chapters. We support the development of alumni boards that include numerous alumni who are actively engaged. In several cases, we have one strong alumnus involved in a chapter, but he/she is unwilling or unable to engage others. We would ask the GAC to help address these situations. The goal is to promote effective and meaningful alumni involvement in every chapter.
- **We recommend that each chapter identify an Alumnus who will be the key point of contact for the Office of Fraternity and Sorority Affairs and the Alumni Association. Each chapter should provide that contact person’s name, email, phone, and address to the Office of Fraternity and Sorority Affairs by the end of August each year.** This Alumni contact person may be the Alumni Corporation President or someone else that the Alumni of that chapter want to designate as the point person for all communications regarding the chapter.

7. Faculty Mentors

We see faculty advisors/mentors as a key to the future success of the Greek system. We are concerned by the present lack of faculty engagement in houses and believe this needs to be explored more fully. **We recommend the Provost, perhaps working with or through the Deans and Associate Deans, charge a group of faculty to collaborate with the Office of Fraternity and Sorority Affairs on the task of re-defining the historical role of faculty advisors so that in the future, faculty mentors could play roles more closely**

related to the educational mission of chapters, rather than advise them on their daily operations. We also recommend that the faculty and the Provost consider mechanisms within the tenure and promotion process to recognize the value to the educational community of advising residential groups.

Leadership Development, System Renewal, and Chapter Continuity

1. Commitment to developing life skills and leaders

We firmly believe that the development of leadership skills, the skills required to make sound decisions impacting the welfare of others, and the capacity to live with and govern peers in a relatively independent setting are among the highest priorities of any meaningful effort to strengthen the Greek system. It is absolutely essential to inculcate in students the unambiguous understanding that with the responsibility of independence comes accountability. Our Task Force believes this premise is so fundamentally important that it should be formally embraced as a hallmark element of the Lehigh experience for all students. Further, we believe that the Greek system (and other mission driven groups on campus) can and should serve as the drivers and poster stars of this distinctive educational initiative.

If learning vital life skills should be a part of the Lehigh experience for every student, the process for achieving this needs to become a part of the curricular and residential life experience, including the Greek experience. Toward this end, **we recommend the development of a required credit-bearing curriculum “life skills and leadership” series to be offered to all Lehigh students in the first 2 to 4 semesters of enrollment.** Successful completion of these courses would be required for graduation. **We further recommend that completion of such a course be required prior to assuming a leadership role in a Greek chapter.** This is a significant institutional undertaking, which **would require a Director of the Curriculum Program to plan the course curriculum, recruit and train the course instructors, administer the leadership sequence, and develop appropriate measures of assessment and evaluation.** This course sequence would also require nearly 50 sections per semester. We anticipate that there may be conceptual overlap with some of the current planning of the Academic Deans and Student Affairs around the topic of Core Life Skills. That group, charged by the Provost, should incorporate this recommendation into its work and report.

2. Campus residential experience as part of the leadership development experience

As a critical component of the active learning initiative proposed above, **our Task Force unanimously endorses adopting a requirement that all Lehigh students be required to live on-campus for their first two years of enrollment** (unless a petition for exceptional circumstances is approved). Many institutions have similar or even more extended residential requirements (see [Appendix G](#)). We believe that a campus-based two-year residential experience combined with a curricular component focused on life skills and leadership that complements traditional academic courses would provide the foundation necessary to make a Lehigh education extraordinary, and to make the Greek system a distinctive part of the Lehigh experience.

Based on an analysis of current and recent data (See Appendix H), requiring all students to live on-campus for two years will likely require the addition of more campus residential facilities. For the 2002-2003 academic year, 829 second year students elected to live in campus housing (465 in residence halls and 364 in the Greek system). This means that about 200 second year students elected to live off-campus (using a 93% retention rate from year one to year two). Unless and until there is a change in Greek membership and occupancy, simple arithmetic would suggest that approximately 200 additional beds would be needed to require and then provide on-campus housing for all second year students while also ensuring that third and fourth year non-Greek students will not lose preferred campus housing.

Of course, the goal is to strengthen the Greek system and some of these beds could come from increased interest in Greek life and increased use of bed capacity in the system. Currently, the calculated capacity for the Greek system is 1,217 beds (799 in fraternity houses and 418 in sororities). The Task Force will recommend using a slightly reduced capacity of 1,094 (see Appendix I and the report section on Housing, page 28). Using Fall 2003 Greek membership occupancy data, current Greek residents would fall 129 short of full occupancy, and 20 short of a 90% target for occupancy. Even if 100% occupancy of Greek bed space were achieved through increases in second year members, as long as all second year students are required to live somewhere on-campus, there still would be a shortage of at least 70 beds.

Requiring all second year students to live on-campus preserves the option for students to consider (or reconsider) the Greek system after the initial rush process for their final two years. However, it is not realistic to imagine that 129 of the 200 second year students that are currently living off-campus are going to move back and into the Greek system. Further, the Task Force anticipates that one of the outcomes of implementing the collective set of recommendations will be an increase in the number of upperclass students (juniors and seniors) living in the Greek system. This will impact the amount of Greek housing space available to sophomores and will reinforce the need for more campus residential space. Accordingly, **the task force recommends that we begin the planning and evaluation process for adding 150-200 beds to our campus residential system.**

Adding another 250-350 beds (beyond the first cluster of 150-200) would enable the university to consider the merits of requiring second year housing to be “non-affiliated” (including non-Greek) housing. Whether this initiative (non-affiliated second year housing, and the consequential sophomore year rush) would ultimately help strengthen the Greek system was a matter of considerable debate within the Task Force. Those favoring the current option of residing within the Greek system in the second year, base their perspectives upon the presumption of a strong and educationally healthy Greek system. Those favoring a full two years of traditional campus residence rely upon the belief that such a residential commitment would enrich the sense of campus community, enhance class unity, support the proposed life skills and leadership learning program, and provide a more mature and stable pool of prospective Greek system candidates (see Appendix K for details). Given the practical reality that such a recommendation could not be implemented for several years (at the earliest), each hypothesis can be field-tested.

The Task Force understands the costs and timelines associated with these recommendations. We do, however, believe that a stronger campus-based residential experience is an essential component to strengthening student life as well as the Greek system.

3. Greek system renewal (rush and new member education)

The Task Force supports the immediate (2004-2005 academic year) adoption of a new member fraternity recruitment process that would occur early in the second semester of the first year experience, and that would be fully coordinated with the lottery system for campus housing. If and when housing can be provided for all students to live in campus residence facilities for two years, rush should be conducted in the sophomore year, unless there is clear evidence that Greek life is meeting high standards of performance, maturity, and stability and contributing to the educational mission of the university.

Delaying rush until the second semester enables a more extended transition to college life for first year students and clarity about the academic qualifications of all students interested in the Greek system. Adopting the proposed academic year Greek officer election cycle would also permit new officers to complete one term of leadership before embarking upon the renewal process that is so critical to chapter health and stability. Research suggests that some Greek systems successfully conduct rush in the spring term, as do our sororities currently. Moving rush to the spring semester would address some of the concerns expressed by both the Greek Alumni Council as well as by the Interfraternity Council. *“The GAC recommends a review of the recruitment process, including all aspects of the rush process (upperclass interaction with freshman during the fall semester, determining the ideal recruitment period, formal post-rush program, etc.)”* (GAC 2003 Issues Document, p. 5). According to the IFC, *“The major point of concern with Lehigh’s recruitment process is its duration. A large constituency cited that such a process drains too much time and money away from the chapters. Much of this time and money should be used to improve other areas of the chapter which will in turn improve the chapter’s marketability”* (IFC Internal Audit Report, p. 9). A set of proposed guidelines for implementing a Spring fraternity rush are included as [Appendix J](#), however the IFC and Panhel leadership working with the Office of Greek Affairs should craft a specific implementation plan in the Spring 2004 semester.

Research also suggests that a number of institutions (including several members of the Patriot League) have experienced positive results with the adoption of a sophomore year rush system. The merits of such a schedule at Lehigh were the subject of considerable and lively debate within the Task Force with the majority favoring such a rush system. An analysis of the issue is provided as [Appendix K](#). The adoption of a sophomore rush schedule would be consistent with the educational objectives for campus life presented in this report. However, such a system would be feasible as a means of strengthening the Greek system only if it was to be introduced in conjunction with a non-affiliated on-campus residency requirement for all first and second year students. As noted above, implementation of such a residency recommendation could not begin until an estimated 400-550 additional campus residential beds are constructed. As a result, any decision about moving to a sophomore year rush system would need to be considered in the context of the associated costs.

4. Policies and Practices Regarding Chapter Recognition

We recommend a university working group be charged by the Vice Provost for Student Affairs to define and detail the process, requirements, and implementation schedule for a comprehensive chapter recognition policy. This working group should be comprised of representatives from the Dean of Students Office, Residential Services, Residence Life, Facilities Services, as well as Alumni and Students. Their work should be completed by April 2004. The group's work should include conditions under which fraternities and sororities can gain recognition and/or housing as Lehigh chapters, and the circumstances and consequences associated with chapters that lose housing and/or recognition. Specific considerations for the development of this recognition policy are provided in [Appendix L](#).

Housing

The matter of Greek housing presents several related challenges each requiring a collective reassessment of the foundational tenets of housing for student life and Greek life, and the roles and responsibilities related to housing to be fulfilled by key constituents.

The first challenge is to bring clarity to the reality that the chapter houses for Greek organizations (except for two chapters) are owned by the university, and as the owner, the university has a basic responsibility to fulfill the duties of a “landlord.” Logically, the residents of these housing spaces also maintain responsibilities as outlined specifically in lease agreements. Alumni function in effect as “co-signers” through their house corporation structures and in that capacity also have responsibilities for certain aspects of the housing management. In applying these roles to our current Greek housing circumstances, the Task Force was able to derive some specific recommendations relative to providing, preserving, and enhancing housing assets that are a part of the Greek system.

The second challenge in the housing area relates to making the housing assets now assigned to the Greek system more market-sensitive while ensuring that the financial model that supports the system remains viable. Specifically, there are housing equity differences between the fraternity system and most of the sorority system and these differences adversely impact both internal and external perceptions of Lehigh’s commitment to a comprehensive Greek system. Additionally, most of the stock of Greek housing was not designed for anything close to the residential preference patterns of current college students. Such realities need to be addressed or the challenge of attracting students to antiquated space configurations will become even more difficult.

Finally, the role of residential life (Greek, non-Greek, special interest, traditional, etc.) on a residential campus is too often understated and undervalued as a critical source of real learning for students. Not unlike classroom learning, there may well be developmental stages of a residential life experience that require proper foundations before the benefits can be fully and effectively realized. Our Task Force has offered recommendations on this subject with full acknowledgement that we have transcended Greek life in so doing.

Following are our housing recommendations:

Residential Roles, Relationships and Responsibilities

- **The Task Force recommends that clarity about the ownership of Greek houses** be determined and shared along with the following paradigm of associated “owner” responsibilities:
 - The property owner shall be responsible for the structural and systems maintenance, including basic structural systems, HVAC systems, electrical and plumbing systems, and preventative maintenance on those elements.
 - i. A master schedule for deferred maintenance for Greek housing structures needs to be evaluated with input from chapter house corporations. Completing the commitments inherent in this

proposed “ownership” responsibility will take years and will require incremental funding from the university beyond current levels of deferred maintenance derived from rents.

- ii. A thoughtful discussion with house corporations about the balances in PLA accounts and/or other alumni funds and the most meaningful uses for those funds must be a part of this initiative.
- The property owner (Lehigh) shall provide basic accommodations for each residential room, including beds, study furniture, and clothing storage, and telecommunications access. Other residential room furniture shall be the responsibility of the individual resident. Common area furnishings shall be the collective and shared responsibility of the chapter, including alumni, but shall be reviewed and approved by the university through the office of residential services.
- **The Task Force recommends the adoption of a standard rental lease for each resident** of a campus housing unit, including the two houses that are not fully owned by the university but that lease the land on which their houses are located. Each resident shall be required to sign their lease and then to honor the terms and conditions of the lease or be subject to the penalties associated with breach of a housing contract. Among the most critical of these conditions is compliance with the “life/safety” provisions as defined in the Fall 2003 semester, and endorsed by this task force. Lease contracts should be finalized for use in the 2004-2005 year.
 - The Task Force recommends making as a condition of the “corporate lease” (the agreement between the University [as landlord] and house corporations to lease housing space), the provision that 90% occupancy by members is required in order to sustain the privilege of leasing housing space.
 - **The Task Force recommends the adoption of an efficient “administrative process” for dealing with potential lease violations.** The application of university code of conduct provisions by the Office of the Dean of Students and the University Committee on Discipline may be additionally appropriate, but our recommendation that there should be an administrative process is focused on maintaining accountability in the lease terms. The administrative process should be defined by the office that executes the lease arrangements and should be in place for the 2004-2005 academic year.

Enhancing Greek Life Housing

- Resolving the issue of “**housing equity**” must be addressed. In this context, “equity” means that the quality, location, responsibilities and expectations associated with sorority housing should be comparable to those associated with fraternity housing. The university should make a firm commitment to **identify and evaluate any possible building sites and funding options for building or significantly remodeling sorority houses. An alternative should include reevaluating and potentially reassigning campus residential facilities so as to improve the quality of sorority housing.**

- House **cleanliness** is not an option. As the “landlord” for Greek housing residences, the University should exercise responsibility for ensuring that its housing assets are being maintained at a proper level. Specifically, we recommend the following:
 - The University should partner with the GAC and the IFC/Panhellenic association of house managers to solicit, evaluate, and select bids from a **third party provider of inspection and cleaning services**. We believe that it is important to eliminate the perception that the university functions in an adversarial fashion relative to Greek issues. Working collaboratively with our students and alumni would foster a more constructive relationship between the Greek system and Lehigh.
 - The selected provider shall conduct **weekly house inspections using a standardized list of maintenance expectations and a standardized method of assessment** (that would be comparable to the maintenance expectations established for other campus residence facilities). These inspections shall be scheduled at reasonable times and shall involve the chapter house manager (or designee) and the “Greek Life Coordinator” assigned to that chapter.
 - Any aspect of the cleanliness expectations that is not met with inspection approval shall result in activation of the outside cleaning service, which shall be billed equally to the house residents identified on leases. The extent of cleaning required (and the associated billing) may be mitigated by the ongoing chapter cleanliness commitment and by the response to specific inspection results; however any failed inspection will result in some level of chapter billing.

- **House capacities should be adjusted downward** to improve the quality of living space by enabling the assignment of more single rooms. Space assignments in each Greek house should include the option of at least 8 single rooms. Ideally, these would be assigned on the basis of seniority and/or service, and/or leadership, and/or performance, but the actual allocations of residential space shall remain the prerogative of the members as long as maximum occupancy limits are not exceeded.
 - Financial models for rents in all Greek housing units should be reexamined and studied in light of capacity adjustments. Ideally, rents should be normalized to a reasonable and market competitive range to the extent possible. The choice to live in Greek housing should not be adversely impacted by the base cost structure associated with such housing.
 - Occupancy expectations (to be based on new capacity calculations) that are identified in the corporate (house corporation) lease agreements exist to reinforce the privilege of living as a group in independent university housing.
 - Chapters that do not meet the occupancy expectations defined by their leases will be subjected to the loss of group housing privileges (though they will not necessarily lose group recognition privileges).
 - **Effective in the 2005-2006 academic year, chapters will be required to meet 90% occupancy** (based upon the new capacity counts and counting only active members, not borders) **in order to preserve the privilege of leasing a chapter house. Failure to meet this requirement for 3 semesters in a row (or 4 out of 5 semesters) will result in loss of lease privilege.**

- Note: the current 65% requirement (using existing occupancy totals) remains in effect through the 2004-2005 academic year with the same 3 semester (or 4/5) rule.

Greek Housing as an Educational Privilege

- **The Task Force recommends that all second year students be required to live on-campus in the residential system, effective as soon as enough campus housing can be provided to achieve this objective.** (We also recommend adopting a petitioning process for exceptional circumstances. The Offices of the Dean of Students and Residential Services should develop this petitioning process jointly). Living in a more independent yet campus based setting is both a privilege and an extraordinary educational opportunity. Our task force has concluded that the sense of privilege associated with Greek affiliation has been obscured if not lost. In a similar way, many students demonstrate a fundamental lack of preparation for the decision making and leadership associated with living independent of residential supervision. While the notion of “learning by doing” has merit, the application of that principle for students today has helped to sustain a campus culture that is less socially diversified, occasionally irresponsible, and increasingly calloused about the responsibility to and for individuals, property, and community, especially in the Greek community.
- **The Task Force recommends that junior and senior members of Greek chapters be encouraged and generally expected to live in the house** unless the chapter is at required capacity and/or a petition to live off-campus or in alternate campus housing is collectively approved by the Office of Fraternity and Sorority Affairs and the Alumni House Corporation for that chapter. The privilege of membership and of independent group living on the campus should carry responsibilities for sustaining continuity and stability within the chapter. Making the commitment to live in the chapter house should be a fundamental expectation of membership, with exceptions handled as such.
- The processes of gaining **recognition** as a Greek chapter, **re-colonizing** as a chapter after a period of suspension, and the process of **retaining or regaining** the privilege of leasing a specific **housing facility** after or during a period of renewal, **all must be re-examined and re-defined**. Considerations in the development of such a policy were referenced in the report section on “Governance” (page 25) and are provided as **Appendix L**.

Social Life

It seems fairly self-evident, though remarkably unstated, that one of the most compelling reasons for students to elect Greek residential experiences is the social life that is provided. Social life has been operationally defined within our Task Force to include two dimensions: the general social interaction of young people including a wide array of activity based opportunities; and the traditional “party life” of “the hill” where Greek organizations function as party “hosts” for invited guests. The social life of our Greek organizations is not exclusively or even predominantly focused on this latter form of the definition, however, the “party life” at Lehigh has become very much associated with Greek life (for better and/or for worse) and this “party life” includes use and often abuse of alcohol and/or other drugs. As a task force, we believe that a change in the campus-wide social atmosphere would be healthy but do not feel that such a change can be mandated beyond the expectations and consequences for breach of conduct that are already in place. We feel that the other changes to the Greek system that we are advocating (residential, Greek review, rush, etc.) will all have a positive impact on the social atmosphere associated with Greek life. We do have some recommendations that we believe may assist with that change:

- **The Task Force strongly advocates the establishment of a kind of “24-hour diner” on the campus**, to serve for students as a “late night” social option alternative to “the hill.” This commitment would benefit campus life generally, in addition to relieving some of the de facto late night social hosting burden assumed by the Greek system. This facility should provide an atmosphere conducive to socializing and affordable late night food options. Students should be integrally involved in the planning of the physical facility, hours of operation, and menu prices and options. The university may need to subsidize this operation so that the prices are affordable to students.
- The Task Force believes there needs to be a continued effort and financial support for **entertainment events on campus** that appeal to students. The work of the student activities office and the students involved in this area (especially the “UP” staff) is probably under-valued, and might be enhanced by more focus. The suggestion that surfaced in a number of conversations was to reduce the number of events in favor of a few bigger name acts, perhaps co-sponsored by Greek organizations.
- The Task Force endorses the concept of establishing a “rewards system” associated with sponsorship of non-alcohol focused social events. (Note: this does not mean that such events need to be “dry” but instead that alcohol is not the primary focus of the event. Ex. trips to ballgames, sponsorship of comedy acts, etc.).
- The Task Force believes that the ultimate goal for social life among Greek chapters should be for mature, self-monitored social life within the rules and expectations that already exist. We suggest that a component of the “rewards” associated with achieving status as a “Chapter of Distinction” (in the new Greek accreditation process) should be the privilege of self-monitoring social events in the chapter house (following the completion of a university provided “event and host management” educational program).

Communications and Information Systems

In his July 30, 2003 letter to the University, available at <http://www3.lehigh.edu/greeklife/boardletter.asp>, Board Chairman Jim Tanenbaum articulated the Board position, “that there is a need for clearer and more consistent communication about the state of the system and of individual chapters. Too many of our alumni are unaware or misinformed about the state of Greek life today.” Communicating information about the state of Greek Life at Lehigh in a consistent and timely manner is a challenge. The University needs to find an appropriate balance of content, communication vehicles and frequency of communication that can address the questions and concerns of all members of the Lehigh community including students, alumni, Trustees, faculty, staff, and parents.

The sub-committee spent a great deal of time exploring these issues, and came to the conclusion that a successful communications plan must include both “push” and “pull” strategies. In essence, some information will need to be pushed out to various audiences due to its importance or time sensitivity. Other information including reports, newsletters, University policies and archival records would be accessible on the Office of Fraternity and Sorority Affairs (OFSA) website and “pull” the key constituents to that site.

Past communications (and/or lack thereof) have contributed to the erosion of trust among some key constituent groups, most notably between the administration and Greek students and alumni. Although these recommendations will touch on other audience groups such as national chapters, parents, prospective students and their parents, the main emphasis will be on communication with students, alumni and the administration.

These recommendations made by the Greek Task Force Communications Sub-Committee will help efforts to strengthen Lehigh’s Greek community by:

- Improving communications to necessary audiences in a targeted manner;
- Articulating goals, actions and results that are audience specific and timely;
- Engaging others in the work of the Greek Task Force and its charge
- Rebuilding trust between the University and all its Greek related constituents.

We therefore recommend the following to be completed by the end of **February 2004**:

- **Enhance existing Fraternity and Sorority Affairs web site to become definitive “Greek Life at Lehigh” site (Stage 1 – Navigation)**
 - (a) The Greek Life Website should be the central gathering point for all information and be the primary communications vehicle to deliver information to all audiences. Ultimately, the site should encompass all information currently residing on the Fraternity and Sorority Affairs and the “Strengthening Greek Life” Web sites and provide working links to Interfraternity Council (IFC), Panhellenic (Panhel), individual Greek House or national websites, and any Greek alumni sites.
 - (b) The Greek Life Website should be prominently linked from the Student Life section of the main Lehigh Website (included in the drop down and left hand navigation), and part of a rotating series of student life banners on that page. Intuitive navigation to locate the site is imperative and should be two clicks from the main Lehigh page.

(c) The Greek Life Website should also be prominently linked from the Lehigh University's Alumni Association's (LUAA) Website.

(d) The site should have meta-tags (key words such as Greek life, fraternities, sororities etc.) in place that redirects a person to the Fraternity and Sorority landing page and to facilitate enhanced search capabilities.

(e) The Assistant Dean for Fraternity and Sorority Affairs should contact University Relations - Internet Services Group to develop an approach for navigational changes before February 15, 2004.

- **Create an on-campus Greek student newsletter**

(a) The purpose of the Greek Student Newsletter is to facilitate communications between Greek members and provide a positive means of communication to the broader Lehigh community interested in Greek life.

(b) The newsletter will focus on the positive aspects of Greek Life and will inform both Greek, and non-Greek students of upcoming Sorority/Fraternity events, highlight certain chapters for their positive contributions, and provide students with a chance to hear from Greek alumni leadership and faculty/administration through a regular question and answer column, along with feature articles, when appropriate.

(c) Student editor will work with OFSA, and the VP's of Communications for Panhel and IFC to determine content guidelines; editorial ownership will fall under the VP's of Communications for Panhel and IFC.

(d) The newsletter is to be written and managed entirely by Greek students. The student newsletter will continue as long as there is student interest and ownership.

(e) Short term funding to come from Residential Services. Long term funding must be determined.

(f) The newsletter will be published 2 times a semester.

- **Enhance existing Chapter "Bulletin Board" communications vehicle**

(a) Since chapter bulletin boards house most important chapter information, the university should deliver critical communication to chapters in a format for easy posting at these locations, as was done with Life Safety Standards. Responsibility for posting this information falls to each chapter's Communications Officer.

(b) The Bulletin Board should be a priority area to display any important communications/notifications from the Greek Task Force, Greek Alumni Council (GAC), IFC, Panhel, OFSA, etc.

(c) Significant communications (i.e. Life Safety Standards, policy changes etc.) should be mounted permanently in each house.

We therefore recommend the following to be completed by the end of **February 2004 (pending Board of Trustees approval)**:

- **Require each chapter, IFC, Panhel, GAC and Alumni House Corporation to appoint an executive communications position**

(a) A standard position description will be written by IFC and Panhel presidents, with support from Fraternity and Sorority Affairs. (Note: Typically this role defaults to the house president.) Having a defined role with a specific job description that deals with all

communications issues is essential to ongoing success of the system and individual chapters. The communications officer will be a conduit to ensure that the university, chapter members, alumni, etc., are getting and/or receiving information that is relevant to the chapter.

(b) A mandatory training program will be created and implemented prior to September 1, 2004 by the Office of Fraternity and Sorority Affairs for communications officers to learn/reinforce basic skills necessary to do their job effectively. Faculty and staff from various departments (Office of Fraternity and Sorority Affairs, University Relations, Journalism Department, Marketing Department, and any other appropriate academic departments) will be actively recruited to lead the trainings.

(c) The training program has the potential to become a mentoring program involving administrative staff, faculty and academic departments.

We therefore recommend the following to be completed by the end of **April 2004 (pending Board of Trustees approval)**:

- **Create communications policy and procedure to assure that key constituents groups are notified in a timely manner when a Chapter is under performing or not meeting standards.**

(a) An ad-hoc committee should work with the Greek Accreditation Committee to come up with an annual plan that would announce the Greek Accreditation results of each house, regardless of the outcomes.

(b) The ad-hoc committee should develop (independently from but cross-referencing the Greek Accreditation Committee) a recommendation on the notification process in emergency situations, including roles, criteria for notification, etc. to ensure information gets to ALL students, parents, alumni, and nationals when a house is under performing or not meeting standards (outside of the Annual Review). This group should also clarify internal communications channels between students, OFSA, Residential Services, Alumni Association, University Administration and other interested parties (Alumni Advisors, Faculty Advisors, parents etc.)

(c) The ad-hoc committee should include one member from the following groups: IFC, Panhel, Fraternity and Sorority Affairs, LUAA, and GAC. Members may want to consider Life Safety Standards notification process as a model.

(d) The ad-hoc committee will be formed by the end of February 2004 and will be co-chaired by Michael Carey (OFSA) and Chris Marshall (LUAA).

We therefore recommend the following to be completed by the end of **May 2004**:

- **Enhance communication efforts from university to Greek alumni**

(a) To tap into alumni perspective, the university should proactively solicit alumni feedback on important issues through letter/e-mail BEFORE decisions have been made, when possible and appropriate. It is believed that alumni response rate will increase with more targeted and meaningful topics, which would provide the Lehigh community with important insight.

(b) Regular information on the status of Greek life at Lehigh should be made available to Greek alumni through both push vehicles (*Lehigh Alumni Connection* e-newsletter, annual report, letters/email on specific issues, etc.) and pull vehicles (regularly updated Web information) in conjunction with Student Affairs and University Leadership.

(c) Recognizing that the GAC is a major resource for the university, they should be partnered with, when appropriate, to help disseminate important information to Greek Alumni.

(d) Alumni discussions should be organized on and off campus to update interested groups on major topics/issues as they arise as determined by LUAA and OFSA (jointly).

- **The communication process on important Greek issues should be targeted and standardized whenever possible.**

(a) It is recommended that important communications come under the signature of all constituent groups as endorsed by all represented parties (student leadership, alumni leadership, and university administration), illustrating a partnership and unified effort to help rebuild trust among groups.

(b) There will be times that Greek student leaders (either IFC/Panhel or individual chapters) will need to communicate with one or all of its key constituencies on matters relating to Greek life at Lehigh. It is recommended that the individual responsible for the notification also include the Office of Fraternity and Sorority Affairs (and the GAC, when appropriate) in its distribution. It is understood that this notification is a courtesy and the university will not dictate content.

(c) There will be times that Greek alumni (GAC or individual chapters) will need to communicate with one or all of its key constituencies on matters relating to Greek life at Lehigh. It is recommended that the individual responsible for the notification also include the Office of Fraternity and Sorority Affairs, IFC, Panhel, and other administrative offices at Lehigh (when appropriate) in its distribution. It is understood that this notification is a courtesy and the university will not dictate content.

(d) There will be times that the administration will need to communicate with one or all of its key constituencies on matters relating to Greek life at Lehigh. It is recommended that advance notification be sent to the Panhel president, IFC president, GAC representative, Alumni House Corporation presidents and nationals, as appropriate.

(e) Alumni groups must request mailing address lists of Greek alumni through the Alumni Association as it maintains the most up to date mailing list on campus. It is encouraged that other university groups share their mailing lists with LUAA so that their list can stay the most current and accurate. In turn, LUAA will also share their list so that other groups may have the benefit of the most current mailing lists on campus.

(f) Active chapter members must request mailing address lists of Greek students and/or Greek alumni through the OFSA. The OFSA will then work with LUAA or other university offices to obtain the most current mailing lists.

(g) Communication officers will work with Michael Carey to create guidelines to establish what is appropriate and inappropriate content (i.e. profanity, vulgarities, etc.)

(h) Certain members of the administration and/or their title carry more weight and are more meaningful than others for both alumni and students. "Signatories" should be chosen based on the topic of the communications. When communicating with any audience (students, alumni, etc) consideration should be given as to the author of the document so that the audience receives the communication with the greatest potential for acceptance.

- **Create a syndicated “Greek Speak” column**
 - (a) The Greek Alumni Council will author a syndicated column that would be available for chapters to include in existing newsletters or as a regular feature on chapter web sites. Same content should be included as regular feature in *Lehigh Alumni Connection* e-newsletter. Column content should include positive Greek messages, ideas for chapter improvement, suggestions for alumni involvement, general updates on national trends, GAC position on Greek issues at Lehigh, etc.
 - (b) This column will be written once a semester.

We therefore recommend the following to be completed by the end of **September 2004 (or as resources become available)**:

- **Create a Greek Annual Report that would serve as a document of record for the Greek System**
 - (a) The Greek Life Annual Report should be a document of record for the state of the Greek system that summarizes recent Greek accomplishments (i.e. community service involvement, leadership, and alumni participation), relevant system and all house-specific data, and areas that need improvement. The Annual Report should be completed and made public during the month of August each year beginning in August of 2004.
 - (b) The Annual Report would be produced by a committee with members including representatives from the Office of Fraternity and Sorority Affairs, individual Chapter Communications Officers, IFC, Panhel and the Greek Alumni Council (GAC) to ensure buy in and input from a cross section of the community. The effort will be coordinated through the Office of Fraternity and Sorority Affairs, with lead counsel provided by the Office of Institutional Research.
 - (c) The IFC and Panhel should preview Annual Report data/results before it is made public.
 - (d) It is in the best interest of the University and the Greek system that information disseminated to the Lehigh community includes all relevant statistics on Greek life at Lehigh. Data should include both aggregate Greek system and house-specific data with appropriate University and historical benchmarks. These data points include but are not limited to Greek review statistics, GPAs, rush/pledging statistics, occupancy statistics, community service, graduation/retention data, and surveys about Greek life.
 - (e) It is also in the best interest of the University and the Greek system that all the information contained in the Annual Report be accurate and represents a true picture of Greek Life at Lehigh. The individual Greek chapters, IFC, Panhel, and the University including senior staff within Student Affairs, Finance and Administration, Alumni Association, the Registrar’s Office, and Institutional Research share responsibility for the accuracy of this information. Other University offices have stewardship responsibility as data within their offices are integrated into decision-making, competitive positioning, and delivery of services for the Greek system. It is the responsibility of these offices to maintain accurate data about Greek Life that can help inform University decision-making and form the basis for clear and consistent communication to the University community
 - (f) While communicating data is integral to strengthening Greek Life, the sub-committee recognizes the need for careful consideration and vetting of all data prior to dissemination to the entire University community. Certain data – i.e., GPAs, graduation and retention rates,

and graduation honors -- are "owned" by the University. As such, the University has the responsibility to review all data and disseminate it in a manner, which best suits, the needs of the institution.

(g) The annual report should be delivered to its various audiences according to audience preference.

- Students: A hard copy and a PDF sent via e-mail
- Alumni: The first annual report should be in hard copy form and sent to alumni via US Mail. It should also be sent via e-mail with a link to the PDF version and to the web site that houses all-important Greek documents. Alumni will be given the opportunity to sign up for future "hard copy only" communications by notifying LUAA.
- As part of the new monthly *Lehigh Alumni Connection* e-newsletter sent to Lehigh alums with email addresses currently on file, include teaser copy and link to Annual Report on Greek Life at Lehigh and other relevant Greek information on the enhanced Greek Life web site.

(h) Project dependent on available resources (people, time, money). Resources must be identified before project can move forward.

• **Create a Greek Life marketing piece to help market the benefits of Greek Life.**

(a) Lehigh's Greek system needs a sales document to set the tone of how it wants its Greek system to be viewed and advertised. Just as Lehigh prepares a strong admissions brochure, Lehigh must sell the Greek system with an equally impressive marketing piece. This multi-year marketing piece would include more timeless information about Greek life and tell the positive facts about Greek Life (rush process, stance on hazing, list of fraternities and sororities, etc.). Academic, personal and chapter achievement would be stressed in this publication.

(b) The piece could be shared with all audiences, especially incoming freshman considering Greek life, and prospects and their parents during the recruitment cycle. A Student Affairs representative should meet with Admissions prior to the Spring 2004 semester to determine whether there is an interest and/or need for this type of piece in the admissions recruitment portfolio. If so, an overrun of the piece should be provided to its counselors, with a one page sheet of annual stats that can be inserted, to help paint the true picture of Greek life at Lehigh.

- Prospective students, their parents, incoming freshmen and their parents hear Greek and have pre-conceived, adverse notions based upon recent television and film product ("PCU" - 1994, "VanWilder" - 2002, "Old School" - 2003, and MTV's series "Fraternity Life" - 2003).
- Lehigh needs to dispel the negative image of Greek living from these shows. This marketing piece would set the record of Greek living straight and sell the positive version of beneficial Lehigh Greek living.

(c) The Greek Life marketing piece would be produced by a cross functional committee with members including representatives from the Office of Fraternity and Sorority Affairs, IFC, Panhel and the Greek Alumni Council (GAC) to ensure buy in and input from a cross section of the university. The effort will be coordinated through the Office of Fraternity and

Sorority Affairs, and managed by either new communications/technology staff member or outsourced to a consultant.

(d) Project dependent on available resources (people, time, money). Resources must be identified before project can move forward.

- **Enhance existing Fraternity and Sorority Affairs (FSA) Web site to become definitive “Greek Life at Lehigh” site (Stage 2 – Plan Development, Content Creation, Implementation and Maintenance)**

(a) The Greek Life Website would be the central gathering point for all information and be the primary communications vehicle to deliver information to all audiences. The website would encompass all information currently residing on OFSA site, “Strengthening Greek Life” Website and other key Greek information.

(b) Site would feature current and updated links to chapter sites, which would be prominent on the main Greek page. Chapter websites that are outdated will be deactivated until content is updated.

(c) Explore use of the Lehigh Portal for future communication needs with primary audience being students.

(d) Develop plan that defines site goals, strategy, architecture, content, posting policies, links, etc. by September 2004. Plan also should address providing ongoing technical support and counsel for chapters creating web sites. The planning and implementation of effort will be coordinated through Office of Fraternity and Sorority Affairs, and managed by either new communications/technology staff member or outsourced to a consultant. If outsourced, ongoing site maintenance must be addressed in plan.

(e) Chapter Communication Officers will work with OFSA to create content guidelines that will clearly define what is appropriate and inappropriate content (i.e. photos of alcohol related activity, profanity, etc.).

- **Assignment of a new Greek Life Coordinator to serve dual role as the OFSA Communications Coordinator**

(a) Responsibilities would include: maintaining the Greek Life web site, coordinating the creation of the Annual Report of Greek Life at Lehigh (working with Steve Devlin in the Office of Institutional Research), and coordinating the creation of the Greek Life marketing piece (working with University Relations or outside consultant).

(b) Responsibilities would also include: serving as the point of contact for all major communications for all other Greek Area Coordinators, individual chapter communication officers, alumni, IFC, Panhel, and the GAC.

(c) Responsibilities would also include: serving as the point of contact for all major communications with other on-campus departments (LUAA, FMA, Residential Services, etc.).

Greek Accreditation

Greek review was created in 1996 as a means to objectively evaluate chapters. While the intent and original goal of Greek review was to promote excellence and identify chapters that are struggling, it has “devolved” into a process where chapter leaders scramble to get signatures and the proper paperwork submitted. According to the IFC, *“Many presidents feel that it is either all or none with RER. The system is entirely too subjective and in many cases points are simply rewarded for turning paperwork (sometimes falsified or forged) in on time. This proves that the validity of RER for ranking the fraternities is minimal to non-existent”* (IFC Internal Audit Report, p. 11). The Greek Alumni Council agrees and offers that an effective measurement tool *“provides data to all partners interested in the chapter’s health and encourages and supports excellence not mediocrity. We therefore recommend that the current system be replaced by one that encourages chapters to strive for success and be rewarded based on high achievement.”* (Greek Alumni Council 2003 Issues Document, p. 4). If we are truly going to have a strong Greek system at Lehigh, we need to have “aspirational” values based standards as well as a recognition and rewards system for chapters that are successful. Such a values based system would also complement inter/national organization standards.

Preliminary recommendations:

- (1) Implement the new Greek Accreditation process effective for the 2004-2005 academic year.
- (2) The Spring 2004 semester should be dedicated to educating students, alumni and national organizations about the new process and to the selection and training of the Greek Accreditation Panel. As part of the educational effort in the spring term, the task force recommends implementing a pilot accreditation program involving 4-6 chapters.
- (3) The Greek Accreditation process should provide opportunities for discussion and direct feedback between the Greek Accreditation Committee and the Greek Life Coordinator assigned to the chapter, the chapter’s active leadership, and the alumni leadership. This will help chapters in determining areas of strong performance as well as those in need of attention.
- (4) The Greek Accreditation process should provide some flexibility for chapters that are particularly strong in some areas and average or poor in others. The current system is an “all or nothing” system where credit is either earned or not earned.
- (5) The Greek Accreditation process should be structured to engage alumni, students, and Greek Life Coordinators as partners. It should not simply be a review of who has turned in paperwork. Chapters will have to present their efforts to an accreditation panel made up of staff, students, and alumni.
- (6) The Greek Accreditation process should not be the responsibility of one person in the chapter. Traditionally, it has been the chapter president or a Greek review chairperson that completes the Greek review forms. This new process expects a chapter’s executive board to do the jobs that they were elected to do and expects the chapter to strive for excellence in all areas.

- (7) Although the ideal is that chapters will aspire to excellence because they desire to be the best chapter they can be, we also believe that we need to offer attractive rewards for chapters that excel and consequences for those that do not.
- (8) In order for such a Greek Accreditation process be effective as a learning experience and as a part of chapter enrichment, staffing increases (the previously recommended Greek Life Coordinators) are essential.
- (9) Early in the second semester, (beginning in January of 2005) the Greek Life Coordinators should conduct an informal mid-year review with each of their chapters. The purpose of these reviews is to provide constructive feedback and to ensure that any measures necessary to elevate chapter performance can be implemented before the formal accreditation review.

Process of Evaluation

The Greek Accreditation Sub-Committee, working with the Task Force and consisting of students, staff and alumni, has identified five areas of focus for all chapters:

- (1) Scholarship
- (2) Leadership
- (3) Citizenship
- (4) Partnership
- (5) Stewardship (including chapter administration)

In each area, there are “metrics” that will be reviewed by a Greek Accreditation Panel in evaluating a chapter. Some of the areas have metrics that are very objective (GPA, evidence of required chapter submissions, etc.), whereas other metrics are more subjective (presentations on the chapter scholarship program or new member education program, etc.). Generally speaking, the panel will be looking for chapters to provide evidence of their commitment to excel, their commitment to valuing diversity in the broadest sense (diversity in programming, member experiences, activities, and membership), their commitment to support the vision for Greek life at Lehigh, and their commitment to live their creed and national values.

At the end of each academic year, chapter undergraduate leaders and chapter alumni leadership would present to a Greek Accreditation Panel comprised of students, alumni, and staff, a portfolio and oral report. This presentation and written report shall then be evaluated by the panel and rated in each of the five areas of focus. In addition, an overall rating will be assigned to provide a picture of how well each chapter is performing. Non-residential chapters will also be “accredited,” though specific elements of the evaluation system may need to be adjusted. The Greek Accreditation Panel would then submit their accreditation results and ratings as recommendations to the Vice-Provost for Student Affairs for his/her approval on behalf of the university.

Chapters that merit special recognition and/or reward will be so honored, and chapters that have failed to meet the expectations of Greek achievement or recognition will be addressed as appropriate. All Greek Accreditation results will be made publicly available, and will be distributed to chapter alumni.

Composition of the Greek Accreditation (Greek Standards) Panel

Given the amount of time that needs to be dedicated to the accreditation process and in order to most effectively evaluate fraternities and sororities, it is our recommendation to establish two accreditation teams. The common panel members between these two teams would be the Lehigh University staff members who will help to keep the process and evaluation consistent. Additionally, faculty members have not been recommended to accreditation teams due to the time commitment and the fact that the accreditation process will occur around the last week of classes and final exams.

Sorority Accreditation Team

- 1 sorority alumna (from a pool of 3 appointed by the GAC))
- 1 representative of Lehigh's sorority system (from a pool of 3 juniors and/or seniors appointed by the Panhellenic Council)
- Assistant Dean of Students for Fraternity and Sorority Affairs
- 2 staff members appointed by the Dean of Students

Fraternity Accreditation Team

- 1 fraternity alumnus (from a pool of 3 appointed by the GAC))
- 1 representative of Lehigh's fraternity system (from a pool of 3 junior and/or seniors appointed by the IFC).
- Assistant Dean of Students for Fraternity and Sorority Affairs
- 2 staff members appointed by the Dean of Students

Using this system, the accreditation committee would need 3 fraternity alumni volunteers, 3 sorority alumni volunteers, 3 fraternity undergraduates and 3 sorority undergraduates. The proposed team composition and committee structure would require each member to be on campus evaluating chapters for approximately 1 day, (panel member's time commitments may extend beyond this requirement, should their schedules permit.)

Areas of Consideration

Scholarship

The Greek Accreditation Committee will review and consider:

- the chapter's grade point average (fall semester grades will be available; spring semester grades will need to be incorporate when those grades are received after the accreditation process)
- the chapter's new member grade point average (fall semester grades will be available; spring semester grades will need to be incorporated when those grades are received after the accreditation process)
- whether a chapter's GPA has risen of fallen significantly average (fall semester grades will be available; spring semester grades will need to be incorporated when those grades are received after the accreditation process)
- the number of chapter members on the Dean's list (fall semester grades will be available; spring semester grades will need to be incorporated when those grades are received after the accreditation process)

- if chapter has an active and functioning scholarship chair; the presence of a scholarship plan/program to help members improve their academic performance
- the chapter's evidence of a commitment to promoting an atmosphere of intellectual curiosity and scholarship

Leadership

The Greek Accreditation Committee will review and consider:

- the existence of an approved new member education program
- IFC or Panhel's assessment regarding a chapters' involvement in meetings, activities and the organization
- if a member of a chapter is in an IFC or Panhel executive board position
- if members are serving in formal campus leadership positions (Gryphon, team captain, Student Senate, etc.)
- if the chapter has completed a leadership development program in conjunction with the University's Office of Student Leadership Development or a leadership training program approved by national chapters or by the Lehigh staff
- involvement of members in Order of Omega (Greek honor society)

Citizenship

The Greek Accreditation Committee will review and consider:

- a chapter's conduct record – consideration will be based on the severity and frequency of conduct issues (trends, efforts to adhere to the code of conduct)
- if a chapter has a functioning standards boards
- if chapter members participating in other on campus activities (clubs, organizations, etc.)
- evidence of the majority of chapter members' involvement in the day to day running of the chapter and house (above and beyond the officers)
- community service efforts (service as a chapter receives more consideration than individuals completing service)
- philanthropy

Partnership

The Greek Accreditation Committee will review and consider:

- if there is active oversight and regular engagement with numerous alumni
- if a chapter has an active and functioning Alumni House Corporation
- if a chapter has an alumni representative to the Greek Alumni Council
- if there is active engagement with faculty and staff members through intellectually focused activities (lecture, discussion on university/system issues, study skills, etc.)
- if chapter members are involved on University committees
- a chapter's involvement with other chapters (i.e. training, educational programming, joint service projects, etc.)

Stewardship

The Greek Accreditation Committee will review and consider:

- house stewardship as measured by results from chapter inspections, damage summaries, cleanliness, life safety compliance, occupancy relative to capacity, etc.
- if chapters have submitted required information to the University by established deadlines (i.e. membership, new members, housing, alumni, etc.)
- budget – is the chapter managed well financially, are they within established budget projections and guidelines
- if the chapter is an active participant in the Intramural Sports program
- if the chapter is an active participant in Greek Week

Accreditation levels for chapters

Chapter of Distinction (Gold Chapter)	Highest level of achievement, chapter receives highest level of reward and recognition (chapters who are gold chapters for 2 or more consecutive years will be highlighted and will receive additional recognition to be determined later.)
Chapter of Merit (Silver Chapter)	High level of achievement, chapter receives some reward and recognition
Chapter in Good Standing (Bronze chapter)	Average level of achievement, reward is that the chapter continues to function with full rights and privileges associated with University recognition (right to use University space, register events, remain in housing)
Poor Chapter	Chapter is below average and is not meeting minimum expectations. Chapter must meet in its entirety with their assigned Greek Life Coordinator and Alumni President monthly to work towards improvement. A chapter that receives rating of “Poor Chapter” for two consecutive academic years loses recognition and the right to housing.
Unacceptable Chapter	Chapter is functioning in a completely unacceptable manner and is not benefiting the Greek system or university in any way. The chapter loses recognition and the right to housing immediately following a Provost review of the decision by the Vice Provost.

Possible Rewards and Recognition for Gold and Silver chapters

Chapters may choose a top reward from a selected list and will automatically receive other rewards through the Office of Fraternity and Sorority Affairs. (Note: This is a draft and specific items still need to be approved by appropriate offices).

Chapter of Distinction (Gold Chapter)

Gold chapters choose to receive one of the following:

- \$1500
- chapters may host their own social events with alcohol, no Lehigh University event staff needed but the chapter will have to complete a university provided event management program
- alumni reception
- 50 tickets to the Lehigh/Lafayette football game
- dinner at the presidents house for each chapter individually

Gold chapters receive all of the following:

- chapters will be introduced during half time of the family weekend football game
- a plaque of with the names and year of all gold chapters will be placed in an appropriate visible campus location and include designations for those chapters that repeat
- first choice for tailgate spots for the entire football season
- articles/letters in the Brown and White
- flags of gold chapters flown in or outside of the office of fraternity and sorority affairs
- recognition at Greek Week
- mention in the Alumni Bulletin
- mention on website
- mention in the Greek Annual Report
- mention in the Greek Life marketing brochure
- mailings to all of the chapter alums/(inter)nationals
- recognition at the Greek Awards Ceremony

Chapter of Merit (Silver chapter)

Silver chapters choose to receive one of the following:

- \$500
- subsidized event staff for the academic year (pay for half)
- 25 tickets to the Lehigh/Lafayette football game

Silver chapters receive all of the following:

- second choice for tailgate spots for the football season
- mention on the website
- articles/letters in the Brown and White
- recognition at the Greek Awards Ceremony
- mailings to alumni corps/(inter)nationals

Additional rewards and recognition

In addition to recognizing the gold and silver chapters, the new accreditation process also provides us with the opportunity to highlight chapters that are excelling in each of the individual areas being reviewed/considered. At the Greek Awards Banquet we will also recognize gold chapters in each of the following individual areas: scholarship, leadership, citizenship, partnership, and stewardship. Therefore even if a chapter is not an overall gold or silver chapter, we can still recognize them for excelling in other areas.

Guidelines for the Greek Accreditation Process

The following are **guidelines** for chapters to follow in order to be successful in the Greek Accreditation process. It is not enough to just meet the guidelines below. As a framework in their review of a chapter's materials and presentation, the accreditation committee will be looking for chapters to provide them with evidence of their commitment to excel, their commitment to support the vision for Greek life, their commitment to live their creed and national values, and their commitment to value diversity in its broadest sense (diversity in membership, thought, programs, experiences, etc.).

Areas of Consideration

Scholarship

A Chapter of Distinction (Gold Chapter) should:

- have a chapter GPA higher than the all university GPA.
- have at least half of its membership on the Dean's List.
- have an active scholarship chair and a detailed plan to supervise a program designed to assist members of all class years in improving in their academic performance.

Leadership

A Chapter of Distinction (Gold Chapter) should:

- have a university, alumni and (inter)nationally approved new member education program.
- receive a positive recommendation from IFC or Panhel regarding involvement in IFC or Panhel meetings and activities.
- have at least one member of their chapter serving on the IFC or Panhel executive boards.
- have chapter members in campus formal leadership positions (Gryphon, team captain, Student Senator, ASA, etc.).
- have completed a leadership development program in conjunction with the University's Office of Student Leadership Development.
- have chapter members involved in the Order of Omega (Greek honor society).

Citizenship

A Chapter of Distinction (Gold Chapter) should:

- have no violations of the Lehigh University Code of Conduct in the current academic year.

- have a trained, functioning internal standards board.
- have all chapter members participating in other on campus activities (clubs, organizations, and athletics).
- have all chapter members involved in the day to day running of the chapter and house (above and beyond the officers).
- participate as a chapter in at least three community service events per year.
- participate as a chapter in a philanthropic event at least twice a year (donating funds or items to or in coordination with a charitable organization)

Partnership

A Chapter of Distinction (Gold Chapter) should:

- have active oversight and regular engagement with numerous alumni. Alumni should meet with chapters at least three times per semester.
- have an active and functioning Alumni House Corporation.
- have an alumni representative participating as a member of the Greek Alumni Council.
- have an active engagement with faculty and staff members through an educationally oriented activity (lecture, discussion on university/system issues, study skills etc.) These activities should occur eight times a year, approximately one per month when classes are in session.
- have a chapter member(s) involved in University Committees (Greek Task Force, Life Safety Committee, Hazing Committee, University Committee on Discipline, etc.)
- have involvement with other chapters beyond social (joint training, educational programming, service projects, etc.) on at least two occasions per academic year.

Stewardship

A Chapter of Distinction (Gold Chapter) should:

- have no life safety violations as a result of university inspections.
- Meet forthcoming recommendations from Task Force Subgroup on Housing regarding inspections, damage, cleanliness issues, life safety issues, capacity/occupancy, etc.
- submit all required information to the university by the established deadlines (membership lists, new member lists, housing lists, alumni lists, etc.).
- be fiscally sound (have a balanced budget at the end of the academic year, not have any outstanding bills, etc).

Other Considerations

This review process will be time intensive for the Greek Accreditation Committee for approximately one week at the end of every academic year. In order to alleviate some of the time demands, we will have pools of students and alumni to draw from.

The additional Greek Life Coordinators will help chapters focus on being effective and productive in the areas identified by the accreditation process. This staff member would also participate in the accreditation process as an advisor, advocate, and resource person.

The Greek Accreditation Panel should be identified and selected in the Spring 2004 semester so that they can be trained and would participate in pilot reviews at the end of the spring term.

Ongoing System-wide Assessment

In addition to the attention focused on individual chapters through the Greek Accreditation process, we must also be mindful of the state of the overall Greek system. Some kind of formal and periodic assessment is important to measure progress towards realizing the vision for Greek Life as well as to identify emerging needs and opportunities for strengthening Lehigh's Greek system.

To ensure breadth of perspective and involvement, a committee comprised of students, alumni and university staff should develop and conduct the assessment. Such a group should be charged by and report back to the Vice Provost for Student Affairs. The following representatives are proposed:

- President of the Interfraternity Council
- President of the Panhellenic Council
- President of the Greek Alumni Council
- One member of the Greek Alumni Council appointed by the president
- Associate Dean of Students for Residence Life
- Assistant Dean of Students for Fraternity and Sorority Affairs
- Director of Residential Services
- Director of Facilities Services

In developing the system-wide assessment process, the committee should be charged to take into consideration a wide range of relevant data and indicators including, but certainly not limited to:

- Accreditation scores
- Awards and accomplishments
- Annual reports of Greek Life Coordinators
- Academic performance
- Behavioral measures
- Occupancy rates
- Rush statistics
- Financial status
- Damage statistics
- House safety measures
- House cleanliness measures
- Service to the campus and community
- Philanthropy

It is recommended that the committee meet during the 2004-05 academic year to establish a specific methodology for the assessment and begin to assemble baseline data.

Contact List (This page has been added for the web version of this report only)

To make a comment on any section of this report, please email the appropriate contact:

Vision	<u>Greeklifevision@lehigh.edu</u>
Governance	<u>Greeklifegovernance@lehigh.edu</u>
Housing	<u>Greeklifehousing@lehigh.edu</u>
Social Life	<u>Greeklifesociallife@lehigh.edu</u>
Communications	<u>Greeklifecommunications@lehigh.edu</u>
Accreditation	<u>Greeklifeaccreditation@lehigh.edu</u>

** Due to the volume of e-mail we receive, it will not be possible to personally respond to your correspondence. However, the most frequently asked questions and answers will be posted to the Strengthening Greek Life website on a regular basis. Thank you for your thoughts and insights.

Appendix A

Charge to the Task Force on Strengthening Greek Life

To: Joseph Sterrett '76, Delta Tau Delta, Executive Director of Athletics (chairperson)
Sharon Basso, Dean of Students
Kathy Duggan-Trimble, '87, Kappa Alpha Theta, Vice President Greek Alumni Council
Mark Erickson, '91G, Vice President for Administrative and Government Affairs
Larry Hunter, '83, Alpha Sigma Phi, President, Greek Alumni Council
Andrew Lucas, '05, Varsity Athlete
Chris Marshall, '88, Executive Director, LUAA
Julia Nolf, '05, Student Senator
Michelle Samuels, Associate Dean of Students
Michael Schaefer, '04, Delta Tau Delta, President, Class of '04
Michelle Sushner, '04, Alpha Chi Omega, President, Panhellenic Council
George White, Professor, College of Education
Seth Yerk, '04, Phi Gamma Delta, President, Interfraternity Council
Michael Carey, Phi Sigma Kappa, Asst. Dean for Fraternity and Sorority Affairs (ex officio)

From: Gregory C. Farrington

Date: 14 February 2003

Subject: Task Force on Strengthening Greek Life

Thank you for agreeing to serve on the Task Force on Strengthening Greek Life. Greek letter organizations have played a prominent role in Lehigh's campus life since 1872, the year our first fraternity, Chi Phi, was founded. In the 1970s, following the decision to admit undergraduate women, sororities became part of the Greek system. At their best, fraternities and sororities build community and character, while instilling leadership traits that last a lifetime.

I continue to believe in the ability of fraternities and sororities to enrich the academic and social life on our campus. If we embrace this vision and commit to making it a reality, Lehigh will be a place where people come to see and experience a Greek system that really works.

However, it is clear that today the Lehigh Greek system -- especially fraternities -- faces significant challenges. Over the past decade, six fraternities and one sorority have been closed permanently, six by their nationals and one by the university. Overall fraternity occupancy is below 75%, and many alumni are reluctant to return to their houses because of the poor condition some are in.

Problems extend to rush as well. In the competitive marketplace of upperclass housing and affiliation alternatives, students vote with their feet and recently quite often the vote has not been in favor of fraternities. Reports of hazing in both fraternities and sororities persist, despite explicit regulations and laws forbidding the practice.

You should be aware that this trend is not unique to Lehigh. Nationwide, fraternities are on the decline. Some institutions have chosen to eliminate their Greek systems entirely.

I believe that strong fraternities and sororities, with houses based on the historic values of brotherhood/sisterhood, pride, and commitment to each other and the university, can be attractive and important living and learning options for undergraduates.

Last summer, I spoke about this issue with many alumni in an effort to engage those who care passionately about ensuring a healthy future for Lehigh's Greek system. I believe that as an extended community we have the will to face this challenge. To help, we have engaged NPower, an outside firm that specializes in helping universities

strengthen their fraternity and sorority systems. NPower will conduct a thorough and candid assessment of Greek life at Lehigh; their report will be submitted by March 31, 2003, and shared with the community.

The next step is up to you. The University is looking to each of you to provide leadership in our task force to enhance the quality of the Greek experience at Lehigh. Chaired by Joe Sterrett, the group is comprised of Greek and non-Greek students, alumni, staff and faculty members.

The Task Force on Strengthening Greek Life, which reports to the president and provost, has three primary responsibilities. They are to:

1. Review the NPower report and evaluate their recommendations in terms of potential for strengthening Lehigh's Greek system
2. Generate broad-based commitment to the process by keeping constituent groups informed and engaged
3. Create an implementation plan that will guide the efforts of key constituent groups

We request that a written report containing your assessment of the consultant's report and a proposed implementation plan be submitted to the provost and me by May 15, 2003.

To assist in your efforts, an advisory board comprised of four persons with extensive experience in Greek life at Lehigh has been created. They are deeply committed to the success of this endeavor and are eager to share their perspectives, serve as a sounding board or help in other ways the task force deems useful. Members of the advisory board are:

Robert L. Brown III, '78, Alpha Chi Rho, past president of the LUAA Board of Directors, and the Greek Alumni Council

Karen Randall, '83, Alpha Gamma Delta, past president of the Greek Alumni Council, past director-at-large of the LUAA, and Chapter Advisor

John Smeaton, Vice Provost for Student Affairs

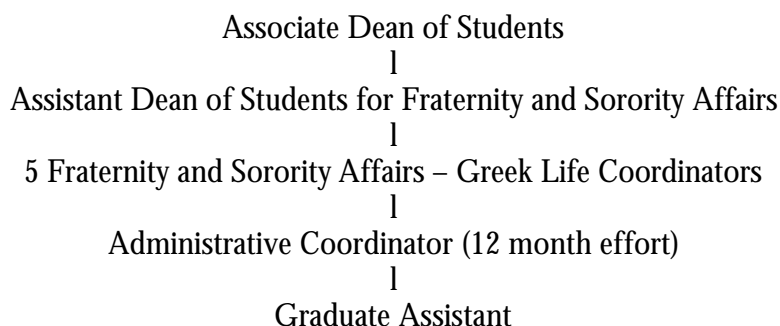
Gerard E. Tarzia, '82, Chi Psi, President of the LUAA Board of Directors

Michael Carey, Assistant Dean for Fraternity and Sorority Affairs, will provide staff support to the task force as an ex officio member of the group. The first meeting of the task force will take place on Tuesday, February 25 in UC 403 from 3 p.m. to 4:30 p.m.

On behalf of the campus community and our extended Lehigh family, thank you again for your willingness to take on this important task. The challenge is substantial, but so too is the potential impact on student life. Working together toward a common goal, I am confident we can ensure Lehigh has a strong, healthy fraternity and sorority system for many years to come.

Appendix B

Fraternity and Sorority Affairs Staff Structure and Responsibilities



Associate Dean of Students

- Responsible for the overall management, supervision and operation of the fraternity and sorority system.

Assistant Dean of Students

- Supervise the five Fraternity and Sorority Area Coordinators, administrative coordinator and graduate assistant.
- Oversee day-to-day operations of the fraternity and sorority system including educational and social programming, budgeting, long range planning, chapter evaluation and recognition.
- Address system wide projects, issues, and concerns.
- Establish short and long term planning activities of the department in consultation with the Associate Dean and Dean of Students.
- Regularly meet with other administrative and academic departments to interpret and develop policies, procedures for fraternities and sororities.
- Develop and monitor the policies for Greek Life and research common practices in the field.
- Serve as the primary liaison to Alumni Affairs, the Greek Alumni Council, House Corporation Officers and Parents.
- Respond to emergency situations related to the Greek system.

5 Fraternity & Sorority Affairs – Greek Life Coordinators

- Directly advise/coach 6-7 fraternities and 1-2 sororities on all issues regarding the daily and long-term operations of their fraternities and sororities.
- Serve as the primary point of contact for alumni, students, parents, faculty and staff for all concerns involving the chapters they are responsible for. Issues including but not limited to maintenance, facilities, new member education, rush, etc.
- Facilitate Greek leadership classes for their chapters in partnership with the Student Leadership Development staff.
- Serve as a liaison to their chapters' alumni and (inter)national organizations.
- Each Coordinator will share additional system wide responsibilities such as oversight of the system recruitment process, Greek Week, Greek Accreditation, Awards Banquet, etc.

- Assist with the regular inspections of health and safety, maintenance, and facility issues in Greek living areas.
- A unique feature of this position is that each coordinator will have additional responsibilities and oversight of a predetermined “need” of the system. Current suggestions include:

Facilities and Housing This person will be responsible for matters related to reporting and follow-up on facilities/maintenance issues, health and safety, etc. in our Greek residential areas.

Communications and Technology. This person would maintain the website of the Office of Fraternity and Sorority Affairs, but could assist students in the development/maintenance of individual chapter sites. Additionally, this person would assist with the development of all office publications such as newsletters, annual reports, etc.

Leadership. This person would in work with Greek leaders to define and re-define leadership roles within houses and would partner with the Office of Student Leadership Development in creating leadership programs for members of the Greek community.

Membership Development. This person would work directly with new member educators to see that a purposeful and educational new member program is implemented in each chapter. This person would also work with chapters to develop “membership education” programs designed to continue and enhance the educational experience of our upper-class Greek students. Additionally, they would work with chapters to develop and train internal standards boards.

Alumni/Parent Relations. This person would assist in fostering positive working relationships between undergraduate and alumni leadership. Additionally, this person could work with chapter members to see that chapters are sending out timely and relevant information out to alumni and parents.

Administrative Coordinator

- Provide support to 6 full time professional staff members.
- Monitor departmental budgets.
- Assist with tracking statistical information such as membership numbers, chapter GPA’s, rush numbers, etc.

Graduate Assistant

- The Graduate Assistant will still remain a 20-hour per week with a paid monthly stipend plus tuition remission for 18 credits (9 per semester).
- Duties and responsibilities would be agreed upon mutually between the graduate assistant and Assistant Dean of Fraternity & Sorority Affairs each year.
- Responsibilities may include social event registration, tracking of statistical information, such as health and safety violations of chapters, scholarship, recruitment, etc.
- Compilation of resources for use by individual students and chapters in programming.
- Serve as an additional resource to chapters.
- Coordinate the revision and publication of officer manuals, and other resources for chapters

Benefits:

- More staff members make for a much more detailed/hands on approach working with students in a coaching/mentoring style.
- More opportunities for these staff members to really serve as resources to chapters and their alumni.
- The clustering 6-7 fraternities and 1-2 sororities in a common or group, provides students with the opportunity to build relations and trust with other leaders and to utilize them as resources. While chapters will still work with IFC and Panhel, coordinators will work with each smaller cluster on issues and emphasize programming, partnership and educational opportunities within them.
- Similar structure to the residential life department.
- More effective and regular communication between the university, students and alumni due to the smaller/more personal nature of the structure.

Appendix C

Roles of Key Chapter Officer Positions

Assumed General duties for all chapter leaders:

- Attend all chapter and executive board meetings
- Serve as a role model to other chapter members
- Meet regularly with University personnel- (Fraternity Management Association, Residential Services, Facilities, and alumni leaders as it relates to their positions)
- Know and understand respective role and responsibility to the National organization and the policies and regulations pertaining to the management of the organization
- Serve as a liaison between house members and the University, alumni, and National organization
- Actively participate in all chapter activities
- Maintain good disciplinary and financial standing with the chapter
- Display a sense of maturity and congruence with chapter values

President:

- Act as chief executive officer of the chapter
- Communicate regularly with alumni officers, National/Regional volunteers, and University personnel
- Represent the chapter in all related matters
- Conduct regularly scheduled (formal and informal) meetings with chapter members
- Attend Interfraternity/Panhellenic Council meetings
- Serve on various Greek/University related committees
- Act as the primary liaison between IFC/Panhellenic and chapter members
- Encourage fellow chapter members to serve on committees
- Adhere to all University and National standards and expectations
- Ensure that all administrative matters are completed by the chapter on a timely basis and are filed with the appropriate local and national offices

Greek Peer Adviser:

- Serve as an internal resource to the chapter for matters including but not limited to crisis prevention, academic and personal support and counseling, conflict management, etc.
- Work with the professional Greek Life staff and the chapter executive board to encourage healthy Greek traditions
- Act as a liaison to other Greek chapters, Greek peer advisers and student organizations to encourage joint programming
- Partner with the university, alumni and (inter)national organizations to develop and implement leadership initiatives within the chapter
- Encourage a healthy, safe, responsible membership experience within the chapter
- Be the chapter point of contact person for University departments looking to partner with student groups (student activities, health and wellness center, athletics, multicultural affairs, etc.).

Treasurer:

- Assume responsibility for the overall financial matters affecting the chapter
- Meet regularly with Fraternity Management Association (FMA) or Residential Services (which ever is applicable for assisting in maintaining the chapter's financial success)
- Develop and maintain chapter annual budget
- Maintain accurate record of all financial operations of the chapter
- Safeguard chapter funds in order to ensure the financial security of the chapter
- Work closely with other chapter leaders (President, House Manager) to assess fines to members where and when appropriate
- Maintain regular communication with alumni leaders in regard to chapter's financial stability
- Keep the chapter fully informed of financial standing

House Manager:

- Meet regularly with Office of Residential Services
- Know and understand the process of reporting house damages
- Report house damages promptly
- Educate other house members on the importance of timely reporting of house damages
- Work with key house and alumni leaders on individual rooming assignments
- Maintain updated housing list and communicate changes with appropriate offices
- Oversee the check-in and check-out of members each semester
- Assign and monitor house duties of individual members
- Be present for semester inspections of the house through Residential Services
- Educate members on Health and Safety Standards at the beginning of each semester

Chapter Communications Director:

- Serve as a conduit between the chapter, alumni, university and (inter)national to ensure that all parties are exchanging accurate and relevant information
- Present positive story ideas highlighting Greek life to all University media outlets (Brown and White, University Communications, Greek newsletter)
- Oversee the publication of the chapter alumni newsletter
- Work with the other executive board members assist them in communicating their efforts and successes to campus, alumni and (inter)nationals.
- Market the chapter to prospective members and their families.

Appendix D

Role of The Interfraternity Council

The role of the IFC executive board is to serve as the executing body of the Council and the supporting body of the member fraternities at Lehigh. As it currently stands, the role of the IFC, which is comprised of the twenty-three chapter presidents is to help carry out the following duties. The extent to which the below duties are carried out and the actual implementation of these duties, is dictated by the needs and desires of each year's Interfraternity Council.

A. General role

- Fostering interfraternal relationships.
- Assisting chapters as needed, by providing them with appropriate resources.
- Holding mandatory bi-weekly meetings for all chapter presidents and possibly delegates to communicate with one another and the IFC Executive Board on issues of concern.
- Encouraging willing pro-activity both inside and outside of the fraternity house.
- Serving as a non-objective sounding board for all current chapter members, new members, and potential members.
- Offering sufficient rewards for chapters of excellence, as an incentive for appropriate behavior.
- Providing the first line of defense for less-serious violations of the code of conduct

B. Communication

- Acting as the liaisons between the Lehigh administration and council as a whole.
- Acting as a liaison between council and the pertinent National organizations.
- Acting as a liaison between fraternity chapters and alumni.
- Acting as the primary source of information and clarification regarding fraternity-related issues for all media publications.
- Maintain an updated and easily accessible website to keep the Greek community informed with regard to progress within the IFC.

C. Education

- Educating potential members about the Greek System and what it has to offer
- Addressing new members' overall concerns and communicating clarified responses to the entire Greek community.
- Educating new members about issues pertaining to hazing.
- Training potential IFC Executive Board Officers.
- Placing stronger emphasis on the role of the faculty advisor in each chapter.

D. Recruitment

- Establishing rules, regulations, and policies concerning membership recruitment, education, initiation, and other activities.
- Clarifying detailed reasoning behind the initiation deadline, and enforcing the consequences should it be disobeyed.
- Establishing rules governing recruitment:
 - Prohibiting the use of alcohol in membership recruitment and open house activities.
- Emphasizing the importance of incorporating the deeper, ritualistic-based reasons for joining a fraternity.
- Coordinate interaction between fraternity chapters regarding effective rush techniques.

E. Judicial

- Re-establishing an active judicial board and adapting its function to fit the current and expected state of the Fraternity community.
- Strongly encouraging Greek students (non-IFC members) to willingly apply to the IJC, by promoting their participation as an opportunity to make a difference.
- Establishing a set of IJC objectives, and a timeline detailing desired fulfillment of these objectives.
- Working closely with the Lehigh administration to distinguish the role of the IJC from the role of University Judicial Affairs.
- Holding trials when evidence proves substantial, and recommending proper action to the Dean of Judicial Affairs.
- Affirming the vital role of chapter standards boards and providing support for the activity of those boards

F. Interaction with Panhel

- Collaborating to better unify the Greek system as less segregated between fraternities and sororities.
- Keeping the IFC President current on matters pertaining to the Panhellenic Council and identifying areas of action which will require involvement of both parties
- Scheduling bi-weekly or monthly meetings between the Interfraternity and Panhellenic Executive Boards to discuss common issues affecting both organizations.
- Producing and managing, with the help of the Panhellenic Council, The Greek Columns (The Lehigh Greek Newsletter)
- Ensuring that external communication focuses on the Greek Community and not the independent, respective organizations

Appendix E

Role of the Panhellenic Council

The role of the Panhellenic executive board is to serve as the supporting body of the sorority chapters at Lehigh. As it currently stands, the role of the Panhellenic Council, which is comprised of the chapter presidents and one delegate from each chapter, is to help carry out the below duties, of the Panhellenic Executive Board. The extent to which the below duties are carried out and the actual implementation of these duties, is dictated by the needs and desires of each Panhellenic Council.

A. General Role

- Fostering intersorority relationships.
- Assisting chapters as needed/providing them with appropriate resources.
- Holding weekly meetings for all chapter presidents and delegates to communicate with one another.
- Serving as a non-objective sounding board for all current chapter members, new members, and potential members.
- Rewarding chapters of excellence.

B. Communication

- Acting as the liaisons between the Lehigh administration and individual chapters.
- Discouraging the use of Greek-letter sorority names and insignia in inappropriate or distasteful commercial advertising.
- Acting as a liaison between sorority chapters and the National Panhellenic.
- Acting as a liaison between sorority chapters and alumni.
- Providing opportunities for sorority members to promote the system to a number of constituents (i.e.: faculty, administration, fellow students, parents, potential members).
- Acting as the source of information regarding Sorority issues for all media publications, both on and off campus.
- Producing and managing, with the help of the IFC, The Greek Columns (The Lehigh Greek Newsletter)

C. Education

- Educating potential members about the Panhellenic System.
- Educating new members about issues pertaining to hazing.
- Training potential Panhellenic Executive Board Officers.
- Recruiting faculty advisors for each sorority chapter
 - a. Teaching sorority chapters how to utilize their faculty advisor and;
 - b. Teaching the faculty advisor how to be an asset to their advising chapter.

D. Recruitment

- Establishing rules, regulations, and policies concerning membership recruitment, education, initiation, and other activities.
- Establishing rules governing membership recruitment:
 - Prohibiting the use of alcohol in membership recruitment and bid day activities.
 - Prohibiting the participation of men in membership recruitment and bid day activities.
 - Sanctioning any member or chapter who fails to comply with Recruitment and bid day prohibitions.
- Selecting and training Recruitment Counselors.
- Meeting weekly with sorority chapter recruitment chairs.

E. Judicial

- Establishing a judicial board.
- Establishing a set of procedures for handling infractions of NPC Unanimous Agreements, the constitution, and Bylaws of the College Panhellenic.
- Ensuring all chapter members “obey the letter and spirit of all NPC Unanimous Agreements.” Quoted from the NPC Green Book.
- Holding trials when evidence proves substantial and recommending a proper action to the Dean of Judicial Affairs.
- Affirming the vital role of chapter standards boards and providing support for the activity of those boards

F. Interaction with the IFC

- At this time, the interaction between the IFC and Panhellenic Councils cannot be determined, but is extremely important to establish.

Appendix F
Role of Greek Alumni Council
(Draft statement from GAC leadership)

The Greek Alumni Council ("GAC") is the University sanctioned and recognized body, within Lehigh University's Alumni Association ("LUAA") that represents Lehigh's Greek alumni women and men on the Lehigh campus.

The GAC has a strong history at Lehigh. The current GAC Executive Council comprises representation of Lehigh's sororities and fraternities' alumni from the 1940s, 1950s, 1960s, 1970s, 1980s, 1990s, and 2000s (sorority representation commences for the 1970s, when Lehigh began admitting women). The GAC leadership meets weekly, with periodic meetings with the Executive Council and semesterly meetings with broader GAC membership and undergraduate, Greek representatives to assure that GAC fairly and accurately represents alumni views and communicates those views to its partners.

The GAC always seeks partnership with Greek students and Lehigh administrators. The GAC is a partner, with Lehigh's administration and with the undergraduate, Greek communities in working to strengthen, sustain, and grow Lehigh's Greek System. The GAC works closely with various Lehigh administrative offices (Office of Fraternity and Sorority Affairs, Dean of Students, FMA, Office of Residential Service, Office of the President, etc.), National offices, Panhel, and the IFC to offer insight, opinions, balance, knowledge, and experience of its constituents to solve issues and problems that face Greek living. Various GAC Executive Council members serve on ad hoc and standing committees at Lehigh to provide such input.

The GAC has two main goals: it seeks the perpetuation of the benefits of the Lehigh Greek experience, through a fair, modern and relevant sorority and fraternity environment; and the GAC seeks that Lehigh and the Greek System provide on-going benefits and experiences for the alumni that it represents.

The Greek Alumni Council is charged by the Lehigh University Alumni Association to be the mechanism for Greek Alumni interaction with the other stakeholders in Greek Life at Lehigh. The GAC seeks to:

- A. Assist individual chapter alumni organizations to develop their active chapters to be constructive and improving elements of student life at Lehigh. This assistance takes the form of:
 - 1. Identification, recognition and encouragement of best practices
 - 2. Providing guidance through a Greek Alumni Handbook which is updated annually
 - 3. Publishing statistics which create the drive for self-improvement by alumni and active Greek members

- B. Provide responsible alumni to participate in committees and working groups associated with Greek Life

- C. Communicate the status and activities of Greek Life (active and alumni) to Lehigh's Greek Alumni.
- D. Foster stronger interaction between alumni and the active chapters in the form of:
 - 1. Mentoring the chapter officers
 - 2. Career networking and communication
 - 3. Socialization
- E. Develop stronger alumni support for corrective action within the chapter when regulations and standards are violated.
- F. Developing programs to insure continuity of values, facility maintenance and brotherhood through alumni participation.

Appendix G Comparative Residential Requirements

Comparative Demographics

School	U-grads	U-grad-M	Greek-M	U-grad-W	Greek-W	Chapters
American	5000-9999		420		480	24
Bucknell	0-4999	1500	725	1600	735	23
Case Western	0-4999	2188	690	1399	218	24
Colgate	0-4999	1300	450	1300	450	11
William&Mary	5000-9999	2300	675	3000	850	27
Cornell	10000-14999		1888		1599	60
Duke	5000-9999	3000	875	3000	1250	36
GWU	5000-9999	3977	550	5360	675	32
Georgetown	0-4999		179		380	9
Johns Hopkins	0-4999	2338	12	1679	6	18
Lafayette	0-4999	1188	294	1048	317	13
LEHIGH	0-4999	2771	1042	1860	790	32
Penn	5000-9999	5000	1050	5000	1300	47
RPI	5000-9999	3833	369	1232	180	32
Tufts	10000-14999		1600		469	24
Villanova	5000-9999	3000	500	3000	1000	18

Rush and Housing

School	Rush-M	Rush-W	Housing
American			1 yr. Guaranteed
Bucknell	fall-2nd	spring-1st	4 yr. Guaranteed; 2 years required on-campus
Case Western	spring-1st	spring-1st	4 yr. Guaranteed; must be 21 and have permission to live off
Colgate	fall-2nd	fall-2nd	4 yr. On-campus; only 250 seniors permitted to live off-campus
William&Mary	spring-1st	spring-1st	1 yr. required on-campus
Cornell			
Duke			1 yr. required on-campus
GWU			
Georgetown			4 yr. Guaranteed; 2 years required on-campus
Johns Hopkins			2 yr. Required on campus; 2 yrs. Off-campus
Lafayette	fall-2nd	fall-2nd	4 years on campus unless petition to live off-campus
LEHIGH			2 yr. Guaranteed
Penn	spring-1st	spring-1st	4 yr. Guaranteed
RPI	immediate	immediate	4 years on campus unless petition to live off-campus
Tufts			
Villanova	spring-1st	spring-1st	1-3 yrs. On-campus; seniors must live-off campus

Appendix G (continued)

TO: Greg Farrington
Ron Yoshida
John Smeaton
Bonnie Devlin
Eric Kaplan
Peggy Plympton
Sharon Basso

Cc: Housing Subgroup of Enrollment Management Team

FROM: Steve Devlin

DATE: December 11, 2003

RE: *Living-Learning opportunities among Lehigh's undergraduate admission peers*

This summary memo and the attached details are in response to a request for my office to conduct an analysis of living-learning programs among our 27 undergraduate admission peers. This is not a comprehensive analysis of all residential opportunities – e.g., Greek life – at each institution. Rather this report focuses on programs which support either:

- (1) A cohort of students throughout their academic career through honors programs and/or residential colleges; or
- (2) Groups of students who share a common interests in an academic or non-academic topic though special interest housing.

Please feel free to share this report as needed or to contact me if you have any questions.

SUMMARY

- **Three types of living-learning programs** exist among our peers
 - Honors programs;
 - Residential Colleges; and
 - Special Interest housing.
- **Honors programs**
 - 11 peers have a 1st year honors program with an residential option
 - Boston College, Boston University, Carnegie Mellon, Case Western, George Washington, Lafayette, Northwestern, Syracuse, University Of Pennsylvania, Villanova, and Washington University (St Louis)
 - Four peers have 1st year honors programs without an housing option
 - Georgetown, NYU, Boston College, and Boston University
 - Students in the honors programs are either tied to an existing academic program (Humanities, Management, or Sciences) or represent a cross-section of top students from the admissions cohort.
 - Notable programs: *Carnegie Mellon, Case Western, NYU, Syracuse*

- **Residential Colleges**

- Six peers have implemented a “Residential College” system
 - Northwestern University, University of Pennsylvania, Washington University (St Louis), Bucknell, Notre Dame, and Cornell.
- Tufts completed report in May 2003 recommending residential college system.
- Residential Colleges allow students to live in the same dorm or retain affiliation – i.e., membership for off-campus students – for their entire academic career
- Successful Residential Colleges systems have following components
 - Faculty in-residence (Faculty Masters, House Deans)
 - Mix of 1st year and Upper class students
 - Graduate students in-residence
 - Facilities support – common areas, dining options, internet access.
 - Common theme or image
- Notable programs: *Cornell, University of Pennsylvania, Northwestern, Bucknell*

- **Special Interest housing**

- 17 peers have special interest housing
 - Eight peers have special interest housing available to 1st year and upper class students
 - Boston College, Duke, George Washington, Lafayette, Villanova, University Of Pennsylvania, University Of Rochester, and William & Mary
 - Nine peers limit their special interest housing to upper-class students
 - Boston University, Tufts, Washington University (St Louis), Cornell, Georgetown, Brown, Emory, Vanderbilt, and Wake Forest.
- Notable programs: *Duke* (13 FOCUS clusters for 1st year students), *George Washington* (43 programs) *University of Pennsylvania* (30 academic residence houses)

- **Traditional Dorms**

- Brown, Emory, and Vanderbilt provide only traditional dorms for their 1st year students.
- Brandeis, Hopkins, and Rensselaer provide only traditional dorms for all their students - 1st year and upper-class students

Appendix H Residence Hall Occupancy by Class

RESIDENCE HALL	OCCUPANCY: # OF RESIDENTS (NON-STAFF)		FRESHMAN		SOPHOMORE		JUNIOR		SENIOR		CAPACITY: TOTAL SPACES (NON-STAFF)		STAFF (GRYPHONS)		GRAND TOTAL SPACES (STAFF INCLUDED)
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
	M-M	142	138	142	138	--	--	--	--	--	--	142	142	6	
RICHARDS	99	44	99	44	--	--	--	--	--	--	99	44	5	2	150
DRINKER	78	42	61	15	14	21	--	6	3	--	83	51	4	2	140
DRAVO	139	110	138	110	1*	--	--	--	--	--	155	111	9	7	282
THORNBURG	43	--	43	--	--	--	--	--	--	--	44	--	2	--	46
BEARDSLEE	22	22	22	22	--	--	--	--	--	--	22	22	1	1	46
CAROTHERS	22	22	22	22	--	--	--	--	--	--	22	22	1	1	46
PALMER	44	--	44	--	--	--	--	--	--	--	44	--	2	--	46
STEVENS	22	22	22	22	--	--	--	--	--	--	22	22	1	1	46
STOUGHTON	22	22	22	22	--	--	--	--	--	--	22	22	1	1	46
WILLIAMS	22	22	22	22	--	--	--	--	--	--	22	22	1	1	46
WARREN SQ. B (3)	--	5	--	1	--	3	--	1	--	--	--	11	--	1	12
WARREN SQ. C	13	--	--	--	8	--	5	--	--	--	22	--	1	--	23
WARREN SQ. E	9	5	--	--	6	3	1	--	2	2	15	9	--	1	25
ROTC HOUSE	9	1	2	--	2	--	2	--	3	1	12	3	--	1	16
UMOJA HOUSE	7	13	--	--	1	6	5	5	1	2	12	15	--	1	28
BRODHEAD	92	99	--	--	68	65	16	25	8	9	94	101	2	3	200
TREMBLEY PARK	120	73	--	--	70	41	24	24	26	8	122	74	2	2	200
TAYLOR	71	44	28	26	22	11	6	5	15	2	82	59	4	4	149
SAYRE PARK	88	54	--	--	39	34	32	13	17	7	90	56	2	1	149
CAMPUS SQUARE	147	94	--	--	28	22	63	49	56	23	150	94	3	3	250
TOTAL:	1211	832	667	444	259	206	154	128	131	54	1276	880	47	39	2242
		-1										-2			
		2043										2156			
(1)	Total number of spaces occupied as of September 5, 2003.														
(2)	Total number of spaces available to students; used to compute the percentage of housing options available.														
(3)	Petronas students														
*	Freshman Transfer student														
OccClass.doc															

Appendix H (continued)
Residential Data (Greek Membership by Class)

FALL 2003 GREEK MEMBERS

	IN HOUSE	OUT OF HOUSE	TOTAL
Sophomore			
Male	206	10	216
Female	<u>158</u>	<u>0</u>	<u>158</u>
	364	10	374
Junior			
Male	203	19	222
Female	<u>165</u>	<u>11</u>	<u>176</u>
	368	30	398
Senior			
Male	193	63	256
Female	<u>38</u>	<u>157</u>	<u>195</u>
	231	220	551
Graduate			
Male	2	4	6
Female	<u>0</u>	<u>0</u>	<u>0</u>
	2	4	6

Greek Gryphons, Fraternity Boarders, not included in totals.

Appendix I Reduced Occupancy Proposal

GREEK HOUSING BY ROOM TYPE										
HOUSE	Current Singles	Proposed Singles	Current Doubles	Proposed Doubles	Current Triples	Proposed Triples	Current Quads	Proposed Quads	Current Capacity	Proposed Capacity
Alpha Chi Rho	21	21	6	6	0	0	0	0	33	33
Alpha Sigma Phi	7	10 (3)	10	10	2	0	0	0	33	30 -
Alpha Tau Omega	14	14	5	8	3	0	0	0	33	30 -
Beta Theta Pi	13	14 (3)	5	11 (3)	3	0	2	0	40	36 -
Chi Phi	6	10	13	15	6	0	0	0	40	40
Chi Psi	13	17 (3)	3	4 (3)	1	0	1	0	26	25 -
Delta Phi	1	7	13	11	4	0	0	0	38 (4)	29 -
Delta Sigma Phi	1 (2)	5 (3)	9	11	5	0	0	0	34	27 -
Delta Tau Delta	21	21	2	5 (3)	1	0	1	0	32	31 -
Delta Upsilon	(1) 1 (2)	8	19	12	0	0	0	0	39	32 -
Kappa Alpha		12	9 ?	10 (3)	0	0	0	0	30 ?	32 +
Kappa Sigma	24	27	11	8	0	0	0	0	45 (4)	43 -
Lambda Chi Alpha	12	12	9	11 (3)	0	0	1	0	34	34
Phi Gamma Delta	10	20	6	6	5	0	0	0	37	32 -
Phi Kappa Theta	(1) 1 (2)	8	19	12	0	0	0	0	39	32 -
Phi Sigma Kappa	16	16	1	2	1	0	0	0	21	20 -
Psi Upsilon	3	20	5	6	8	0	0	0	37	32 -
Sigma Alpha Mu	(1) 1 (2)	8	20	13	0	0	0	0	41	34 -
Sigma Chi	16	16	5	5	0	0	0	0	26	26
Sigma Phi Epsilon	9	21 (3)	9	4	1	0	0	0	30	29 -
Theta Chi	3	6	14	13	2	0	0	0	37	32 -
Theta Delta Chi	6	8	13	15	5	0	0	0	42 (4)	38 -
Theta Xi	16	16	8	8	0	0	0	0	32	32
Fraternity Subtotal	227	317	214	206	47	0	5	0	799 (4)	729 -
Alpha Chi Omega	(1) 1 (2)	8	23	16	0	0	0	0	47	40 -
Alpha Gamma Delta	(1) 1 (2)	8	25	18	0	0	0	0	51	44 -
Alpha Omicron Pi	(1) 1 (2)	8	23	16	0	0	0	0	47	40 -
Alpha Phi	8	8	16	16	0	0	0	0	40	40
Chi Omega	(1) 1 (2)	8	23	16	0	0	0	0	47	40 -
Delta Gamma	(1) 1 (2)	8	21	15	1	0	0	0	46	38 -
Gamma Phi Beta	14	15 (3)	11	14 (3)	2	0	1	0	46	43 -
Kappa Alpha Theta	(1) 1 (2)	8	23	16	0	0	0	0	47	40 -
Pi Beta Phi	(1) 1 (2)	8	23	16	0	0	0	0	47	40 -
Sorority Subtotal	29	79	188	143	3	0	1	0	418	365 -
TOTAL	256	396	402	349	50	0	6	0	1,217 (4)	1,094 -
Net Increase/Decrease (-)		140 +		-53		-50		-6		123 -

(1) House is designed with all double rooms of reasonably large size; any number can be called singles; proposed capacities based on 8 singles per house.

(2) Existing double counted as single for house president.

(3) Alterations required to achieve proposed configuration.

(4) Actual capacity adjusted downward to 1982 capacity (add 17 to totals for actual).

10/27/03

Appendix J

Considerations for the Implementation of Spring Rush

- Spring rush should be implemented for the 2004-2005 academic year.
- Fraternity rush should occur during the first month of the spring semester, (ex. January 17 – Feb 17, 2005) with new member education beginning immediately after bid signing for 6 weeks.
- Fraternity rush events should be limited to two to three nights a week during rush. The chapter's alumni officers and the university should jointly approve chapter rush plans during the fall semester.
- Sorority rush should remain on their current schedule that they follow due to the detail and national rules governing their process. The Panhellenic Council should continue in their efforts to deemphasize the formality of their process.
- During the spring 2004 semester a joint committee comprised of the IFC, Panhellenic, the university and the GAC should create a set of rush policies as well as sanctions for chapters that violate them.
- During the spring 2004 semester, a formal fall rush process should be established for chapters wishing to recruit members who are sophomores or above. Chapters wishing to rush upper-class students during the fall semester must adhere to this process.
- During the fall semester, system wide events, highlighting Greek life, should be held monthly, sponsored by the IFC, Panhellenic Council, Greek Alumni Council and the university (these events should include programs such as formal registration and rush orientation, a session about Greek affiliation after Lehigh conducted by the GAC, family weekend sessions, etc.). There should be no individual chapter rush events during the fall 2004.
- There should be separate IFC and Panhellenic approved rush budget limits for each chapter to adhere to. This accomplishes the goals of keeping chapter membership dues down, which often times pays for rush events, as well as leveling the playing field among all chapters.
- The university housing lottery should be scheduled to occur after bid signing day for fraternities and sororities. Students who chose not to join a fraternity or sorority after participating in rush would still have time to get into the lottery. The timing of this assures that students considering joining a fraternity or sorority would not be choosing to join the system because they received a bad lottery number, but rather because they want participation in Greek life to be part of their Lehigh experience.
- As was recommended by several alumni and staff members, the standards for students wishing to rush and join a fraternity or sorority should be raised. This would clearly be **transformational** and would positively impact the culture of the system. Make the academic requirement for students wishing to join a fraternity or sorority a 2.5 GPA with 12 credits earned. Require that rushees do not have any alcohol or drug violations. As one alumnus wrote, *"Set a high barrier for rush. This will block the student who is immature, a behavioral issue, or not properly focusing on academics from entering the Greek system, until a later time if/when they've addressed their issues. This will benefit the student and the fraternity/sorority who would "suffer" with their admission. Providing that additional sophomore rush opportunity for this (or even the "non-issue") type of students gives those a chance to be Greek, when they're ready to handle the responsibilities of being Greek or when they just choose to be Greek, a little bit later in their four year Lehigh experience."*

Appendix K

Analysis of Sophomore Rush

The discussions and debate about the merits of a sophomore rush system were engaging and stimulating, though ultimately hypothetical given the economic realities of available campus housing. At the core were questions about the educational value of a two year “unaffiliated” campus residence experience, contrasted with the potential educational value of an on-campus residential experience as a part of a Greek organization beginning in the second year. Among the perspectives supporting a move to a later rush cycle was the following:

- Sophomore rush is consistent with the Vision Group’s statement that Greek Life must support the overall educational mission of the University. Specifically, sophomore rush would allow first year students to focus on academics. Some members of our committees were quite concerned that first year students are presently distracted from their academic studies by both the rush process and pledging. Our own statistics verify the negative impact pledging has on the grades of first year students.
- Sophomore rush would also allow first year students to develop a greater sense of community within their residence halls and to maintain friendships they have developed during the first few months of school. One of the concerns of the present system is that it divides first year students into various factions making it difficult to maintain a sense of community and further develop some of these relationships.
- Sophomore rush would allow students more time and greater opportunity to become involved with many different activities during their first year, perhaps providing more opportunities for participation and activity. Greek life would be one of many activities they will be involved in, not the sole one. Greek life will still provide a distinctive living experience associated with membership.
- Sophomore rush could assist in our retention efforts for first and second year students. Numerous students cite the stresses of rush/pledging as reasons for leaving after their first year. In addition, unaffiliated sophomores have the worst retention rate. To a great extent, this could be because they don’t develop communities. By having students live on campus for their first two years and moving to sophomore rush, we have a better opportunity of keeping them engaged and hopefully improve the retention rate of all sophomores.
- Sophomore rush would also help Lehigh’s admissions efforts. Parents of prospective first year students often express concern about the present rushing process. Union College recently switched to sophomore rush and cited as one of the reasons the negative impact first year rush had on attracting top students.
- The activity in fraternity houses will likely moderate with juniors and seniors as the residents. We also believe that by joining sophomore year, students may be more committed and less likely to “burnout” by their senior year.
- With juniors and seniors living in Greek houses, it is more likely they would hold leadership roles in their chapters.
- Sophomore rush would allow our junior and senior sorority women the opportunity to live in their houses.

Among the perspectives supporting the continued practice of rushing in the first year, and residing in a Greek housing option during the second (and perhaps subsequent) year(s) were the following:

- Sophomore rush would add considerable volatility to a house finances and capability since the house is dependent on two classes for occupancy. One bad rush could be a disaster. This is compounded by a potential loss in attractiveness of the Greek option because of the associated requirement that Juniors and Seniors must live in the house (many Seniors want to live off campus).
- The increased popularity of spending a Junior Year abroad may exacerbate housing occupancy challenges.
- The pressure of the difficult Junior year academic requirements and the stresses of transitioning to life after Lehigh for Seniors may render these classes less effective recruiters thus complicating the challenge of rushing effectively.
- The quality of chapter leadership may be diminished because seniors may reject leadership positions in favor of job/career searches. Juniors will have no experience living in the house and some of the most qualified candidates may reject leadership positions because in many curricula at Lehigh, the Junior year is the most challenging.
- There may be less benefit from the Greek experience because exposure to the rituals of chapter affiliation will be reduced by 25 percent, time to develop friendships will be reduced by 25 to 33 percent and experience with governance and management of the chapter will be reduced by 25 to 33 percent.
- If past data are accurate, affinity with Lehigh, retention and persistence may well be improved by sophomore year affiliation with and residence in Greek chapters.

Appendix L

Chapter Recognition and Continuity

In the body of the Task Force report, the following recommendation was offered:

We recommend a university working group be charged to define and detail the process, requirements, and implementation of a comprehensive chapter recognition policy. This working group should be comprised of representatives from Residential Services, Residence Life, Dean of Students, Alumni Representatives, Facilities Services and the Greek student community. Their work should be completed by April 2004. The group's work should include conditions under which fraternities and sororities gain recognition as Lehigh chapters, and the circumstances and consequences when chapters lose recognition.

Following is the thinking of the Task Force, which is intended to inform the working group that we have recommended:

- I. The multiple variables involving loss of chapter recognition and/or loss of the privilege to occupy university owned group housing
 - A. Loss of recognition and/or the privilege of occupying university group housing resulting from a) judicial violations, b) national withdrawal of recognition, c) alumni withdrawal of recognition, d) other mechanisms resulting in loss of recognition or housing.
 - B. When is this loss of recognition temporary or permanent under each of the circumstances listed above?
 - C. What are the process and circumstances under which chapters may apply to re-gain recognition after a period of time?
 - D. What is the group's housing situation when/if they return under each of the circumstances above?

- II. Opportunities for Chapter Re-colonization

The Task Force recommends that guidelines be established by this working group for the possibility of chapters to voluntarily forfeit university recognition and chapter group housing for a period of at least three years in duration, and then to have the opportunity to apply to re-gain recognition and, potentially, group housing. Among other considerations, we suggest that groups electing this option:

- i. Must maintain financial solvency while they are gone, and be fully responsible for all rent due during this time period.
- ii. Must undergo an annual evaluation of equity (alumni involvement, active chapter history, etc.) prior to being offered this option.
- iii. Must not have failed the Greek Accreditation process (unacceptable chapter)
- iv. Must not have pending judicial issues to resolve
- v. If the group received a rating of "poor chapter" in the Greek Accreditation process, they must declare their intention to forfeit recognition by June 1st following their first poor chapter rating.

- III. The Task Force recommends that application to receive or re-gain recognition and/or group housing pass through the following levels of subsequent approval:
 - 1) National Organization
 - 2) Lehigh University Student Affairs Administration
 - 3) Interfraternity Council or Panhellenic Council
 - 4) Greek Alumni Council
- IV. The Task Force recommends that chapters that forfeit recognition for a period of at least 3 years (under the circumstances above) be afforded the opportunity to return to their chapter house.
- V. The Task Force recommends that chapters that lose recognition/housing as a result of judicial action, not be permitted to return to their vacated chapter house if they return to campus in the future. They could potentially go on a waiting list for the group housing.
- VI. The Task Force recommends that chapters who lose recognition via the Greek Accreditation process not be permitted to return to their vacated chapter house and have four years to re-apply for recognition. They could potentially go on a waiting list for group housing.
- VII. All of these policies/processes must take into consideration the health of the fraternity/sorority system and its ability to absorb a returning group into the existing system taking into consideration the numbers of new members and the ability of current chapters to recruit adequate numbers of members. In other words the market must be able to bear additional chapters before they are recognized to return under any circumstances and permitted to take a new member class. The Task Force recommends that no chapters be permitted to return to the university as recognized groups if the membership market for all Greek chapters is not fully solvent.
- VIII. We recommend that the current living rights practice be phased out with a thoughtful transition plan mapped out by this working group.

These are parameters for the university charged working group mentioned above, but clearly, more detail and implementation issues will need to be considered by this group as they finalize the policies.