External Review of Greek Life

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Project Charge
Student Activities, in conjunction with Student Learning & Engagement and Risk Management, is conducting a comprehensive external review of the Greek Life experience at Baylor University. This review has emerged for several reasons including the:

1) Important role that Greek Life currently holds in building community and fostering success at Baylor University
2) Challenges Greek Life has faced with regards to access to and availability of appropriate facilities
3) Desire to expand student interest and involvement in National Pan-Hellenic Council and Multicultural Greek Council organizations
4) Effort to highlight the contributions Greek Life is making to student development, Baylor University, and the local and global community.
5) Focus on how Baylor Greek Life can continue to and improve on offering a different experience than other universities due to our emphasis on Christian commitment and faith animation.
6) Role of Risk Management in addressing enterprise risk management from a proactive approach

Method
In preparation for the Baylor University campus visit, the external review team acquired and reviewed data assessment, documents, policies, procedures and reports pertaining to the Greek Life community, the Student Activities and the Greek Life advising program, the Division of Student Life and Baylor University.

During the on-campus portion of the external review, the team held 17 separate meetings with faculty, staff, students, alumni, advisors and law enforcement officials and community representatives during a 48-hour period. More than 120 individuals provided direct feedback during these meetings.

These meetings were guided by a set of general prompts, but were facilitated in a manner that allowed participants to speak to their experiences relative to the Greek Life community, rather than responding to specific questions. During these meetings, the external review team recorded more than 100 pages of handwritten notes, containing observations, themes and questions for clarification and/or follow-up.

Following the on-campus portion of the external review, the team reviewed notes, coded data, identified themes and assembled a set of recommendations addressing the fundamental issues identified during the review process.
**Assumptions/Philosophy**

The external review team assumes the following regarding this process and the use of the recommendations presented in this document:

- This report will yield optimal results if shared and discussed widely (among all contributing constituencies) and implemented collaboratively.

- A focus on fundamentals (intentionality, consistency, clarity and interconnectedness of structures, processes, policies, programs and services) is more likely to achieve an exemplary Greek Life culture than a focus on products, compliance, and disconnected or “one shot” programming.

- Best practices are rarely the “best,” and are probably more aptly named “Most Common Practices.” We believe the best practice is one that is intentional, clearly connected to other practices, consistently applied (along with other practices), and recognizes the unique cultural, spiritual, structural, and political factors of a campus.

- Although Baylor faculty advisors have an uncommon commitment to the chapters that they advise, they are often over relied upon and alumni/chapter advisors are a relatively untapped resource to mobilize during the process of advancing this Greek community and providing support for both the chapters and their faculty advisor counterparts.

- A values-based Greek community has the potential to provide a student experience that is difficult to match in terms of leadership development and campus impact. Conversely, a Greek community that is not aligned with the core values of member organizations and its host institution provides little lasting benefit to individual members or to the campus community. Therefore, it is of the utmost importance that this process yields a strategic and well-executed effort to build an experience that adds unique value to the lives of Baylor students.

- Active communication and clearly-articulated shared expectations are indispensable in the creation of trust between students and staff. The absence of these creates an incubator for misinformation, mistrust, and misunderstanding.

- Fraternities and sororities are more unique than many faculty and staff would assume and less unique than many students and chapter advisors would assume. Therefore a well-tailored strategy is vital to balance along with solid educational practice and student development technique.

- Student self-governance, while ideal, is difficult to fully achieve and requires the unwavering commitment of students, staff, and alumni to engage in the articulation of shared expectations and the development of short-term and long-term strategies. It is important to remember the ever-revolving door of student members and leaders. Simply because something was articulated in the prior year does not mean it is embedded into
the Greek community’s collective consciousness. Progress ebbs and flows through the evolution of the leadership cycle of students.

- This community has the potential to truly become the model for Greek communities nationwide. The commitment and passion exist. The University is committed to the success of this community. The students are of exceptional quality. The staff is also of high quality. And advisors (faculty and alumni) are incredibly committed and involved in the student and chapter experience. Combined, these have the potential to provide for a wonderful outcome. The method of combining these riches is simple, but certainly not easy.

There is much work to do!
Organization of the Report

Observations
This section is organized with overarching themes and then in the nine thematic areas that were provided in the charge for the external review. Observations included in this report were found to be common and consistent throughout the review process. They are included here for informational and contextual purposes.

Recommendations
The recommendations included in this section are derived from a consideration of all data (both written and verbal) collected during the external review process. They are organized in short-term (in the next 3 months), medium-term (3 months to a year), long-term (the next year to three years), and aspirational actions. These recommendations are not intended to address each individual observation; rather they are intended to address the fundamental issues that the observations collectively represent.

Outcomes
As a result of implementation of these recommendations we have provided a list of ideal outcomes for the Greek Life Community at Baylor University.
OBSERVATIONS

This section is organized into the nine thematic areas provided by the institution as well as some overarching themes that emerged during the information and data analysis phase of the external review.

Observations included in this report were found to be common and consistent throughout the review process. They are included here for informational and contextual purposes.
Overarching Themes

0.1 Echoed throughout meetings during the review, students and advisors feel very connected to Baylor with a “Baylor first” mentality. Fraternity and sorority involvement is a salient identity, but second to pride in being a Baylor student. Connection to Baylor values is a clear connecting point for students.

0.2 In virtually every meeting, constituents expressed a desire for greater institution-wide understanding and support of fraternity and sorority involvement. While this may be misunderstood at times by students, faculty and staff partners also articulated a need to “tell the story” of Greek life at Baylor, not just to share positive impacts of the Greek experiences, but to provide a broader opportunity to Baylor faculty, staff, and administrators to understand the “breadth” of the Greek experience. An underlying resentment surfaced in some meetings related to a feeling of lack of support from the University, even with Greek students highly involved on campus and highly engaged in campus traditions.

0.3 The Greek community at Baylor was described several times as a “kind community” in which members care about one another. This reality, observed by reviewers as well, creates an opportunity to make positive change effectively and with little resistance. Students and advisors alike care very much about their Baylor experience.

0.4 There is a strong ethos of care and concern which permeates the campus and fraternity and sorority community, however the positive ethos seems to be in conflict with how staff, advisors, and offices interpret Baylor’s values which then impede student risk education. For example, simply believing that alcohol, sex, etc. should not be part of the experience doesn’t mean that it isn’t. Students need education to know how to positively navigate these challenging topics that may be in conflict with the Christian values of the institution.

0.5 The tradition of a student-led conduct process may bear greater institutional risk in the current higher education and fraternity and sorority environment.

0.6 Historically, it appears the past staff focused their efforts on managing the Greek community through policies, rules, and personal expectations. The current staff are beginning to make strides leading the community through educational programs and relationships while also clarifying policies and rules. The positive work being done provides an opportunity for the Greek community to take a leadership role within the campus community, moving beyond policy compliance into deeper, meaningful leadership experiences.
0.7 The size of the community has grown as well as the scope and complexity of issues facing the five subcultures and or councils which comprise the community.

0.8 The absence of Greek housing has been cited as a positive reason fraternities and sororities have not dominated the social and involvement landscape of the institution.

0.9 The past prologue as an unhoused community is a rationale for why Baylor has not invested in more risk education and mitigation practices. Staff and students, as well as alumni, seem to be aware of the off campus risk management issues. However, response seems to be that of “out of sight, out of mind.” Based on discussions we had on campus, alcohol is still being consumed readily at off campus houses and unofficial events are the most likely to cause both the community and the university the most problem.

0.10 It became clear through meetings that process and compliance is important to Baylor and the Greek community specifically. Mentioned many times were policies related to event planning and approval, mandated trainings, processes within OrgSync, and expectations for advisors. The focus on compliance and process may limit opportunities to engage in conversations about why a policy exists that encourages critical thinking and sound decision making opportunities for students. It is also a source of frustration for students and advisors.

0.11 There are opportunities for communication to be enhanced between and among all stakeholders and external audiences. There is acknowledgement that progress has been made in this area with appreciation for a focus on better communication.
   - From Student Activities to others
   - Among campus departments/partners
   - Judicial/conduct processes and information
   - From Student Activities to alumni advisors
   - With each other; inter/intra councils.

0.12 Chapters in the Interfraternity Council and Panhellenic Council use institutional programs such as Sing, Pigskin, Homecoming, and Tailgating as a way to measure their social capital. The donor connection programs for these events are just forming. Students advocated a sentiment that these programs are mandatory versus voluntary, which may further resentment about being “used” for traditions but not appreciated or supported in other contexts. An overarching misunderstanding of who makes these programs “mandatory” exists. If these programs went away, there is concern for what other ways in which Baylor would promote Greek Life and connect the community to Baylor tradition, spirit, and a part of the fabric of the institution.
There is a real opportunity for promotion of the Greek community on a larger campus-wide scale including recognition that the community is an important and critical part of the institution (beyond traditions like Sing and Float) and that the institution is proud of the community and recognizes its contributions to the larger campus.

With new initiatives being created within the Alumni and development area there is a renewed and increased interest in working with fraternity and sorority alumni and parents.

Overall staff and administrators reflected that the involvement and participation in the Greek community does not mirror that of the general campus race and ethnicity populations which may be a result of lower levels of cultural humility and or a reputation that chapters discriminate based on race and ethnicity. Currently chapters are mostly segregated by council type. Ten percent of Greek students stated that discrimination was a problem in their chapters. A high percentage (79%) student state that they agreed or somewhat agreed their chapter positively impacted their comfort levels with cultures other than their own. However, chapter members (39%) rated their chapter multicultural education as average, fair and/or poor. Within the Panhellenic council there is a potential stigma that the more diverse a chapter is the more poorly they perform in the total quota recruitment system.

Similar to the national trend, Baylor students are choosing to participate in Greek life for friendships, social life, and leadership development (FSES, 2017).

Greek students evaluated their new member and member education programs more highly than the national average. Specifically, Baylor Greeks evaluated their chapter education on founding values (9% higher), leadership development (7% higher), and personal accountability (7% higher) much higher than average Greek members. Students were on par with education about multicultural awareness, hazing, sexual misconduct, and drug/alcohol awareness.

Given recent change in staffing for Greek Life, there is a sense that change is occurring. There is clear excitement and support for this sense of change and an expressed desire for a clear vision for the future of Greek Life at Baylor.
Section 1. Student Leader Training

1.1 Student leaders can articulate Baylor’s values as a result of current training and leadership programs.

1.2 The development of recent Greek leadership programs is positive. This includes the emerging leader program and the Greek Leadership Retreat (as it eventually merges with SALT), the Emerging Greek Leadership Retreat, and support of students (19 in spring 2018) attending the Association of Fraternal Leadership and Values Conference.

1.3 While students appreciate training programs that connect to concepts of leadership and Baylor values (like those found in EDG), they feel the programs lack authenticity and skills necessary to lead complex chapters dealing with myriad societal issues. One student that had been to several programs indicated that “all leadership trainings are the same” when expressing a desire for additional/deeper opportunities.

1.4 Staff and alumni shared concerns that students need leadership development and training to be better equipped to stand up to their membership and lead in difficult moments. Education and development is needed to ensure that the undergraduate members have the appropriate development to be comfortable confronting inappropriate behavior when necessary. Conflict resolution, advanced leadership, confidence building, and bystander intervention are all examples of potential skill building opportunities.

1.5 Staff indicated that fraternity and sorority leadership could take more advantage of general training support for student organizations as opposed to specialized programming targeted to the Greek community.

1.6 General student leader training for student organizations is good, specifically SALT. However, students loudly advocated that it could be better if there was more time dedicated to the unique challenges of council and chapter issues. This is being addressed as SALT is adjusted to allow for separate time for fraternity/sorority leaders to engage with one another.

1.7 Student leaders discussed the need for more significant training of their general members and not just the chapter officers to include, but not limited to, leadership and communication skills, conflict resolution, risk management, among other relevant topics to assist in the greater, overall development of the chapter as a whole.

1.8 Students and advisors regularly mentioned the leadership development and programming they receive from their (inter)national organizations. These leadership experiences provide training on a wide variety of topics including officer-specific skill building, risk management/prevention issues, and general leadership development capacity building. They tend to be very chapter focused and can vary greatly from one organization to another.
1.9 Alumni and faculty advisors want additional and specialized education, training, and support that would assist them in providing better leadership education to chapter leaders and members. Advisors would benefit from facilitation and advising skills-based training that can enhance their ability to support their respective chapters. Understanding and clarification of university expectations of their service and institutional policies would also be beneficial.

1.10 Baylor Greeks are drastically less likely to make chapter decisions as a chapter (27% compared to 66% nationally), set chapter goals together (31% compared to 67% nationally), develop leadership within the chapter (51% compared to 69% nationally), and teach founding values within the chapter (61% compared to 74% nationally).
Section 2. Advisors

2.1 Faculty advisors repeatedly articulated a deep need to be more informed about policies, processes and procedures connected to fraternities and sororities and student organization in general, about changes to staffing and future goals, about advisor expectations and opportunities, and about trends in fraternity and sorority life. As an example advisors wanted more information about advisors roles and responsibilities, what activities they must attend as well as where events are in the approval process so they can better plan their schedules.

2.2 Students vary regarding whether they value their faculty advisor or alumni advisor more. This is dependent on the relationship and involvement with their faculty advisor as well as the presence and involvement of alumni advisors in the area.

2.2 Some chapter alumni felt disconnected from Baylor staff. Others mentioned that newer staff had started to listen, respond, and support alumni advisors, but that most alumni advisors felt unappreciated and under informed. The new nonaffiliated Baylor advisors document to be implemented in fall 2018 recognizes this need and begins the process of working in collaboration and creating expectations.

2.3 Alumni advisors are not involved and not highly engaged with Baylor, although many play an active role with the chapter. They expressed confusion by the Baylor practice of having faculty advisors as the primary advisor (given that this is a fairly unique advising strategy - on most campuses the faculty advisor is focused on academic support and the alumni advisor is the primary advisor and contact).

2.4 Alumni and faculty advisors wanted additional and specialized education, training, and support that would assist them in doing their jobs more effectively. This includes onboarding, updates regarding expectations and training opportunities, and information about community updates.

2.4 Faculty advisor support varies greatly chapter to chapter. Some faculty advisors are alumni of the organization they advise and develop relationships with other alumni advisors of the chapter. In many cases, however, the relationship is non-existent. Some advocated simply being “paper” advisors. One faculty advisor talked about “knitting in the corner” just to be present at meetings/events to meet campus policy.

2.5 Faculty advisors discussed a difference in roles depending on the type of organization they are assigned to and limited, if any, clear expectations for roles.

2.6 While many faculty advisors very clearly enjoy their role and have served as a faculty advisor for a long time, it is clear the defined role of the faculty advisor is cumbersome. They felt they spent an exorbitant amount of time overseeing chapter
programs. Faculty advisors shared that they spent up to 10-15 hours a week attending programs and meetings and that all events were necessary/mandated for them to attend.

2.7 Many faculty advisors we met with feel stressed about expectations to be at every meeting, expectations to travel with students, and the reality that if the advisor’s schedule does not allow that person to be present for an off campus meeting, the chapter is punished because the event can’t be approved (even if it is low-risk).

2.8 Culturally-based chapter faculty advisors are paying out of pocket to attend leadership conferences out of town and sometimes out of state when the chapter cannot afford to help them attend, but when their attendance is required for the chapter to be approved to travel.

2.9 Due to the often large time commitment of this role, serving as a faculty advisor takes these individuals away from families and may be discouraged by individual units or departments, making it sometimes difficult for chapters to identify a new faculty/staff advisor.

2.10 One male advisor discussed a discomfort working with a sorority and that sometimes he felt it was better for him not to be present at events.

2.12 Chapter members in general state they are receiving more mentorship than the national average from chapter advisors, professors, and chapter alumni than they do from peers outside their chapter, older members, and family members. When asked more specifically about topical areas they receive much less mentoring then the national average on academics success, participation in other campus activities, leadership within the chapter, career guidance, and internships than the national average (FSES, 2017).

2.13 According to the FSES (2017) sorority chapter alumni advisors are more involved in helping with chapter programs (57%) compared to fraternity chapter alumni (46%). Fraternity alumni advisors are about 10% less likely to assist with holding members accountable, assisting with mental health issues, and supporting academics.
Section 3. Student Organization Judicial Board

3.1 Staff noted that the organizational conduct process does not seem clear in terms of how a potential violation are managed. This led to the perception that potential violations may not always be thoroughly or effectively investigated in order to move forward with holding an organization accountable.

3.2 Staff questioned how effective the Student Organization Judicial Board process is and how it may not be the best practice for holding chapters accountable.

3.3 Chapter members also felt there was little transparency in who was being held accountable and for what reasons, and that rules and expectations are ambiguous.

3.4 Information regarding fraternity and sorority members in the conduct process and in Title IX processes is being collected, but potentially not widely shared or mined for potential chapter-level interventions. Chapters requested more information on the judicial process and who was on probation and for what reasons.

3.5 Law enforcement and compliance officers strongly suggested that investigations should be conducted by trained investigators and not left to chapters to divulge information about incidents.

3.6 Staff responsible for holding groups accountable shared that at least 50 percent of their time was spent on coordinating and responding to investigations. Much of this time seems to be spent on campus policy and compliance as opposed to off-campus parties, sexual assault allegations, etc.

3.2 There is confusion among staff and partners regarding the judicial process, who meets with and manages investigations, and how the loop is closed. For example, if police provide information that may result in an investigation, the loop is not closed regarding how the situation was handled/resolved. Generally, there is a desire to have a more clear (and consistent) sense of the full student conduct process.

3.7 There is a fear of reprisal on the part of students who report issues. A situation where they called in a transport and then were adjudicated for it was brought up multiple times by multiple constituents. It has made students fearful that they will get in trouble if they make any reports to get someone assistance.

3.8 The current investigation process may have unintended challenges. Confronting chapters and asking them to develop their own reporting may tip off a chapter and allow them to manage their story before a strong investigation yields useful information. It may not be an appropriate starting place for every organization and in some instances can negatively impact the overall effectiveness of a conduct process. Campuses that utilize this type of program only are usually only for lower level conduct situations.
Section 4. Councils in Greek Life

4.1 Generally, students from all councils feel connected to the community and willing to work with others from Baylor and other governing councils. Overall, they seem to function well and have strong leadership.

4.2 Space was mentioned as an issue multiple times, but more in terms of access to space that works for specific student groups. This is connected to supporting all Greek councils in equitable ways, which means identifying unique space needs of councils. A great example of work done in this area is the efforts undertaken by Student Activities to convert existing space to a rehearsal location for culturally-based fraternities and sororities.

- Panhellenic has their center with chapter rooms. IFC, NPHC, and MGC share a very small office space that goes underutilized. These councils are greatly disconnected and disenfranchised with regards to space and space is definitely inequitable among the councils (despite some awareness of how Panhellenic organizations funded their space).
- The NPHC garden is great for visibility, but not a very usable space. The intended gathering space it was envisioned to be has not manifested.
- Several individuals mentioned that fraternities and sororities may be viewed unfavorably by some faculty/staff on campus resulting in the prohibition of Greek organizations using some on-campus spaces. It is important to ensure fairness and equity connected to student organization space across campus.

4.3 Students articulated how much they enjoy working with and building relationships across councils, but identified limited ways this occurs. The once a year Greek Leadership Retreat (that may be limited in its current form and provided as part of SALT) is one example, but is not enough to sustain relationships in an ongoing way. President’s roundtables have helped with this effort and are appreciated by students.

4.4 Students from all councils seem to connect with Baylor but in distinct ways.

- National Panhellenic Conference organizations provide social opportunities which connect to Baylor’s spirit and traditions programs and recruitment program.
- Interfraternity Council organizations have a mix of groups, some supporting Baylor’s spirit and traditions programs, and some that are focused on social opportunities.
- The local Christian fraternities and sororities are a mix. They connect to the spirit and traditions, interpersonally focus on their own group, and or the social aspects of fraternity life.
- National Pan-Hellenic Council and Multicultural Greek Council organizations focus on being a support group for each other as well as being involved in community engagement programs (see diversity section for more on NPHC and MCGC observations and recommendations).
4.5 Discrepancy in size among councils creates challenges for all councils interacting with one another.

4.6 According to student’s perspectives on the FSES survey, Baylor chapters are less likely to always have good relationships with other chapters on campus (48% compared to 55% nationally), and other governing councils (55% compared to 61% nationally).
Section 5. Risk Management for all Greek Life Members

5.1 Staff and students feel there is an absence of a comprehensive risk management program that addresses both prevention and risk management and compliance. This also includes the development of policies, workshops, and accountability strategies that work in tandem related to multiple risk management concerns ranging from social event management, alcohol and other drug use, sexual misconduct prevention, fire safety, philanthropy event management (which here might even include events like Float and Pigskin), and hazing prevention.

5.2 Represented consistently by students, Greek Life staff, and staff partners, is a desire to engage realistically in conversations related to risk management, specifically connected to alcohol use and consent training, and sexual misconduct education. All audiences recognize the tension inherent in providing this education in a way that acknowledges the behavior occurring in the community but that also honors the institution’s connection to policies and expectations as well as values inherent in the Christian identity of the institution.

5.3 Baylor has a robust event evaluation and approval process to mitigate risk for student groups and policies that seem to provide a controlled environment on campus and for official chapter events. Off campus events and unregistered parties seem to largely go unrecognized and unaddressed. Note that if an incident occurs off-campus, the general public (including parents) will see it as a Baylor problem, regardless if it is off-campus, registered, or not.

5.4 One advisor described the view of off campus events or events with alcohol as “all or nothing.” This advisor was aware that off-campus behavior is real, but feels powerless to address the behavior in a preventative way because the behavior is prohibited outright.

5.5 Some staff and administrators feel that not having official Greek houses cancels out risk while others see risk within organizational activities that are happening off campus.

5.6 Students are creating their own risk management practices and seeking risk education from their headquarters to mitigate risk at off-campus events. Students feel the alcohol prevention education or related risk management education does not adequately address these unregistered social activities.

5.7 The state-mandated risk management training presented regularly to chapter leaders and advisors was mentioned repeatedly and spoken about in compliance terms versus risk prevention and harm reduction terms.

5.8 Students, alumni, and some staff feel that “Big Baylor” is risk averse and has too many rules and policies related to event management of registered activities, some of which students, alumni, and faculty advisors feel are unnecessary. The focus seems to be on policy compliance/procedure instead of prevention related risk management education.
5.9 Students, staff, and the administration discussed a need for training and education around mental health, alcohol use and misuse, hazing, and sexual misconduct “in the event” that these situations may occur. Students feel there are risky situations at unregistered off campus parties and they want support and evidence-based ways to create safer conditions.

5.10 Consent and sexual assault prevention was identified by students and advisors as lacking, particularly after recent experiences. The Baylor principles make education on this topic challenging in that education in this area is supposed to promote abstinence.

5.11 Students are accessing risk mitigation and harm reduction training programs through their (inter)national organizations. Unfortunately the availability of and the quality of these programs varies greatly chapter to chapter.

5.12 As only a few leaders are able to attend training programs, student leaders feel an immense pressure to try and implement safety protocols on behalf of their organization. As this is a state expectation that cannot be adjusted, support for “bringing back” and translating the information to often large organizations can be enhanced.

5.13 Recent discussions and observations about how the university has handled sexual misconduct and assault is opening up other campus discussion on risk and risk mitigation.

5.14 Baylor has a number of “risk management partners” that all expressed a desire to work more closely with Greek life to share expertise. These partnerships are already utilized in some form, and the Greek community is lucky to have so many partners that wish to support both staff and students in risk management efforts.

5.15 Law enforcement reflected that the Patrol Response area of office campus neighborhoods was chosen for where fraternities were hosting parties at annex locations. However, these locations have moved and the Patrol Response has not changed area coverage in response. Police respond to incidents but do not regularly patrol the new area.

5.16 According to the FSES (2017) students said they did not get enough training, or not trained, at all on the following. (Note all three areas were on par with national trends).

- sexual health (sororities - 27% and fraternities 18%);
- body image (sororities - 36% and fraternities 32%)
- eating disorders (sororities - 45% and fraternities 43%).

5.17 Students also shared on the FSES (2017) that alcohol (21% compared to 16% nationally), recreational drug use (8% compared to 7% nationally), body image (35% compared to 32% nationally), eating disorders (20% compared to 19% nationally),
discrimination (10% compared to 7% nationally), and sexual assault (12% compared to 10% nationally) are prevalent issues for their chapter. Hazing, harassment, and sexual harassment were on par with national averages. Also on par with national average is the prevalence of mental health issues of which 29% of respondents stated that it was a problem for members of their chapter.

5.18 According the FSES data, Baylor Greek percentages for never intervening in harmful situations is slightly higher than the national average. This is especially troubling given that members are saying that alcohol, recreational drug use, body image, eating disorders, discrimination, and sexual assault are more prevalent issues for their chapters that the national data set.

5.19 While Baylor students think their chapter members are having more issues than the national average, they also say they drink much less than their peers. An impressive Fifty one percent say they never drink compared to 29% nationally.

5.20 Baylor Greeks are on par with national statistics that ask members if they are empowered (63% agree) or have the skills to intervene in unsafe chapter situations (65% agree).
Section 6. Diversity

6.1 The Greek community does not effectively represent the diversity of the overall campus community.

6.2 The whiteness in Panhellenic and IFC was discussed several times throughout the visit as a deficit. Students seem at a loss for how to address the concern and believe they are unable to attract students of color to recruitment processes.

6.3 Students, staff, and faculty advisors readily acknowledge the unfortunate disadvantage culturally based organizations and even local Christian based groups have within the Baylor community.

6.4 Baylor administrators and students discussed the disparity in terms of the size and cultural inclusion of IFC and Panhellenic groups over culturally based groups. This is evident in many of the iconic institutional programs such as Pigskin, Homecoming, and Sing.

6.5 While attempts have been made to reduce the fiscal barriers for participation in University-wide traditions, events such as Sing highlight the issue around lack of diversity. It has become an identity for the Greek community, yet it doesn’t even represent one-third of the community as the Panhellenic Association and a few fraternities in the IFC are the only participants. Culturally based groups share that those events (Sing and Float) are not places for them.

   - Economic disadvantage: Float costs of upwards of $10,000. This serves to significantly marginalize smaller groups that do not have the funding or member numbers needed to participate. Even though organizations may not have to spend this much money to participate, the common sentiment is that an organization needs to spend this much money (and a lot of time from a lot of members) to be comparable in participation.

6.6 Culturally based organizations and local Christian groups feel alienated from IFC and Panhellenic fraternities and sororities.

6.7 Further exacerbating this problem is lack of parity for programmatic, meeting, and office space for IFC, MCGC, and NPHC groups.

6.8 In FSES, multicultural awareness education was better for fraternities than sororities but still only 47% of fraternities and 32% of sororities rated these programs as excellent (FSES, 2017).

6.9 Students are interested in talking about diversity and inclusion. They desire to identify ways to better partner with those different than them, but they are lacking ideas for how to make change.
6.10 Faculty advisors for culturally based fraternities and sororities can readily identify ways the organizations they advise struggle in the larger fraternity and sorority context. They cite perception of problematic policies that define their new member presentations as “social events” therefore limiting the types of spaces that are available for these events as well as a belief that some of the “one size fits all” processes around event registration may not actually fit every group and their needs equitably.
Section 7. Staffing

7.1 Staff expressed appreciation for being part of the larger Student Activities team, and expressed multiple ways there are advantages to this new model.

7.2 One challenge mentioned as part of the current staffing model is the perception of a potential lack of focus on the nuances and complexities inherent in Greek organizations, including the need to focus on risk management issues, the involvement of alumni advisors and (inter)national organizations, and the heavy expectations already required of individual chapters by their own organizations. It appears as though there has been a move to integrate fraternities and sororities in with every other student organization in an effort for efficiency and streamlining of process. It is important to understand the need for individualized support and focus. The difference between a fraternity and a student club is vast.

7.3 Students appreciate the support and guidance from the Greek Life staff. However they show frustration with Student Activities. They still see two different entities. They identify Student Activities as placing a large volume of process and expectation in their path that is challenging to navigate from both a student and advisor perspective. They see the Fraternity/Sorority staff more as their advocates.

7.4 Staff, students, faculty advisors, and alumni advisors expressed cautious enthusiasm about the potential of the integrated model of student organization and fraternity and sorority staffing.

7.5 Students highlighted that they felt the layers of processes and protocols for events was not always necessary, although most framed it as a form of “Big Baylor” caring that events are done well. There was frustration that perhaps the level of staffing meant that forms were not always approved in a timely way and that staff may not be able to meet every expectation due to the volume of responsibility and processes. Staff similarly articulated that the new arrangement is a work in progress.

7.6 Higher level attention to fraternity and sorority issues may require higher level leadership that can focus on building key partnerships with campus departments, faculty advisors, and headquarters. Integration with community engagement, counseling, alumni relations are a few examples that staff mentioned. Additionally, how the faculty advisor program integrates with national headquarters, and alumni advisors is an essential relationship to maximize.

7.7 Staff need more extensive training and professional development in student advising and risk mitigation. Fraternity and sorority specific staff have greater knowledge in this area, but since all staff in Student Activities are interacting with fraternities and sororities wider training and understanding about the nuances and layers of these groups.
Again, the sense that “one size fits all” is resisted by fraternities and sororities and may be perpetuated by the current staffing model.
Section 8. Christian Faith Integration

8.1 The integration of Christian faith into the Greek experience was woven into most conversations and meetings. This connection is alive and well with a desire among students to continue operationalizing it.

8.2 Baylor has taken great steps to provide students with a collegiate experience that builds on its values and traditions. Students and staff are proud of these values and they articulate how they resonate personally for them.

8.3 Students shared that they understood and appreciated the Baptist heritage and values that are woven through the Baylor experience. They even articulated how closely aligned the founding values of fraternity/sorority are to the campus values, presenting a possible point of leverage.

8.4 Student, staff and faculty all felt a strong commitment to valuing each individual in the Baylor community.

8.5 Considering Christian faith integration and how it can support prevention and bystander intervention training was mentioned in several meetings.

8.6 Some students believe some faculty are anti-Greek because the perceived values of the organizations are not perceived to be in line with Baylor’s value system.

8.7 The local Christian sororities seem to be more removed from the Panhellenic community than did the Christian fraternities. The group of four local organizations almost make a fifth category of Baylor fraternity and sorority life.

8.8 The largest challenge lies within those conversations about behavior that is antithetical to the values of the institution. It is easy for the institution to simply say “thou shalt not” and leave it at that. Staff are willing to think beyond this approach, but there are clearly challenges in finding the appropriate solution. The problem lies in that there are students that are engaging in problematic or antithetical behaviors regardless. They are ill equipped to manage those situations and conversations effectively. The University must find a way to protect and prepare those students without condoning behavior.

8.9 Staff are impressively able to articulate the tensions and challenges that are part of the Christian faith integration into the lives of college students and into fraternity/sorority processes. The critical thinking skills inherent in staff members’ ability to think through these challenges is apparent, impressive, and is appreciated by students.

8.10 While students may see opportunity in connecting the histories and values of their individual organizations to the Christian values and history of Baylor, few students articulated ways they are currently operationalizing this opportunity collectively or individually.
8.11 Students appreciate their common identity as Christian students and suggest that is therefore a way to “bring together” all members of the Baylor fraternity and sorority community. One cited a possible “all-Greek worship service” as an example of such an opportunity.
Section 9. Assessment

9.1 There is an impressive amount of assessment data including tracking data, evaluation information, and assessment of the fraternity and sorority experience. However, a missing element is a plan for how meaning is made for how this assessment data is utilized to inform Greek life practice. It is clear assessment initiatives are strong institution-wide. One exception is training-specific evaluation being conducted on a program-specific basis.

9.2 The Herbert H. Reynold recognition program could be adjusted to assess and track chapter progress related to Baylor and Greek Life values and student learning outcomes, however, this is not a program that is salient to Greek students and is not currently being thought of in this way.

9.3 Baylor’s strategic initiatives specifically the Academic Strategic Plan 2018-2022 as well as the past Pro Futuris plans can help guide Greek life assessment outcomes. Select focus areas could then be utilized to inform ongoing assessment planning that connect Baylor and the Greek community’s values and goals.

9.4 The definition of leadership currently under development by Student Life and Student Activities’ has an opportunity to further clarify assessment outcomes.

9.5 The office has a strong event approval processes and a culture of accountability and compliance. There is data on types of events and community engagement programs that already exists, but no surveying or assessment of experiences of students and advisors using this program.

9.6 Participation in survey assessment that provide community and council level benchmarking is a key step in measuring policy, education, and advising changes.

9.7 As previously mentioned, institution-wide, Baylor is clearly equipped and adept at assessment and adjusting and developing interventions based on data. There is an opportunity involve fraternity and sorority stakeholders such as Title IX, faculty advisor, and alumni advisors in ongoing assessment and feedback protocols.
RECOMMENDATIONS

The recommendations included in this section are derived from a consideration of all data (both written and verbal) collected during the external review process.

They are organized into the nine thematic areas as well as some overall recommendations and numbered for ease of reference. These recommendations are not intended to address each individual observation; rather they are intended to address the fundamental issues that the observations collectively represent.

It is possible that similar or closely-related recommendations will be offered in different sections. This further underscores that the process of moving forward will require an intentional and inter-connected approach.

The recommendations that follow are intended to build a fundamentally sound, sustainable infrastructure for the support of fraternities and sororities. Unfortunately, there are no magic bullets or quick fixes. However, if implemented, these recommendations provide the Baylor University fraternity/sorority community with a greater likelihood of success than staying the course with a belief that all is good.
Overarching Recommendations

Short-term actions (in the next 3 months)

- In sharing the Baylor story, language is critical to ensuring an effective and inclusive narrative. It would be beneficial for Baylor to shift the language from utilizing the colloquial term “Greek” to purposefully qualifying the groups as fraternities and sororities or fraternal organizations. The intentional separation of the community from the stereotypical “Greek” terminology may promote enhanced pride over time.

- Staff should host focus groups to ascertain how students feel about and articulate Baylor values through Greek Life. Ask chapter and council leaders to tell the story of Greek life (both the positive and the negative). Have them share stories of how they support one another. This information will be helpful in crafting a narrative useful to the future direction of Greek Life at Baylor.

- Consider additional ways in which staff and administrators may interact with fraternity and sorority members, chapter advisors, and faculty advisors to build relationships and trust.

- Review event policies and processes to determine if any portions may be condensed, changed, or removed. Focus groups may be useful in determining barriers and challenges experienced by student groups (Greek organizations specifically) in these processes.

- Develop a public relations/marketing plan focused on internal stakeholders (faculty/staff, administrators, etc.) to communicate the reality of the current fraternity/sorority experience at Baylor and identify movement and goals moving forward.

- Staff should begin to look at how they may showcase greater value for and support the 5 distinct subcultures of Greek life.

Medium-term actions (in the 3 months to 1 year)

- Identify and share more appropriate meeting, office, and gathering space for IFC, MGC, and NPHC. This may need to be identified by a committee of individuals including those with knowledge of facilities as well as those with knowledge of the needs of IFC, MGC, and NPHC organizations (like their advisors and members).

- Implement a council and chapter education program designed to increase awareness and appreciation of the history, values and potential of Baylor Greek life. This might look like a fraternity and sorority ambassador program. These well informed students are then able to participate in a strategic planning process based on their emerging
appreciation and vision for Greek life.

- Continue to develop or if finalized share the comprehensive vision and strategic plan for Greek life with broader campus, community, alumni, faculty and staff constituents to achieve buy-in and express institutional support for Greek life.

- Review all communication to and from the fraternity/sorority community to determine if content, timeliness, and format is effective in distributing the relevant information.

- Review all event approval policies and practices and identify where stakeholders feel there are inconsistencies, duplication, and unnecessary steps. Work to streamline it.

- Develop chapter resources and workshops to assist with fraternity and sorority alumni and parent programs. The resources or toolkits could weave in sharing of checking and sharing of lists, programmatic ideas, and how to connect and compliment Baylor’s overall alumni and parent programming.

- Develop a vision and plan for the NPHC Garden which incorporates ideas from students, alumni, advisors, parent, and staff into the design. Staff had creative ideas on how the space could be used for ceremonies and programs to help build a stronger connection to and with the NPHC community.

Long-term actions (in the next year to three years out)

- Engineer a learning outcomes agenda which pairs with Baylor’s stated values of prudence (wisdom), justice, temperance, and courage (Leadership and Virtues, 2018). Mapped learning outcomes should address both depth (topically) and breadth (which students in the community get to participate).

- Create more parity within existing traditions as well as creating new campus programs which level the playing field for all types of fraternities and sororities and/or equivalent programs designed to highlight each form of Baylor Greek Life. For example, are there different and new ways that organizations can participate in Float that doesn’t require building a very expensive and time intensive float, but that is still appealing to organizations.

- Allow alumni and development staff to assist in the training and support of chapter alumni relations officers, encouraging sharing information and ongoing partnership.

- Create a foundation fund for MGC and NPHC to assist with merit and need-based scholarships.

- Create a comprehensive communication and marketing plan to support the effective
promotion of fraternity and sorority life to the greater campus community.

- This plan should include the use of multiple media outlets and methods such as print and virtual, with special attention paid to the inclusion of fraternity/sorority life in the greater Baylor-wide social media.
- Students, in person and via comments in the FSES survey, feel Baylor doesn’t promote the good things fraternities and sororities do on campus and in the community. A perception among some alumni advisors shared similar thoughts, particularly highlighting the highest St. Jude fundraising chapter of Delta Delta Delta, which should have but did not, in their opinion, receive adequate promotion and recognition. This would help to counter the widely held opinion (also seen in the FSES data) that the university is not supportive of FS life.
- Evaluate and consider how Greek life is presented to first year students.

Aspirational actions (if funding, interest, and timing becomes aligned in the next few years)

- Consider the impact of a space that mirrors the Panhellenic chapter rooms for all councils. Build one that provides community development across councils and with the individual needs of each council (and their chapters) in mind.
Section 1. Student Leader Training

Short-term actions (in the next 3 months)

- Develop training and education for re-engineering democratic processes within chapters for goal setting and decision making.

- Provide training to chapter leaders (in president’s forum or other already existing spaces) regarding confrontation and peer accountability. Based on assessing readiness and needs of officers initially, build further programming on these topics as a result.

Medium-term actions (in the 3 months to 1 year)

- Determine touchpoints for topical leadership development/education that happen in a regular year to build off the existing goal to secure national programs/speakers. This might include National Ritual Celebration Week or National Hazing Prevention Week.

- Create a Greek induction program which educates on the history, sagas, and important figures which embody the Baylor and Greek values. The program should also build knowledge of each council and the local Christian organizations.

- Develop a symbolic tradition which connects Greek life to Baylor (just as the four columns are significant to each new student, as is the jersey personalized with their name, and the line running program at football games). As the campus is steeped in tradition, this new tradition should be a unifying, affirming, and galvanizing experience that all Baylor Greeks to share.

- As fraternity and sorority leaders often face unique challenges, but also have a unique opportunity to discuss leadership from a values perspective connected to their national affiliation, leadership experiences should be retained uniquely for fraternity and sorority members separate from the larger student organization leader training that is provided (although Greek organizations should also participate in wider offerings to benefit from the broader learning that is widely applicable).

- Create an educational program to appraise chapters’ cultural humility and design specific intervention strategies to build cultural competency and humility.

- Develop a common new member training program (may be online) to provide baseline education and expectation setting for any person seeking to join a fraternity or sorority (enhancing or building upon what is already required by IFC for potential IFC fraternity men). This program should be common, provide information about all councils and involvement opportunities at Baylor and within the fraternity and sorority community and be common, not council specific.
Long-term actions (in the next year to three years out)

- Continue building on the plan to develop a comprehensive student leader training program that leverages leadership partners around campus and provides a Greek-specific leadership training continuum that saturates the Greek community beyond chapter presidents and emerging leaders that participate in existing programs. This plan may include opportunities for Greek leadership classes offered for credit, officer specific training tracks, council leader training, and opportunities for chapters to bring leadership programs internally to their chapters.

- Develop a leadership education series which highlights the connections between Baylor’s values, the historical values of Greek organizations, and students’ current interpretation of fraternity and sorority life. The series may enable students to make stronger connection with their fraternity and sorority experiences and as members of the Baylor community. An outcome of this type of education is a student who can fully appreciate the intersectionality of Baylor’s values and their fraternity and sorority values. Baylor administration, in turn, builds more trust with Greek life and can engineer more forms of support. Consideration of this series transitioning into a credit-bearing leadership course for fraternity/sorority leaders would be of great benefit to students and the community at large.

- Develop learning outcomes for the fraternity/sorority experience that can be mapped to existing training opportunities and used to identify possible gaps in training and leadership development. These outcomes can include goals connected to Christian integration and diversity and cultural humility topics to ensure these outcomes exist in program-specific ways, but are also interwoven into all training offerings.

Aspirational actions (if funding, interest, and timing becomes aligned in the next few years)

- Create a social issues awareness series that builds empathy for campus, community, regional issues that students can then determine, through a voting process, a chapter’s moral imagination for community engagement (Patton and Moody, 2008). Challenging chapters to use their capital for good uses, may result in the chapter also realizing that it needs to invest in cultural humility education.

- Continue funding significant attendance at AFLV for fraternity/sorority leadership. Multiple students spoke of the value of this program and long-term funding for all councils to maximize leadership attendance without concerns for cost would be beneficial to the greater community.
Section 2. Advisors

Short-term actions (in the next 3 months)

- Develop regular, passive communication (like an e-newsletter) to faculty advisors detailing upcoming events, expectations, and opportunities. Here are some potential examples:
  - Colorado State University: [https://fsl.colostate.edu/advisors/advisor-monthly-memos/](https://fsl.colostate.edu/advisors/advisor-monthly-memos/)

- Develop a faculty advisor onboarding program with clear guidelines, job descriptions, and scenario training. A part of the faculty advisor training needs to be mandatory reporter training for sexual misconduct processes and protocols.

- Discuss potential financial support for faculty advisors frequently paying out of pocket to attend chapter events that require travel when the chapter has limited financial means. Chapter and/or departmental grants should be developed for faculty advisors to use for travel and other leadership initiatives they think would assist in their role.

- Make the faculty advisor role a more manageable experience. Expand the spousal faculty advisor allowance to enlist other non-Baylor employees to serve as onsite advisors for lower risk activities, thus allowing the faculty advisor to attend less programs. Identify possibilities for a “sub list” of trained faculty advisors that can fill in for a chapter’s faculty advisor should the organization have an event off campus during which the faculty advisor is not available.

- Evaluate the number and role of faculty advisors per chapter. Staff should develop recruitment goals for each chapter to resource some chapters with co-advisors or multiple faculty advisors. Multiple faculty advisors are needed for chapters with larger memberships and or more robust programming that require faculty advisor attendance.

- Create a faculty advisor recruitment program with clear expectations and anticipated benefits.

- Create a faculty advisor feedback process to enable staff to create better matches between advisors and chapters.

- Create an ongoing faculty advisor professional development series to build advisor competency as well as sharing advising tips.

Medium-term actions (in the 3 months to 1 year)

- Develop outreach to and collect records for the alumni advisors that are working with
fraternities and sororities. Develop a comprehensive communication strategy for when and how to best communicate with this group.

- Foster relationships between faculty advisors and alumni advisors, potentially creating in-person meetings that allow both individuals to meet and discuss chapter needs and opportunities. Create an opportunity to bring together both alumni and faculty advisors in a retreat setting to review goals, expectations, policy as well as formulate roles, job descriptions, professional development needs, and performance evaluations. Consider an outside facilitator to coordinate the event and deliver recommendations to administration and staff for their review. The advisors, specifically the faculty advisors program, is a special opportunity for Baylor to create a model for other campuses. The alumni and faculty advisor program design should also focus on outcomes that can be assessed.

- Revise the faculty recruitment program. Recruit more quality faculty advisors through a formal application and interview process. This process should be conducted from Vice President of Student Affairs office and or the senior academic officer to aid in creating prestige and recognition for this serious commitment. Further incentives should be explored such as a discretionary fund for professional development. Baylor’s policy requiring faculty advisors involvement activities is unique. Baylor has an opportunity to be a thought-leader in how a strong faculty advisor program enables positive chapter and community level success.

- Create an appreciation event for faculty advisors. Faculty advisors suggested an appreciation dinner. A possible idea is the president inviting advisors to the President’s suite for a major home football game.

Long-term actions (in the next year to three years out)

- Create a model faculty and alumni advisor program which creates trust between Baylor and chapters by focusing on chapter leadership, risk management/compliance as well as mental health liaison with campus resources.

- Develop an “Advisor Life Cycle” plan that clearly outlines components of the faculty advisor experience including (some of the items listed below are included as recommendations in previous sections that can be viewed as part of the creation of this larger plan):
  - Recruitment: How can Baylor assist in the identification of possible faculty advisors? How can faculty/staff members learn more about expectations for serving in this role? How can faculty members express interest in being matched to an organization? Can graduate students serve in this faculty role? Implement strategies to create a pipeline of possible interested faculty advisors.
  - Onboarding: When a new faculty advisor is determined, what initial training do they receive? What training should they receive? How can initial onboarding be
conducted with limited staff resources like through the use of online training or an advisor onboarding manual? How can advisors be welcomed to their role, which requires a lot of time and commitment?

- **Regular Training and Check In:** How are advisors regularly engaged in communication? Can advisor lunches be continued and expanded to encourage opportunities for advisor communication with one another? How are ongoing training opportunities provided and communicated to advisors? How can advisors become better educators through greater knowledge of current trends and issues? Do advisors have a central point of contact on staff and know how to outreach when there is a question or concern?

- **Recognition:** Faculty advisors spend a great deal of time in their advising role. How can they be regularly recognized for their time and commitment by the University.

- **Closure:** Are there “term limits” to the advising role? How can advisors be supported as they desire to leave their role or as chapters determine it’s time to identify a new faculty advisor?

**Aspirational actions (if funding, interest, and timing becomes aligned in the next few years)**

- **Assess the long term impact of the Baylor faculty advisor model on both the satisfaction and perceptions of faculty and staff but for the educational impact made within each chapter as a result of their involvement.**

- **Develop programs and present at conferences (AFA, FEA, ACPA, NASPA) on the efficacy of the Baylor faculty advisor model based on gathered data.**
Section 3. Student Organization Judicial Board

Short-term actions (in the next 3 months)

- Reconsider the current investigation model that allows chapters to conduct their own internal investigation before determining next steps. While this model may work in some instances in which the chapter in question shows responsibility, various investigation strategies may be needed to actually understand alleged behavior. (Note: not every process should be starting with chapter internal investigations. It tips a chapter off, allows them to manage their story before a strong investigation that yields useful information can in some instances be conducted. Allowing internal investigations, even if they’re referred if not sufficient, isn’t an appropriate starting place for every organization and in some instances can negatively impact the overall effectiveness of a conduct process. Many campuses that utilize this type of program only allow internal/self investigations if certain conditions are met.)

- Create a student organization conduct flowchart to help student leaders, staff, and partners understand the practice utilized when a complaint is received regarding a student organization allegedly in violation of some kind of University policy. This flow chart should include “closing the loop” at the conclusion of the process with any party that reported the behavior (when appropriate).

- Recommend that all student organization conduct be moved to the student conduct office or a process practiced in conjunction with the student conduct office. This is a national trend and one that the Office of Civil Rights has supported.

- Clarify for students and staff a responsible action exemption or “Good Samaritan policy” regarding calling for help for students or guests in need.

Medium-term actions (in the 3 months to 1 year)

- The student conduct office should either create a position and or develop current staff to be committed part time or full time to student organization conduct and training and supporting investigators.

- Form a student conduct committee or team to direct and determine student organization conduct processes moving forward (ideally led by student conduct based on earlier recommendations). This team could include representation from Student Activities, Dean of Students, and Student Conduct. This ensures all parties are aware of the behavior, records are tracked helpfully and in perpetuity, and best practices can be utilized when determining next steps with any student organization conduct case. It also allows for greater consistency in student organization conduct processes regardless of organization type. Processes for resolving potential student conduct issues might include an individual hearing officer, a student judicial board, or an informal or alternate
dispute resolution strategy depending on the case. This group can also determine if enough information is available in a complaint to move forward with a conduct process or if additional investigation is warranted. *(Note: This team is not made up of the same people that would hear a case, but of professionals from various areas that make decisions about where investigations or cases should go before members on a judicial board access the information. Currently the student organizations handbook indicates that (minor) violations of that University document may result in investigation and accountability from Student Activities while more serious potential violations will be referred to the student organization judicial board. The handbook defines who is part of that Board. The group being proposed here determines which alleged violations are "minor" and may be resolved at a low level, which need further investigation, and which are considered more severe and be referred to the student organization judicial board. This decision is made by people not involved with conduct the actual investigations or hearings, and is not a replacement for any conduct board. Furthermore, when representatives from various student organization areas (club sports, performing arts, traditions, fraternity/sorority, etc.) that may be able to serve on a team like this can provide additional and important context about individual student organizations and the context in which that organization exists that are useful in conducting an appropriate and uniquely beneficial conduct process that leads to behavior change.)*

- Develop and maintain a system for student organization conduct records tracked in a central and consistent way, which will allow for historical documentation as well as allows users to see patterns of behavior over time.

- The Student Organization Judicial Board can be refocused on proposing sanctions for groups found responsible for violating the Baylor Code of Conduct except for anything to do with sexual misconduct violations (and potentially high-stakes decisions regarding suspension/loss of recognition).

**Long-term actions (in the next year to three years out)**

- Working with a student organization conduct team, consider training investigators (an office or individual that bears responsibility for student organization conduct processes) to be able to investigate alleged behavior involving fraternities and sororities (and all student organizations).

- Develop a robust training program to educate individual chapter accountability boards. This is an excellent opportunity for the chapters to exert self-governance and to hold members accountable while be connected to institutional resources and values. Strong chapter level accountability and conduct board operations may enable the campus conduct process to view chapter level action as a viable alternative to their own action in lower level cases.
• Develop alternate resolution processes that are well defined and clearly communicated. These might include a self-investigation process, restorative justice opportunities, etc.

• Clarify as part of the fraternity and sorority conduct process, which entity will be in communication with (inter)national organization and advisor partners. Determine at what point in a conduct process is this outreach is made and how all supporting parties with a vested interest in the health and wellbeing of an individual chapter are engaged in the process.

  **Aspirational actions (if funding, interest, and timing becomes aligned in the next few years)**

  • Assess chapter standards boards for their efficacy in holding members accountable and build trust between these entities and the campus conduct process.
Section 4. Councils in Greek Life

**Short-term actions (in the next 3 months)**

- Create opportunities for presidents of the various governing councils to meet regularly to update one another about progress in their council as well discuss opportunities to partner among councils in a more regular way.

- Continue pursuing extension in Panhellenic to decrease, as much as possible, the size disparity that exists among councils.

- Engage students in a community-wide brainstorming opportunity to identify community-building programs and events. For example, during the visit, students discussed hosting a Greek-wide worship service open to all member and creating a presidents Facebook group to encourage regular and personal interaction and communication. The implementation of these ideas may be planned by students or staff, and may be high-yield in terms of relationship building.

**Medium-term actions (in the 3 months to 1 year)**

- Share with students, administrators, staff and faculty that fraternities and sororities have common and distinct histories, values, and traditions which are different but should be valued. This may be part of an overall communication/marketing effort about fraternity and sorority life.

- Support a strategic planning process for each council that addresses values clarification, goal setting, support, faculty needs, and clear connection to Baylor priorities and partnerships. Each plan should address the unique needs of councils and chapters in the distinct communities. As an example, NPHC space needs are different than that of MGC and IFC. Please note that the Christian/local organizations should also have a strategic plan as well in addition to their governing council plans. Some of this groundwork has already been done. A current challenge is that these goals seem to be untethered to larger visions/goals/values of the fraternity/sorority community and are difficult to assess in terms of metrics for success. How can the councils tie their goals (and the goal setting process more broadly), into the larger visioning process for the community so all councils are finding their own unique ways to work toward the same, mutually agreed upon ends?

**Long-term actions (in the next year to three years out)**

- Create opportunities for councils to learn about one another in a standard and consistent way that saturates organization membership and not just leaders. An
example of this includes creating an online program that all new or prospective members must complete during their semester of joining (at their own pace) that provides information about the fraternity/sorority community (including all councils). This recommendation is also included in other recommendation areas in this document.

○ Example: https://fsl.colostate.edu/resources/new-member-education/

- Identify a committee or board of programmers from the Greek community that can plan community-wide events while engaging in a positive leadership role. This may relieve some burden from staff needing to plan these events.

- IFC, MGC, and NPHC office space needs to be addressed. The symbolism of offices underneath stairs is a missed opportunity for Baylor to celebrate diversity. Identify space that is visible and has a social component to it for maximum use by culturally based groups. The space should allow for parity. Additionally, for MGC and NPHC the office space should be close to advisors and be comfortable space for council and chapter gatherings.

- As part of the NPHC strategic plan, address updates to the garden space to allow for more programmatic opportunities in what should be a viable location.

- Educate the community, particularly faculty and alumni advisors, on inclusive terminology. Specifically, when referring to fraternities and sororities as “men’s and women’s groups”. For example, on chapter advisor talked about how “women’s groups have chapter rooms” yet did not recognize MGC and NPHC sororities in this statement as they do not have chapter rooms. This was a common occurrence and unintentionally excludes them and diminishes their equity as fraternities and sororities like NPC and NIC organizations.

Aspirational actions (if funding, interest, and timing becomes aligned in the next few years)

- Provide IFC, MCGC, and NPHC with comparable facilities near the Panhellenic Association sorority complex. A taskforce to examine opportunities for council-specific desirable space may be useful in determining options and processes.

- Create an institute for leadership and fraternal values which Baylor Greek life sponsors for religious based institutions with Greek Life.
Section 5. Risk Management for all Greek Life Members

Short-term actions (in the next 3 months)

● Chapter leaders should have an open dialogue about social practices and the amount of risk associated with off campus events.

● Utilizing the data already captured by Advocate, continue working with Baylor and local police to identify problematic off-campus addresses..." If this already-gathered data is not available for this level of analysis, lead discussion regarding partnerships with Student Conduct so that the identification of problematic addresses can be actualized.

● If fraternities are hosting events with sororities, both need to be engaged in the planning process as equal partners that are equally responsible. Training can be amended to provide education on this topic.

● Greek life behavioral issues statistics should be shared with chapters, leaders, alumni advisors, and faculty advisors.

Medium-term actions (in the 3 months to 1 year)

● Develop a multi-semester plan for gradually and thoughtfully providing harm reduction training in addition to the compliance-orientation risk management training that is already provided, “in the event” that these situations occur. Topics include alcohol use and abuse, other drug use, hosting social events at which alcohol is present, consent, hazing, and sexual misconduct. The development of this plan should include multiple partners (staff colleagues, advisors, and students) that can carefully balance the needs of the institution and the realistic needs of the Greek community.

● Focus on safety in a way that moves beyond your current focus on event compliance into other behavioral issues regarding sexual misconduct, hazing, and alcohol and drugs as well as other areas of concern such as eating disorders. As an example based on FSES data; IFC and PHA chapters may need to host a number of outcomes related to student safety including increased knowledge of eating disorders. Advising and workshops could assist in knowledge acquisition and tracking of number of students seeking counseling for such disorders be a measurable outcome.

● Partner with alumni chapter advisors and national training programs to understand and increase risk mitigation education.

● Create a dialogue with alumni and faculty advisors to create a compliance evaluation for sponsored events. This feedback process could assist chapters in being more responsive and responsible for safety concerns.
• Create a comprehensive mental health, body image, and eating disorder program allowing fraternities and sororities to enter into these conversations and help give alumni, faculty advisors, and chapter leaders the resources and tools to build awareness and bridge students into campus services.

• Create a new member education and risk management workshop directed at the new members. This can be included in a broader new member education initiative mentioned elsewhere in these recommendations. The Interfraternity Council has created the EDG program focused on potential members, but this program does not continue past a student beginning a new member education process and is not inclusive of all other councils. Ensuring a program like this exists outside of any particular council and planned centrally by staff with all councils involved, is essential to the success of a program that establishes common community-wide expectations, shares opportunities, and education regarding the breadth of the fraternity and sorority community (cross council education). EDG can and should be continued as an opportunity share IFC-specific messaging with potential members before they begin their recruitment process. Some of the information contained in EDG can be part of a common new member education program.

• Strong existing practices require chapters to submit a new member education/intake plan, new member education/intake calendar, and risk management approach to Student Activities that is reviewed in person with Greek Life staff in Student Activities. This practice should be continued with specific focus on coaching chapters regarding opportunities for growth and to ensure there is consistent messaging regarding institutional expectations across councils Require chapter presidents and new member educators to meet with staff to review expectations ensuring quality information is shared back to chapters and new members and that there is consistent messaging across councils. Student Activities and Student Conduct should work together on this program.

• Implement a bystander intervention training as a part of overall prevention education and risk management efforts.

• Medical amnesty/responsible action exemptions should be discussed and addressed. If there is a medical amnesty policy, then it needs to be promoted and the community effectively educated on it to be sure they are aware and effectively able to utilize it without fear of retribution.

**Long-term actions (in the next year to three years out)**

• Create an annual risk management review process with stakeholders to examine gaps as well as areas of success. As a result of regular of this review, staffing and resource allocation can be adjusted to reduce risk before future incidents occur.
Aspirational actions (if funding, interest, and timing becomes aligned in the next few years)

Ensure that at least a portion of a staff members’ responsibilities are allocated to risk management, both in terms of compliance education as well as harm reduction/prevention efforts. Ideally this could be assigned as a primary focus for one position.
Section 6. Diversity

Short-term actions (in the next 3 months)
- Build training around inclusivity into existing leadership programs. This encourages students to view their work around inclusion as integral to success. Learning outcomes connected to diversity and inclusion should be mapped to every leadership program.

- Each council should develop an inclusion plan that assesses current realities connected to diversity and inclusion and creates goals around climate, programming, and recruitment to build on strengths and address deficits. *(note: Cal Poly is currently in the midst of this process that could be used as an example (obviously as a result of negative incidents). This requires all chapters to develop a plan.)*

Medium-term actions (in the 3 months to 1 year)
- Baylor should exercise its opportunity to enhance the cultural climate of the campus through fraternity and sorority life for all students through cultural competency education.

- Create a cultural competency educational program centered around the concept of “cultural humility” for IFC and Panhellenic chapters specifically, but open to all councils.

- Provide a pool of funds for culturally-based groups to attend regional and national conferences.

- Create roundtables to provide opportunities for discussion and evaluating interest and capacity for culturally-based fraternity and sorority members’ participation in Baylor’s more traditional programs.

- Identify strategies to recognize those organizations who develop culturally relevant and educational programs. This could be a great opportunity to provide small program grants to organizations who partner across councils to collaborate on culturally diverse, educational, and inclusive programming.

- Provide opportunities for advisors of culturally-based organizations to share their learnings and insights regarding the experiences of the members of the groups they advise.

Long-term actions (in the next year to three years out)
- Increase support for culturally-based fraternities and sororities through hiring competent advising staff to advise MGC and NPHC groups. Hire staff that are skilled in developing cultural competency curriculum for chapters and councils. The two pronged
approach will enable groups to develop cultural competence and inclusive practices to both increase diverse memberships as well as partner with each other more effectively.

- Ensure that diversity and inclusion is part of the HHR program (or future programs) so that regular assessment of chapter success is representative of Baylor’s overall commitment to diversity and inclusion.

Aspirational actions (if funding, interest, and timing becomes aligned in the next few years)

- Allocate resources for attendance at the National Conference on Race and Ethnicity and/or the Social Justice Institute for students to learn as well as present on Baylor programs and initiatives.

- Create a fund for groups to use for innovative chapter and council cultural humility programs and activities.

- Create an award program specifically for the celebration of culture/diversity within the fraternity and sorority community.
Section 7. Staffing

Short-term actions (in the next 3 months)

- Broaden the scope of the NPHC and MGC Coordinator position to include multicultural/diversity education and adjust the working job description to development plans for implementing community-wide cultural competence which is also tailored by fraternity/sorority council. This position may also focus on increasing cultural competence within IFC and Panhellenic organizations. This may also assist with larger institutional goals around diversity.

- Create a proposal for a student organization conduct/investigator position. Colorado State, Indiana University, and the University of Houston all have good examples.

Medium-term actions (in the 3 months to 1 year)

- Finish hiring staff and review priorities and division of labor, including Greek life-specific staff as well as ways in which other Student Activities staff interact with and support the Greek community and fraternity/sorority initiatives.

- If student organization and conduct issues are moved out of the Student Activities office, the Associate Director may be able to refocus on overall student organization and activities priorities. Specifically, this role should be moved to the Assistant Dean for Student Learning & Engagement with a focus on clearly defining the role of Student Activities and Student Learning & Engagement through this transition to ensure process run smoothly and clear lines of communication are established.

- Move Greek conduct to the Office of Student Conduct or determine clear partnership and process opportunities connected to all student organization conduct.

Long-term actions (in the next year to three years out)

- Create a position to supervise the fraternity and sorority life area specifically. Fraternity and sorority life staff need a more seasoned professional guiding Greek Life strategic direction, policy, process and mentorship. This would also help create a more manageable ratio for staff to Greek students.

- Identify additional graduate assistant opportunities to provide greater day-to-day advising support of governing councils.

- Create an annual review of staffing model given the size of the Greek community and the scope of current work.
Aspirational actions (if funding, interest, and timing becomes aligned in the next few years)

- Adjust positions based on trends in student participation as well as higher level opportunities to partner with other campus and student affairs units.
Section 8. Christian Faith Integration

Short-term actions (in the next 3 months)

- Ensure Christian and local organizations are included in the break out of councils for all grade reports and other analytic reports.

- Conduct focus groups with students to assist in a decision to more fully integrate local groups within a council and/or allow them to forge a separate council to share in a discussion of their goals and aspirations.

Medium-term actions (in the 3 months to 1 year)

- Create an educational experience which deepens the understanding of the common Christian and spiritual values between Baylor and fraternity and sorority chapters. This could be designed as an academic class and/or a workshop series in which students explore the underpinnings of fraternity and sorority life.

- Teaching faculty advisors could assist in assessing and highlighting the positive qualities of fraternity and sorority life as it relates to the overall mission of the institution.

- The Panhellenic Council, supported by Panhellenic advising staff, should consider a closer relationship with the two local Christian sororities and explore the possibility of creating an associate member status.

- Weave a connection of organization values to Baylor’s Christian values into the annual awards program to encourage ongoing reflection on this topic.

Long-term actions (in the next year to three years out)

- As part of the strategic planning exercise for all councils, ensure that Christian fraternities and sororities have a separate plan to discuss their specific mission and values.

- The institution has already started developing support of a chapter chaplain position designed to connect the organization’s values and purpose to Christina values and Baylor’s mission. Further developing roundtable meetings to share ideas, educational curriculum for chapter implementation, and opportunities for community engage for chapter chaplains allows for growth in the importance of this position. Ideas for chapter-level integration can be shared by students and these student leaders can be mentored by staff facilitating the roundtable.
Aspirational actions (if funding, interest, and timing becomes aligned in the next few years)

- Create a marketing program for fraternity and sorority life that highlights the unique aspects of Baylor Greek life including highlighting Christian fraternities and sororities and the ways in which all fraternities and sororities work to honor and live the Christian mission of Baylor. This makes the Baylor fraternity and sorority community unique.
Section 9. Assessment

Short-term actions (in the next 3 months)

- Identify Greek life learning outcomes from Baylor strategic plan and the Leadership and Virtues document.

- Develop interim (as a Greek life visioning and strategic plan has yet to be developed) behavioral outcomes regarding academics, community engagement, campus engagement, alumni engagement, and risk mitigation for mental health, harassment, sexual misconduct, alcohol use, and hazing. Outcomes should measure both prevention as well as intervention. Risk mitigation should focus on knowledge of issues, intervention skills assessment, and reduction of incidents and recidivism.
  - As an example, sexual misconduct prevention, intervention, and reduction should focus efforts informed by emerging literature on the antecedents to unsafe conditions such as unmanaged social situations, access to alcohol, and signs of hegemonic masculinity.

- Based on material already identified through the external review process, cull through archives for artifacts and material which highlight fraternity and sorority contribution to the Baylor campus. Materials can continue to inform a historical review as a prologue to strategic planning as well as student leadership programs. Much of this archival effort already conducted is critical for both the strategic planning effort but also the Greek new member program.

- Develop lists of stakeholders for who to include in a Greek vision process.

- Identify an objective facilitator for the strategic planning/visioning process as well as an internal champion(s) to add context and bias reflections to objectives.

- Develop and propose goals for a visioning and strategic planning process including how to prioritize student learning and behavioral assessment outcomes and measures.

Medium-term actions (in the 3 months to 1 year)

- Consider the development of a year-long recognition/chapter assessment program (may be a revised version of HHR) that measures and encourages behavior of fraternity/sorority chapters connected to institutional and Greek life values culminating in meaningful recognition.

- Goals (including metrics for success) should then be developed into a comprehensive assessment program to specified behavioral outcomes and student learning outcomes for councils and chapters. Please note, previously mentioned outcomes should be specific to each council/type of fraternity and sorority. *(Note: it would be useful for staff to assist in the development of the outcomes based as much on internal council...*
identified goals as much as external goals identified by campus administrators. The council goals currently read as a year-long set of ideal achievements versus outcomes for the fraternity/sorority experience that can be used to identify interventions.)

- Share, compile, and utilize individual student conduct and other relevant information to gather trends and work better with students on working to be more preventative.

- Create a scorecard on each chapter that can be communicated with the community and relevant partners. Create an overall Greek life infographic/community scorecard of sorts as well. Example: Most Big Ten Universities are currently creating these.

- Develop regular communication vehicles like the development of annual reports and reporting on websites regarding chapter and community performance to be distributed to all members and stakeholders, including alumni and partners in other departments.

- Engage in a strategic visioning process which will help define key assessment goals. This should be a robust process.
  - First, identify all stakeholder groups and choose a representative(s) of each group.
  - Second, as stakeholder representatives to gather feedback from each group. Please note this should be done in conduction with a staff to assist with documentation.
  - Third, this information should be coded for themes within groups as well as from each constituency.
  - Fourth, convene representatives in a facilitated visioning and strategic planning summit.
  - Fifth, develop a rough draft of the visioning and strategic planning document to be reviewed by select committee to priorities and finalize the proposed plan for Vice President Jackson.
  - The sixth and final phase is the communication, dissemination and implementation of the plan.

**Long-term actions (in the next year to three years out)**

- Utilize tracked fraternity and sorority affiliation data within the common data systems (Banner) in order to more effectively inform administration and staff on the value, movement and problems of the community, councils and chapters. Once data is gathered higher level analysis should look for correlations between staff, faculty advisor and administrator perceptions. As an example do business students who participate in chapters with lower percentage of diversity have increased organizational conduct cases. This higher level analysis may be able to begin to predict cultural shits in chapters and allow time for staff to design and implement positive intervention strategies. Key metrics should include:
- percentage individual member reports and violations of academic dishonesty, alcohol, drug, hazing, and sexual misconduct of the code of conduct in aggregate form.
- Organizational conduct reports and confirmed violations
- chapter grade point averages
- new member grade point averages
- chapter percentage of race and ethnicity
- percentage of individual member by academic school
- percentage of community service hours per chapter
- percentage of out-of-state and in-state
- percentage of first generation status
- percentage of low-socioeconomic status

- Focus on safety in a way that moves beyond your current focus on event compliance into other behavioral issues regarding sexual misconduct, hazing, and alcohol and drugs as well as other areas of concern such as eating disorders. As an example based on FSES data; IFC and PHA chapters may need to host a number of outcomes related to student safety including increased knowledge of eating disorders. Advising and workshops could assist in knowledge acquisition and tracking of number of students seeking counseling for such disorders be a measurable outcome.

- Departments and various partners across campus seem to be willing to collaborate but spoke often of not knowing what other departments are doing or need in order to collaborate. Student Activities should capitalize on this willingness to communicate and share resources and information by hosting strategic meetings specifically targeted to discuss issues connected to the Greek community at least once per semester.

- Develop a “Greek Chapter Notes” evaluation and assessment protocol with key staff that interact with fraternity and sorority chapters. The notes, organized by chapter, would be an electronic repository for staff to log reflections of advising sessions as well as staff who provide programs and workshops for chapters. As an example, a team of staff who conduct an informational session on mental health could share their observation of how the chapter responded. Then on a regular basis, the notes can be reviewed by advisors to help share chapter feedback in advising sessions and/or design follow up conversations or workshops for chapter.

_Aspirational actions (if funding, interest, and timing becomes aligned in the next few years)_

- Further recommend a clear and prioritized list of positive student learning outcomes based on institutional and academic goals such as cultural humility and community engagement. A learning outcome can look at understanding and appreciation of cultural humility and assessment of knowledge, understanding, and appreciation of other cultures through a pre-post survey design.
● Readjust and/or revise evaluation and assessment program based on the strategic visioning exercise for Greek life. Assuming this visioning process can be conducted within the 2018-2019 academic year, Baylor staff should be in a position to incorporate this plan within their current evaluation and assessment plan.
Outcomes

As a result of implementation of these recommendations Baylor should:

● View councils and chapters as a positive adjunct to its mission and purpose. Specifically fraternities and sororities help educate members on an ethic of care, cultural humility, and other salient outcomes.

● Administration would feel that councils and chapters contribute to the admissions, persistence, and education of its students.

● Councils and chapters would have parity in the size and shape of their office and programmatic space.

● Baylor’s enduring values would be enhanced by alumni, councils, and chapters.

● Serving as a faculty advisor would be an honor sought out by Baylor faculty and staff.

● Chapters would be able to articulate how they integrate Baylor’s values and those of their core chapter values and leadership.

● Baylor alumni relations and foundation would have an active and fulfilling programmatic and fundraising relationship with Greek alumni and parents.

● Constituents and members of the Greek community would be able to articulate a compelling vision for fraternity and sorority life that motivates behavioral change.
External Review Team Bios

Mark Koepsell, M.S. Ed, CAE
*Higher Education Consultant and Business Owner*

Mark has spent his career serving Fraternity/Sorority Life and Higher Education in general. He is a visionary leader bringing over 25 years of experience in establishing operational optimization across diverse organizations. Mark has been recognized for both strategy development and providing vision to both nonprofit and corporate entities. Distinguished for an entrepreneurial mindset with creative problem solving ability combined with operational effectiveness, Mark currently uses his skill to both help create and convert strategic plans into tactical reality through his consulting business, Koepsell Consulting, LLC.

Parlaying his work in Higher Education and a student centered approach that focuses on building the space that supports students in their own development, Mark co-created and founded My College Navigation Hub. He understands what soon-to-be college students need to know to really succeed in their college career and has a passion for helping them get there. My College Navigation Hub targets the needs of high school students and their families and helps them navigate that all important road to college.

Having served as both the Executive Director of the Association of Fraternity/Sorority Advisors as well as the Executive Director of the Association of Fraternal Leadership & Values (AFLV), prior to that Mark spent 17 years working in various positions in student affairs at Colorado State University, Saint Louis University, and Millikin University.

Mark received his bachelor's degree at Carroll University in Wisconsin and a master's degree in educational psychology and counseling from Eastern Illinois University. He has been actively involved in his own fraternity, Phi Delta Theta and other organizations, like Leadershape, that have a focus on helping today’s youth grow and develop.

Mark was recognized by the Association of Fraternity/Sorority Advisors (AFA) from whom he received the Sue Kraft Fussell Distinguished Service Award (2006) and the Jack L. Anson Lifetime Achievement Award (2011). He was also humbled to receive an alumni achievement award from Eastern Illinois University (2011).

Stevan Veldkamp, Ed.D.
*Special Assistant to the Vice President & Executive Director, Center for the Study of the College Fraternity*

Dr. Steve Veldkamp is serving Pennsylvania State University as Special Assistant to the Vice President of Student Affairs to coordinate and lead the implementation of the University’s Fraternity and Sorority Life reforms, including establishing and managing its operation.
management. He additionally represents Penn State at various regional and national gatherings on fraternity and sorority life, in conjunction with the Vice President for Student Affairs.

Steve is the current Executive Director of the Center for Fraternity and Sorority Research (CFSR). In this role he has developed and implemented a national assessment survey for campuses and headquarters to evaluate their chapters, councils, communities, school consortiums and worked with 80 campuses and headquarter clients. He is a frequent campus and headquarter consultant, and national conference presenter. In this capacity Steve discusses the alignment of fraternity and sororities within higher education which is based on his work with university presidents (Call for Values Congruence, 2003). This document serves as a guide to assist colleges and universities across the country with making improvements in Greek Life.

Previous to this current role, Steve served Indiana University, Bloomington as the Assistant Dean and Director of Student Life and Learning. He is a member of the National Association of Student Personnel Administrators (NASPA), the Association of Fraternity Advisors (AFA), and member of Sigma Phi Epsilon Fraternity and past Director of the Interfraternity Institute.

Steve is a two-time graduate of Grand Valley State University with a Bachelor of Marketing and a Master of Organizational Communications and Management. His doctoral degree from Indiana University was in studying the impact of budgeting system on student affairs.

Mónica Lee Miranda, M.S. Ed.
Director, Center for Student Involvement, University of South Florida & Educational Consultant

Mónica Lee Miranda serves as the Director of the Center for Student Involvement at the University of South Florida in Tampa, Florida. Prior to that she served as the Director of Fraternity and Sorority Affairs at the University of Rochester for 14 years. A native New Yorker, she received her undergraduate and graduate degrees at the University at Albany, State University of New York.

A dedicated professional and volunteer, in 2011 Ms. Miranda served as the 34th President for the Association of Fraternity/Sorority Advisors (AFA), creating history as the first person of color and member of a culturally-based fraternal organization to assume that role. Currently she is the AFA Alternate Liaison to the Council for the Advancement of Standards in Higher Education (CAS) Board of Directors. She has also served in various leadership roles for her sorority, Omega Phi Beta Sorority, Inc. including the inaugural Chair of the Board of Trustees, and the National Association of Latino Fraternal Organizations (NALFO) including the inaugural Vice Chair of its Board of Directors. Her commitment and dedication to the fraternal movement has been recognized by her sorority with the renaming of an award the Monica Lee Miranda Image Award, by NALFO as a two-time Professional of the Year award recipient, by Delta Upsilon with
the William H. P. Faunce Interfraternalism Award, By Phi Sigma Sigma Sorority as Chapter Advisor of the Year, and AFA with the Sue Kraft Fussell Distinguished Service Award. Ms. Miranda was also featured as a Hispanic on the Move by The Hispanic Outlook in Higher Education Magazine.

Ms. Miranda is currently a PhD Candidate in the Educational Leadership program at the Warner School of Education at the University of Rochester with a focus on exploring the experiences of Latinas in Latina sororities. In her local community Ms. Miranda is a member of the Miss Tampa Board of Directors, combining her passion for empowering women with the educational support of the Miss America Scholarship program. Ms. Miranda is also an independent educational consultant and speaker, and facilitates a number of leadership development programs and interactive workshops as an independent contractor for various speaking and consulting agencies.

Lindsay Sell, M.S. Ed
Director, Fraternity & Sorority Life, Colorado State University

Lindsay Sell currently serves Colorado State University as the Director of Fraternity & Sorority Life. Prior to this current role Lindsay has worked in University Advancement at CSU as the Assistant Director of Student Advancement Programs and as the Assistant Director of Fraternity & Sorority Life at the University of Connecticut. In several of these roles auxiliary assignments working in campus conduct has provided judicial programs and conflict resolution as an area of professional interest.

As a volunteer Lindsay has served in numerous roles for Kappa Alpha Theta, including her current international role as Director of Extension and in service on the Inclusion Committee. A long time volunteer of the Association of Fraternity/Sorority Advisors, Lindsay currently serves as the chair of the AFA Awards & Recognition Committee and is a two-time recipient of the Shelley Sutherland Outstanding Volunteer Award in addition to the Gayle Webb New Professional Award. Lindsay also begins service in 2018 on the Board for the Association of Fraternal Leadership & Values. Lindsay has received recognition as an outstanding fraternity and sorority advisor from several national fraternity organizations including Sigma Nu and Pi Kappa Phi.

Lindsay is a two time graduate of Colorado State University with a Bachelor of Arts degree in Speech Communication and an Master of Science in Student Affairs in Higher Education with a graduate certificate in women’s studies. Lindsay currently serves as an adjunct instructor at CSU for Women’s Studies courses focused specifically around interpersonal violence prevention.