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# HIED 66595/76595 (section 02)

## Special Topics: Coordinating Greek Life

### Spring 2011

#### Thursdays, 5:30 pm – 8:15 pm ~ White Hall Room 208

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#### **Instructor**

Katherine E. Carnell  
Director, Office of Student Involvement & Leadership  
University of Mount Union  
[carnelke@mountunion.edu](mailto:carnelke@mountunion.edu)  
[kcarnel1@kent.edu](mailto:kcarnel1@kent.edu)

(330) 823-2885 (in the office at Mount Union)

\*\*Please contact the instructor to set an appointment\*\*

#### **Catalogue Description**

*(adapted in part from the Kent State University Graduate Catalogue)*

The purpose of this course is to introduce and develop students' knowledge of the unique role and responsibilities of an administrator who is responsible for fraternity and sorority life within a division of student affairs at a college or university. **This course is a specialized offering in response to emerging or selected program needs. Prerequisite is graduate standing.**

#### **Course Description & Instructional Philosophy**

Throughout this course, instruction will be delivered in a variety of formats. The intention is to engage in a sharing and learning environment that enhances the experience of all participants. Out-of-class assignments are designed to stimulate discussion, as well create a real world portfolio enabling students to best be prepared for the practitioner role of advising fraternity and sorority life. Assessment will take place in a variety of ways – through self-reflection in the use of weekly academic journal entries, the evaluation of projects assigned, and attendance and participation within the class.

As the instructor, I look forward to learning from you, the student, as much as you are learning during the course. The same should be said for the advisor/student relationship, especially as it relates to fraternity and sorority life advising. Constructive feedback is valued and appreciated; healthy and open dialogue (even when it might get uncomfortable at times) and honest assessment of the course, its content, and materials is welcome.

Finally, the abilities to speak clearly and write effectively are two skills highly valued but grossly underestimated in today's world. This is no exception in the field of student affairs administrators. These are two skills I choose to emphasize throughout this course. It is my hope that you find this course to be a experience that is contributes to your journey in your development of a professional self.

#### **Expected Learning Outcomes**

Bloom's Taxonomy (1956, 2005) & Nilson (2005) as the guide for rewriting objectives (Nilson, 2005, p. 19-20)

**As a result of participation in and successful completion of this course, students will:**

- **recognize** the background and characteristics of fraternity and sorority organizations in a college/university setting
- **illustrate** the role and contributions of social Greek-letter (i.e. "fraternities and sororities") to an institution and its students
- **be prepared to manage** the administration of fraternity and sorority life on a college campus; using the **core competencies for the profession of advising fraternity and sorority life** to provide the lens for professional employment

## Course Requirements

*The instructor reserves the right to amend this syllabus and its contents as appropriate throughout the course of the semester.*

### **Assignments**

Assignments in this course are designed to enhance engagement in the class. Each one is to assist you in learning and deepening your understanding of the subject matter. Assignments will enrich our in-class discussions as well, and provide you with solid examples for real-life application. A separate assignment form will be provided in advance of the assignment's due date outlining the details for proper completion.

All written assignments, with the exception of the weekly academic journal responses, are to be written in proper APA format according to the revised sixth edition of the manual. This includes grammar, clarity of writing, and all references. All assignments are to be typed; no hand-written assignments will be accepted. Please submit an electronic copy of each assignment, unless otherwise instructed, uploaded to the class' site on VISTA prior to the start of class on the day indicated the assignment is due.

Work is expected on the day in which it is due or a **-10 point deduction will be applied for each day past the deadline the assignment is submitted** (unless you've made arrangements with the instructor).

### **The following are the primary assignments for the course:**

- a) **Weekly academic journal responses** – Prepare weekly academic journal responses based upon the week's reading assignments. Each weekly academic journal response entry is due prior to the start of class in electronic format, uploaded to the VISTA site. Please bring a paper copy of your journal entry to class with you as well. **(10 points each, due each week by 4:30 pm on Thursdays to VISTA)**
- b) **Institutional Profile Assignment** – Please select a college or university that hosts a fraternity and sorority community. That campus can be public or private, small or large, etc. The fraternity and sorority community can be as well. Using the provided questions, please prepare a 750-word essay and submit it electronically to VISTA prior to class on the due date and bring a paper copy to class with you on the due day as well. In addition, you will present the institution to the class in a 5 minute presentation. **(50 points, due January 27)**
- c) **Review of a campus event** – Select a fraternity and sorority life event on a campus within the region of Kent State to attend. Please write a 750-word essay reviewing the event. Describe the event – what kind of event it was (meeting, program, etc.), where it was located, and what the purpose of the event was. Then, from an advisory perspective, critique how you would advise that particular event with the students. You may not have had an active hand in advising or coordinating the event selected – please select a school other than the one you currently work for, if possible. **(50 points, due February 17)**
- d) **Case Study Experience** – Students in the class will work in groups to prepare a case study related to the experience of the students in fraternity and sorority life. Each group will be responsible for submitting a written summary of their course of action, in addition to presenting that case and the group's responses to the class. **(55 points, due March 17)**
- e) **Culminating Experience Program Proposal** – In order to prepare for your final project, you first need to think about what it will be! So in order to do so, and to learn how to put together a strong program proposal for a conference, you'll create a program proposal in support of your culminating experience paper. Please feel free to contact the instructor for feedback prior to submitting the program's proposal! **(50 points, due March 31)**
- f) **Interview of a fraternity/sorority life professional** – (*Zuckerman, 2006*) Please select a professional who is currently responsible for the administration of fraternity and sorority life on a college or university campus. This interview should be planned for approximately 30-45 minutes. Then prepare a 1500-word summary of the experience to submit to the instructor and be prepared to share your experience in class. You may not interview the same person as anyone else in the class and this person must be a full-time employee at his or her college or university (so, in other words, no graduate assistants or interns). **(75 points, due April 7)**

**g) Culminating experience** - The purpose of the culminating experience is to tie together a number of resources provided in this course in order to demonstrate the need for a variety of knowledge for a singular task. In addition, this culminating experience project will provide you with an example to hopefully be utilized in your professional position in the future. Students will select from a series of options for a culminating experience based upon content learned throughout the course. The culminating experience has two parts, one written and one presentation. **(75 points presentation – due April 21/28; 125 points written final paper – due electronically May 5)**

**Evaluation of work**

Grades for this course based upon the quality and completion of work in the class, as well as your continued attendance and participation each week. Grades will be based upon the quality and completion of all requirements listed below, as well as attendance and participation. As a graduate student, you are expected to exhibit high quality work that demonstrates your understanding of concepts, ideas and thoughts represented in this and other courses in the program. Your presentation and written skills should reflect that of a developing professional in this field.

Point Assessment	Assignment
120 points	Weekly academic journal responses
50 points	Institutional profile assignment
50 points	Review of a campus event
55 points	Case study experience
50 points	Culminating Experience program proposal
75 points	Interview of a fraternity/sorority life professional
75 points	Culminating experience presentation
125 points	Culminating experience written final paper
600 points	TOTAL

A	600 – 558	Earning an “A” represents written and oral work that is of exceptionally high quality and demonstrates superb understanding of the course material.
A-	557 – 540	
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B+	539 – 522	Earning a “B” represents written and oral work that is of good quality and demonstrates a sound understanding of the course material.
B	521 – 498	
B-	497 – 480	
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C+	479 – 438	Earning a “C” represents minimally adequate completion of assignments and participation demonstrating a limited understanding of the course material.
C	437 -	

**Attendance & Class Participation**

Your class attendance is the greatest indicator of success. You are expected to attend each class session. Attendance will be taken in class each week. Active participation in all class-related activities will be evaluated and your preparedness will contribute to each class session. Should you need to be absent from a class or have an emergency, please contact the instructor ahead of time if possible by email, [kcarnel1@kent.edu](mailto:kcarnel1@kent.edu) or [carnelke@mountunion.edu](mailto:carnelke@mountunion.edu). The instructor can also be reached in the office at Mount Union, (330) 823-2885.

While it is not possible to make up a class that is missed, it is your responsibility to contact the instructor to make arrangements for missed work, announcements, and handouts. Failure to make proper arrangements for missed work and for lost participation may result in a lower final grade for the course, including a **-10 point deduction will be applied for each day past the deadline the assignment is submitted** (unless you’ve made arrangements with the instructor). Students must be responsible for their own learning and development, therefore it is expected that you will observe and adhere to deadlines or make appropriate and timely arrangements with the instructor if unable to meet them.

### **Membership in the Association of Fraternity Advisors (AFA) & the Core Competencies**

This provides you with access to a myriad of articles for not only the course, but the opportunity to be able to network with colleagues currently employed within the functional area of fraternity and sorority life. Please sign up for membership at <https://www1076.sslldomain.com/fraternityadvisors/Default.aspx?action=Membership>. You will be prompted to give your academic advisor's information (name and telephone number). Be sure to inform your advisor as they may be contacted to verify your full-time enrollment. **Cost for graduate student members is \$60.**

In 2002, the Association of Fraternity Advisors adopted what have come to be known as the *AFA Core Competencies for Excellence in the Profession*. According to AFA, "two of the Association's primary purposes are professional development and support for members and advocacy for the fraternity/sorority advising profession; the Core Competencies are designed to further those goals. The cultivation and consistent demonstration of these competencies are key to success among professionals and volunteers who work with fraternities and sororities. AFA members are encouraged to strive to continually strengthen their skills and gain more experience in these areas. In working with fraternities and sororities, the understanding and demonstration of these competencies will allow professionals and volunteers to be successful."

Recently revised in 2010, the *Core Competencies* are the basis for how the curriculum for this course is constructed and sequenced. While we begin with basic, introductory information that is key to understanding how social Greek-letter organizations were founded and continue to function, the *Core Competencies* provide a framework and a lens for looking at coordinating fraternity and sorority life as an integrated professional position. Each competency is highlighted throughout the course of the class this semester and articulated in full later in this syllabus. These are the many roles of the fraternity/sorority life professional.

For further information on the *Core Competencies for Excellence in the Profession*, please visit <http://www.fraternityadvisors.org/PrinterFriendly.aspx?ContentId=139>.

### **Required Readings and the Weekly Academic Journal Responses**

(Adapted from Hyun, 2007)

There are a number of articles and chapters that will be assigned each week throughout the semester. They are outlined on the Course Calendar in this syllabus. These required readings significantly contribute to the class discussion and your experience. Please be sure to read each assigned article or chapter prior to your arrival to class on that day. These readings are essential to the completion of the weekly academic journal assignment. The instructor does reserve the right to adjust, add, or deduct readings, at any point during the semester. Each one is to be submitted as a Microsoft Word document attachment (.doc or .docx) and then uploaded to VISTA as an attachment.

**Weekly academic journal response # \_\_\_\_\_ for the week of \_\_\_\_\_ of HIED 66595**

**Name** \_\_\_\_\_

**This week's focus** \_\_\_\_\_

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**Key concept(s) or issue(s) captured:** (Be descriptive! This is your professional reflection to be used again at a later date!)

**Your position on the concept(s) or issue(s):** (Do you agree? Do you disagree? Why or why not? What immediate thoughts did this provoke for you?)

**How the concept(s) or issue(s) might impact your teaching/working/advising/learning as a higher education professional/administrator/decision-maker:**

**How the concept(s) or issue(s) might impact your experience as an active fraternity/sorority life student:**

**Your emerging questions/concerns/thoughts...** (Keeping in mind the topic of the day; what questions, concerns, clarification do you currently still seek?)

**Questions, comments, or suggestions for the class or for the instructor:**

## **General Information & University Policies**

### **Academic Integrity**

As members of the community of higher education, we are all subject to the standards of academic integrity. As a student, you are subject to the Code of Student Conduct. Using another person's words, thoughts or ideas without proper attribution is plagiarism and a form of academic dishonesty, which is a violation of University policy. All students must become familiar with and abide by the University's policy on academic integrity, which prohibits cheating and plagiarism. Please review and be familiar with the Code of Student Conduct. For more information about University policy, see the University Policy Register at <http://www.kent.edu/policyreg/>.

The Higher Education Administration & Student Personnel (HIED) Program uses APA style. You are responsible for utilizing the APA Manual, 6<sup>th</sup> Edition (the second printing, after July of 2009) for your citations and all written work. You can also find helpful information from the following cites:

Purdue University – [www.purdue.edu/owl](http://www.purdue.edu/owl)

Kent State University - <http://www.library.kent.edu/files/APACheatSheet.pdf>

*Publication Manual of the American Psychological Association*, 6<sup>th</sup> ed. (2010). Washington, DC: American Psychological Association. [2<sup>nd</sup> printing, October 2009. ISBN-10:1-4338-0561-8]

To quote Dr. Merrill – “you *must* cite the sources you have used; otherwise, you are a thief: you have stolen some else's work”. Please remember that you must provide all appropriate information to adequately account for the written work of others in your own work.

### **Accommodation**

In accordance with Kent State University policy 3342-3-18, if you have a documented disability and require accommodations to obtain equal access to this course, please contact the instructor at the beginning of the semester or when given an assignment for which an accommodation is required.

Please verify eligibility for academic accommodation through the Office of Student Accessibility Services, located on the ground floor of DeWeese Center, and able to be reached by telephone at (330) 672-3391.

For more information regarding student accessibility, please visit:

<http://www.registrars.kent.edu/disability/Current/StudentHandbook/RightsReas.htm>.

### **Case Studies, E-Portfolio**

In the final semester of the Higher Education program, you will enroll in the capstone requirement, Case Studies in Higher Education (HIED 66655). A component of this course is to compile a graduate portfolio. This is a retrospective of one's experience in the program and thoughts regarding one's job search and future professional development. One part of the portfolio is to prepare a coursework summary. In order to best prepare, students are encouraged to write and retain a brief reflection of this course at the end of the semester, and are further advised to retain copies of this syllabus and course materials.

### **Electronic Communication Policy**

Kent State University's electronic communications policy for students appears at <http://helpdesk.kent.edu/Policy>.

### **Electronic Devices**

To be courteous to the entire class, please remember to turn off your cell telephone and other electronic devices prior to the start of class. Further, the use of electronic devices (i. e. cell phones) is not permitted in class unless approved by the instructor. Laptops are permissible for taking notes and conducting relevant research while in class. This is not a time for catching up on email or checking the Facebook™.

### **Registration for course**

Students who are not officially registered for a course by published Kent State University deadlines are not eligible to attend class sessions or to receive credit or a grade for the course.

### **Statement of Inclusion**

Kent State University, as an equal opportunity educational institution, encourages an atmosphere in which the diversity of its members is understood and appreciated; an atmosphere that is free of discrimination and harassment based on identity categories. Thus, all members of the Kent State University community are expected to join in creating positive atmosphere in which individuals can learn and work, an environment that is sympathetic, respectful and supportive.

### **VISTA**

This course is supported by the WebCT VISTA8 system. The instructor and students both will regularly post materials for use within the course to this VISTA site, including the periodic class discussion material. All students are required to regularly access the class site.

## **Course Calendar**

**The instructor reserves the right to amend this calendar as appropriate at any time.**

Please read or complete each assignment prior to your arrival in class on the day in which it is assigned.

### **Week 1 - January 13**

Welcome to the Coordinating Greek Life course! Tonight's class we'll cover introductions, the syllabus and assignments for this course, and will introduce the Association of Fraternity Advisors Core Competencies.

Tonight's Icebreaker: Circle within a Circle

Activities Conducted:

- AFA Core Competencies for Excellence in the Profession Pre-Test
- Quiz: How well do you know Greek Life

Reading Assignments:

Jones-Hall, J. (n. d.). The role of the fraternity and sorority professional. In *Advising fraternities and sororities*, pp. 1-7. Carmel, IN: Association of Fraternity Advisors.

Shertzer, J. (

### **Week 2 – January 20**

Tonight's topics to be covered include a brief history of fraternity and sorority life; types of greek-life related organizations; and the umbrella organizations. Each of the reading assignments will introduce a variety of important basic knowledge of the overall fraternity/sorority experience.

#### **Reading Assignments**

Association of Fraternity Advisors. (2010). Interfraternity Council Resource Guide. Retrieved from [http://www.fraternityadvisors.org/Uploads/PC3aK90tafayq4y6z-8qazdqedg9Qgz5yar0z/IFC\\_Resource\\_Guide\\_Final.pdf](http://www.fraternityadvisors.org/Uploads/PC3aK90tafayq4y6z-8qazdqedg9Qgz5yar0z/IFC_Resource_Guide_Final.pdf)

Association of Fraternity Advisors. (2010). NALFO Guide. Retrieved from [http://www.fraternityadvisors.org/Default.aspx?action=ViewFile&file=NALFO\\_Guide\\_FINAL.pdf](http://www.fraternityadvisors.org/Default.aspx?action=ViewFile&file=NALFO_Guide_FINAL.pdf)

Association of Fraternity Advisors. (2010). NAPA Guide. Retrieved from [http://www.fraternityadvisors.org/Default.aspx?action=ViewFile&file=Napa\\_Guide\\_FINAL.pdf](http://www.fraternityadvisors.org/Default.aspx?action=ViewFile&file=Napa_Guide_FINAL.pdf)

National Panhellenic Conference. (2010). *Manual of Information*, [15<sup>th</sup> Ed.]. Retrieved from <https://www.npcwomen.org/manual-of-information.aspx>  
Please read pages 1-28; 48-55.

LeBlanc, V. (n. d.). The National Pan-Hellenic Council, Inc. In *Advising Fraternities and Sororities*, pp. 1-8. Carmel, IN: Association of Fraternity Advisors.

Swesey, W. & Turuc, J. (October 2010). Building relationships with and support for local fraternities and sororities. *Essentials*. Retrieved from <http://www.fraternityadvisors.org/PrinterFriendly.aspx?ContentID=1016>

Torbinson, C. L. (2005). The origin and evolution of college fraternities and sororities. In T. L. Brown, G. S. Park & C. M. Phillips (Eds.) *African American fraternities and sororities: The legacy and the vision* (pp. 37-66). Lexington, KY: The University of Kentucky Press.

#### **Assignments**

**Weekly Academic Journal Response due to VISTA by the start of class**

### **Week 3 – January 27 No Class Meeting this week – OCPA Conference**

Tonight's topics to be covered include recruitment of new members (primarily NIC and NPC) and intake processes and procedures (primarily NALFO and NPHC). The reading assignments below will introduce you to the processes, as well as concerns that result of engaging in recruitment/intake. We will not meet tonight because of the OCPA Conference, however both assignments are due to be uploaded to VISTA by the start of class today.

#### **Reading Assignments**

Fouts, K. S. (2010). Why undergraduates aren't "going Greek": Attraction, affiliation, and retention in fraternities and sororities. *Oracle*, 5(1), pp. 24-33.

Kimbrough, W. M. (2009). The membership intake movement of historically Black Greek-letter organizations. *NASPA Journal*, 46(4), pp. 603-613.

Zuckerman, R. A. & Kretovics, M. A. (2003). Membership acquisition and retention model. *NASPA Journal*, 41(1), p. 149-166.

#### **Assignments**

**Institutional Profile due to VISTA**

### **Week 4 – February 3**

Tonight's topics to be covered include a continued reflection on the recruitment and intake processes and procedures and we'll broaden the discussion to talk about programming and public relations efforts. The reading assignments below will familiarize you (again) with recruitment, intake, pledging, programming, and public relations.

#### **Reading Assignments**

Hartwig, M. C. (2000). Programming nuts and bolts. *New directions for student services*, 90, pp.45-56.

Kimbrough, W. M. (2009). The membership intake movement of historically Black Greek-letter organizations. *NASPA Journal*, 46(4), pp. 603-613.

Maxwell, T. & Whitby, S. (n. d.) Programming. In *Advising fraternities and sororities*, pp. 1-14. Carmel, IN: Association of Fraternity Advisors.

McClure, S. M. (November/December 2006). Voluntary association membership: Black Greek men on a predominantly white campus. *The Journal of Higher Education*, 77(6), pp. 1036 – 1057.

Parks, G. & Brown, T. L. (2005). "In the fell clutch of circumstance": Pledging and the black greek experience. In T. L. Brown, G. S. Park & C. M. Phillips (Eds.) *African American fraternities and sororities: The legacy and the vision* (pp. 437-464). Lexington, KY: The University of Kentucky Press.

Rupprecht, S. & Webb, G. L. (n. d.) Public relations, publicity and publications. In *Advising fraternities and sororities*. pp. 1-9. Carmel, IN: Association of Fraternity Advisors.

Zuckerman, R. A. & Kretovics, M. A. (2003). Membership acquisition and retention model. *NASPA Journal*, 41(1), p. 149-166.

#### **Assignments**

**Weekly Academic Journal due to VISTA by the start of class**

### **Week 5 – February 10**

Tonight's topic covers the whole (to the best of our ability) of risk management. What is it? Why is it such a concern? Alcohol, drugs, hazing, sexual assault, legal implications, and insurance are just some of our points of interest.

#### **Reading Assignments**

Allan, E. & Madden, S. (September 2007). "Yeah, but it wasn't hazing!": Research-based insights on why students underestimate hazing. *Essentials*. Retrieved from <http://www.fraternityadvisors.org/PrinterFriendly.aspx?ContentId=554>

Berrett, D. (24 November 2010). Can hazing be stopped? Retrieved on November 29, 2010 from [www.insidehighered.com/layout/set/print/news/2010/11/24/hazing](http://www.insidehighered.com/layout/set/print/news/2010/11/24/hazing)

Ellsworth, C. W. (2006). Definitions of hazing: Differences among selected student organizations. *Oracle*, 2(1), pp. 46-60.

Fraternal Information & Purchasing Group. (2008). FIPG Manual. Retrieved from <http://www.fipg.org/fipg/fipg.nsf/vwPagesByKey/Resources?OpenDocument>

Hall, J. D. (September 2009). Risk reduction and fraternal organizations: Tort liability, legislation, and suggestions for practice. *Oracle*, 4(2), pp. 30-40.

Hennessy, N. J. & Huson, L. M. (1998). Legal Issues and Greek Letter Organizations. *New Directions for Student Services*, 81(2), 7-17.

Hevel, M. S. (Winter 2008). Relevant legal issues for fraternity & sorority professionals. *Perspectives*, pp. 7-12. Retrieved from [http://www.fraternityadvisors.org/Default.aspx?action=ViewFile&file=Perspectives\\_2008\\_Winter.pdf](http://www.fraternityadvisors.org/Default.aspx?action=ViewFile&file=Perspectives_2008_Winter.pdf)

Hollman, B. B. (2002). Hazing: Hidden campus crime. *New Directions for Student Services*, 99, pp. 11-23.

Jackson, A. (2006). Sorority hazing through the lens of Gilligan's model of women's moral development. Retrieved from [http://www.stophazing.org/devtheory\\_files/devtheory11.htm](http://www.stophazing.org/devtheory_files/devtheory11.htm)

Rhoads, R. A. (1995). Whales tales, dog piles, and beer goggles: An ethnographic case study of fraternity life. *Anthropology & Education Quarterly*, 26(3), pp. 306-323.

#### **Assignments**

**Weekly Academic Journal due to VISTA by the start of class**

### **Week 6 – February 17 Educator**

A fraternity/sorority advisor applies **student development and/or organizational development theory** to his or her practice in challenging and supporting councils, chapters, and individual members. The advisor also takes advantage of professional development and educational opportunities and applies that knowledge and awareness to his/her practice. The advisor provides **experiential learning opportunities** that enhance the education students receive in the classroom. An advisor provides **leadership development and other educational opportunities** for undergraduate members and alumni/ae volunteers that promote an **inclusive learning environment** for all participants.

#### **Reading Assignments**

Arthur, L. B. (1997). Role salience, role embracement, and the symbolic self-completion of sorority pledges. *Sociological Inquiry*, 67(3), pp. 364-379.

Foriska, K. (September 2004). Slamming students through the vectors: Recognizing the need for continuous development. *Essentials*. Retrieved from <http://www.fraternityadvisors.org/PrinterFriendly.aspx?ContentId=333>

Foriska, K. (March 2004). Helping seniors using Schlossberg's transition theory. *Essentials*. Retrieved from <http://www.fraternityadvisors.org/PrinterFriendly.aspx?ContentId=329>

Hanson Leirer, L. R. (May 2005). The many hats of a fraternity and sorority professional: Applying theory to our professional roles. *Essentials*. Retrieved from <http://www.fraternityadvisors.org/PrinterFriendly.aspx?ContentId=305>

Whipple, E. G. & Sullivan, E. G. (1998). Greek Letter Organizations: Communities of learners? *New Directions for Student Services*, 81(2), 7-17.

### **Handouts:**

Student Development Theory Handout

### **Assignments**

**Weekly Academic Journal due to VISTA by the start of class**

**Review of a Campus Event Assignment due to VISTA**

<b>Week 7 – February 24</b>	<b>Advisor</b>
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A fraternity/sorority advisor guides and **facilitates** the work of fraternity/sorority chapters and/or governing councils and their respective officers. The advisor **provides guidance, training, and resources** on various organizational management topics, including but not limited to **risk management, financial management, and creating an inclusive environment**. The advisor **assists** the organizations in being prepared for unexpected or crisis situations and assists the student leaders in managing these situations and **linking** them to additional support services as needed. An advisor **builds relationships** with members to assist them with **organizational, academic, and other concerns**.

### **Reading Assignments**

Borton, N. & Fasone, L. (August 2010). Purpose-based advising. *Essentials*. Retrieved from <http://www.fraternityadvisors.org/PrinterFriendly.aspx?ContentId=985>

Bureau, D. (July 2006). Advisor P. R. E. P. *Essentials*. Retrieved from <http://www.fraternityadvisors.org/PrinterFriendly.aspx?ContentId=384>

Brown, A. R. (March 2008). Encouraging a vision: A female fraternity advisor's perspective. *Essentials*. Retrieved from <http://www.fraternityadvisors.org/PrinterFriendly.aspx?ContentId=604>

Jensen, J. (March 2008). Sorority advising, a male's perspective. *Essentials*. Retrieved from <http://www.fraternityadvisors.org/PrinterFriendly.aspx?ContentId=606>

Love, P. (2003). Advising and Consultation. In S. R. Komives & D. B. Woodard & Associates (Eds.) *Student services: A handbook for the profession* [4<sup>th</sup> edition]. pp. 507-524. San Francisco, CA: Jossey-Bass.

McCready, A. M. (September 2009). Ten mistakes made by fraternity/sorority professionals in a crisis. *Essentials*. Retrieved from <http://www.fraternityadvisors.org/PrinterFriendly.aspx?ContentId=831>

McRee, M. & Sutherland, S. (n. d.) Advising councils and chapters. In *Advising fraternities and sororities*, pp. 1-17. Carmel, IN: Association of Fraternity Advisors.

Ozaki, C. C. & Johnston, M. (2008). The space in between: Issues for multiracial student organizations and advising. *New Directions for Student Services*, 123, pp. 53-61.

Riordian, B. G. & Dana, R. Q. (1998). Greek letter organizations & alcohol: Problems, policies, and programs. *New Directions for Student Services*, 81(2), 7-17.

Searcy, B. (July 2006). Retaining chapter advisors. *Essentials*. Retrieved from <http://www.fraternityadvisors.org/PrinterFriendly.aspx?ContentId=381>

### **Assignments**

#### **Weekly Academic Journal due to VISTA by the start of class**

<b>Week 8 – March 3</b>	<b>Collaborator</b>
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A fraternity/sorority advisor collaborates with and often serves as a **liaison** among potential members, chapter members, chapter officers, campus faculty, campus administrators, other offices on campus, alumni/alumnae, local volunteer advisors, local house corporation officers, inter/national headquarter staff members, and inter/national officers. The advisor works with these diverse constituencies on the common goal of positively impacting the reputation and success of the fraternity/sorority community by **building partnerships** with colleagues, sharing information regularly, **maximizing the reach of and access to limited resources**. The advisor builds **trusting relationships** for the betterment of the members and organizations.

### **Reading Assignments**

Association of Fraternity Advisors. (n. d.). Collaborating with inter/national organizations. Retrieved from [http://www.fraternityadvisors.org/Default.aspx?action=ViewFile&file=AFA\\_Guide\\_Collaboration.pdf](http://www.fraternityadvisors.org/Default.aspx?action=ViewFile&file=AFA_Guide_Collaboration.pdf)

Association of Fraternity Advisors. (n. d.). Creating a communication plan with stakeholders. Retrieved from [http://www.fraternityadvisors.org/viewfile.aspx?file=AFA\\_Guide\\_Communication.pdf](http://www.fraternityadvisors.org/viewfile.aspx?file=AFA_Guide_Communication.pdf)

Association of Fraternity Advisors. (2010). Student conduct resource guide. Retrieved from [http://www.fraternityadvisors.org/Default.aspx?action=ViewFile&file=Student\\_Conduct\\_Resource\\_Guide\\_FINA\\_L.pdf](http://www.fraternityadvisors.org/Default.aspx?action=ViewFile&file=Student_Conduct_Resource_Guide_FINA_L.pdf)

Association of Fraternity Advisors. (2010). Fraternity/sorority insurance FAQ. Retrieved from [http://www.fraternityadvisors.org/Uploads/PublicDocuments/Insurance\\_FAQ.pdf](http://www.fraternityadvisors.org/Uploads/PublicDocuments/Insurance_FAQ.pdf)

Guillory, A., Fussell, S. K. & Rudy, J. (n. d.). The relationship between the inter/national organization and the fraternity/sorority advisor. In *Advising fraternities and sororities*, pp. 1-8. Carmel, IN: Association of Fraternity Advisors.

### **Assignments**

#### **Weekly Academic Journal due to VISTA by the start of class**

<b>Week 9 – March 10</b>	<b>Administrator</b>
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A fraternity/sorority advisor **maintains accurate and comprehensive records** on membership statistics, scholarship achievement, and disciplinary matters. The advisor **works with** all necessary **constituents and partners**, to resolve any members, organization, and/or institution crisis. An advisor may **supervise or oversee** student, professional, or volunteer staff. An advisor may have responsibilities in **managing, or supporting students in managing, on- or off-campus chapter residential areas, offices, and/or other organization properties** to ensure they are accessible and operating properly, safely. An advisor may also **assist** students in **planning events**.

### **Reading Assignments**

Association of Fraternity Advisors (2010). Student Conduct Resource Guide. Retrieved from [http://www.fraternityadvisors.org/Default.aspx?action=ViewFile&file=Student\\_Conduct\\_Resource\\_Guide\\_FINAL.pdf](http://www.fraternityadvisors.org/Default.aspx?action=ViewFile&file=Student_Conduct_Resource_Guide_FINAL.pdf)

Nelson, S. M., Halperin, S., Wasserman, T. H., Smith, C. & Graham, P. (2006). Effects of fraternity/sorority membership and recruitment semester on GPA and retention. *Oracle*, 2(1), pp. 61-73.

Randall, K. & Grady, D. L. (1998). The greek experience and critical thinking skills. *New Directions for Student Services*, 81(2), pp. 29-37.

Turning, R. (Spring 2008). The one person show: Challenges of the lone fraternity and sorority advisor. *Perspectives*, 8-9. Retrieved from [http://www.fraternityadvisors.org/Default.aspx?action=ViewFile&file=Perspectives\\_2008\\_Spring.pdf](http://www.fraternityadvisors.org/Default.aspx?action=ViewFile&file=Perspectives_2008_Spring.pdf)

### **Assignments**

#### **Weekly Academic Journal due to VISTA by the start of class**

<b>Week 10 – March 17</b>	<b>Innovator</b>
<b>Happy St. Patrick's Day!</b>	

A fraternity/sorority advisor **implements new programs that benefit members**. An advisor promotes the practical application and effective use of **technology** to communicate with members, support their positive use of online communities, provide online educational opportunities, and promote an inclusive and accessible fraternity/sorority experience.

### **Reading Assignments**

Heiberger, G. & Harper, R. (2008). Have you Facebook™ed Astin lately? Using technology to increase student involvement. *New Directions for Student Services*, 124, pp. 19-35.

Munoz, F. M. & Strotmeyer, K. C. (2010). Demystifying social media. *Journal of Student Affairs Research and Practice*, 47(1), pp. 123-127.

Perlow, E. (Fall 2006). Virtual interfraternalism. *Perspectives*, pp. 12-14. Retrieved from [http://www.fraternityadvisors.org/Default.aspx?action=ViewFile&File=Perspectives\\_2006\\_Fall.pdf](http://www.fraternityadvisors.org/Default.aspx?action=ViewFile&File=Perspectives_2006_Fall.pdf)

Shotick, J. & Stephens, P. (2005 December 21). Do students use technology wisely? *NetResults*, Retrieved from [http://www.fraternityadvisors.org/Essentials/200601/NASPA\\_NetResults\\_Technology.aspx](http://www.fraternityadvisors.org/Essentials/200601/NASPA_NetResults_Technology.aspx)

Smalls, M. M. (Fall 2006). Meeting students where they are through technology. *Perspectives*, p. 24. Retrieved from [http://www.fraternityadvisors.org/Default.aspx?action=ViewFile&File=Perspectives\\_2006\\_Fall.pdf](http://www.fraternityadvisors.org/Default.aspx?action=ViewFile&File=Perspectives_2006_Fall.pdf)

Toscano, J. (June 2010). Have you Twittered today? The social network generation. *Essentials*. Retrieved from <http://www.fraternityadvisors.org/PrinterFriendly.aspx?ContentId=955>

### **Assignments**

#### **Weekly Academic Journal due to VISTA by the start of class**

#### **Case Study Assignment Due**

<b>March 24 – Spring Break</b>
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**Week 11 – March 31                      Leader**

A fraternity/sorority advisor is an involved, engaged member of the campus community and/or the fraternity movement and participates in opportunities for continued **professional development** through the Association of Fraternity/Sorority Advisors and other organizations. An advisor exhibits leadership skills in his/her daily work through **critical thinking, risk taking, and creativity, and by making values-based decisions**. The advisor seeks knowledge to develop increased competence to advance goals of **valuing diversity, strengthening inclusion**, and promoting also shares his/her knowledge and **mentors** others in the field.

**Reading Assignments**

Boschini, V. & Thompson, C. (1998). The future of the Greek experience: Greeks and diversity. *New Directions for Student Services*, 81(2), 19-27.

Dugan, J. P. (August 2008). Exploring relationships between fraternity and sorority membership and socially responsible leadership. *Oracle*, 3(2), pp. 16-25.

Huffman, E. (March 2006). Linking community service and symbolic interactionist theory to create inclusive fraternity and sorority communities. *Essentials*. Retrieved from <http://www.fraternityadvisors.org/PrinterFriendly.aspx?ContentId=200>

Kelley, D. R. (March 2008). Leadership development through the fraternity experience and the relationship to career success after graduation. *Oracle*, 3(1), pp. 1-12.

McRee, M. (Winter 2005). That's fratastic! Debating idiot fraternity and sorority logic. *Perspectives*, pp. 17-22.

**Assignments**

**Weekly Academic Journal due to VISTA by the start of class**  
**Culminating Experience Program Proposal Due**

**Week 12 – April 7                      Researcher**

A fraternity/sorority advisor **uses research to guide practice**. The advisor **assesses** the needs of organizations, **engages constituents in strategic planning** to set goals for ongoing development and to provide programs and resources for the benefit of chapters and members, and also assesses the impact of those initiatives. The advisor **maintains an awareness and knowledge of how current issues and impact the undergraduate student experience**, the chapters, and the fraternity/sorority community.

**Reading Assignments**

Bureau, D. (Fall 2007). Ready for research but don't know where to start? Ten fraternity/sorority related research topics. *Perspectives*. Retrieved from <http://www.fraternityadvisors.org/PrinterFriendly.aspx?ContentId=561>

Eberly, C. G. (2005). Elements of credible research. *Oracle*, 1(1), pp. 10-14.

Strayhorn, T. L. & Colvin, A. J. (September 2006). Assessing student learning and development in fraternity and sorority affairs. *Oracle*, 2(2), pp. 95-107.

**\*\*Please select ONE of the following articles to read in addition to those previously listed:**

Chapman, L., Hirt, J. B., & Spruill, N. R. (August 2008). The effects of sorority recruitment on self-esteem. *Oracle*, 3(2), pp. 38-51.

Grubb, F. (November 2006). Does going Greek impair undergraduate academic performance? A case study. *American Journal of Economics and Sociology*, 65(5), pp. 1085-1110.

Harms, P. D., Woods, D., Roberts, B., Bureau, D., & Green, A. M. (September 2006). Perceptions of leadership in undergraduate fraternal organizations. *Oracle*, 2(2), pp. 81-94.

### **Assignments**

**Weekly Academic Journal due to VISTA by the start of class**  
**Interview of a Fraternity/Sorority Life Professional due**

<b>Week 13 – April 14</b>	<b>Values-Aligner</b>
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A fraternity/sorority advisor **sets and clearly communicates high expectations for chapters as values-based organizations** hosted at an institution of higher education and holds members/organizations **accountable for their actions**. The advisor considers issues of **fundamental fairness, equity, and access** when developing resources, implementing programs, and enacting community, chapter, and/or organization initiatives. As a result he/she **promotes an inclusive and supportive environment**, eliminating barriers that discriminate against full participation by all students. An **advisor challenges members to live up to their shared organizational values** and have these expectations of one another. When necessary, an advisor works with the institutions and/or international and/or intern/national organization's **student disciplinary process**. The advisor **recognizes students and chapters for their improvements and achievements in adhering to their founding principles** and institution/organization expectations.

### **Reading Assignments**

Callais, M. A. (2005). Helping fraternity and sorority members understand ritual. *Oracle*, 1(1), pp. 32-37.

Delta Upsilon Ritual Book.

Fasone, L. & Rose, C. (June 2009). Fostering ethical and moral development of fraternity and sorority members through service. *Essentials*. Retrieved from <http://www.fraternityadvisors.org/PrinterFriendly.aspx?ContentId=784>

Martin, G. L. & Bureau, D. (Winter 2008). Understanding and using developmental theory: A new approach to actualize values congruence. *Perspectives*, pp. 20-22. Retrieved from [http://www.fraternityadvisors.org/Default.aspx?action=ViewFile&file=Perspectives\\_2008\\_Winter.pdf](http://www.fraternityadvisors.org/Default.aspx?action=ViewFile&file=Perspectives_2008_Winter.pdf)

Matthews, H., Featherstone, L., Bluder, L., Gerling, A. J., Loge, S., & Messenger, R. B. (2009). Living in your letters: Assessing congruence between espoused and enacted values of one fraternity/sorority community. *Oracle*, 4(1), pp. 29-41.

Shertzer, J. (2010). Justifying Fraternity. From the online blog [www.fraternalthoughts.blogspot.com](http://www.fraternalthoughts.blogspot.com).

Shonrock, M. D. (1998). Standards and Expectations for Greek Letter Organizations. *New Directions for Student Services*, 81(2), 7-17.

### **Assignments**

**Weekly Academic Journal due to VISTA by the start of class**

<b>Week 14 – April 21</b>
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This course is designed to open your eyes to the variety of pieces that construct the fraternity and sorority advising profession. We'll discuss the role in its entirety, in addition to hearing culminating experiences from nine classmates.

### **Reading Assignments**

Binder, R. (n. d.) Organizing and operating the office of fraternity and sorority affairs. In *Advising fraternities and sororities*. pp. 1-8. Carmel, IN: Association of Fraternity Advisors.

Binder, R. (January 2008). Creating a professional development plan. *Essentials*. Retrieved from <http://www.fraternityadvisors.org/PrinterFriendly.aspx?ContentId=582>

Kuk, L. & Hughes, B. (n. d.) Bridging the competency gap for new professionals.

White, A. & Williams, V. (September 2010). The importance of mentoring in fraternity/sorority advising: mentoring vs. supervising. *Essentials*. Retrieved from <http://www.fraternityadvisors.org/Essentials/201009/Supervising.aspx#>

### **Assignments**

**Weekly Academic Journal due to VISTA by the start of class**

**Culminating Experience Presentations for those with last names beginning A - L**

#### **Week 15 – April 26**

In our final face to face meeting together, we'll take the time to discuss what working with fraternity and sorority life looks like in the long term. The articles assigned are written by people considered to be "experts" and "veterans" in this field. We will also have a guest speaker and hear from the last of the nine culminating experience presentations.

### **Reading Assignments**

Association of Fraternity Advisors. (n. d.) Negotiating. Retrieved from [http://www.fraternityadvisors.org/viewfile.aspx?file=AFA\\_Guide\\_Negotiating.pdf](http://www.fraternityadvisors.org/viewfile.aspx?file=AFA_Guide_Negotiating.pdf)

Cory, A. (August 2009). Perspectives on persistence in the profession.

Epsino, M. M. & Mason, G. (Spring 2006). Staying in the game: longevity in the fraternity and sorority advising profession. *Perspectives*, p. 18-19.

### **Assignments**

**Culminating Experience Presentations for those with last names beginning with M - Z**

#### **Finals Week – May 7**

We will not meet on this day, rather your Culminating Experience written assignment will be due prior to the start of the normal class time, uploaded to VISTA.

### **Assignment**

**Culminating Experience Final Written Assignment due by 5 pm to VISTA**

