

Report of External Review



Eastern Illinois University
Fraternity and Sorority Life

January 26, 2024
Final Report

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INTRODUCTION

In response to a request from the interim dean of students (dean of students), NASPA-Student Affairs Administrators in Higher Education (NASPA) proposed an external review to evaluate the Eastern Illinois University (EIU; the University) the Fraternity and Sorority Life unit (FSL).

The NASPA Review Team for this project consisted of one subject matter expert and one NASPA staff member. The reviewer was Jess Turuc, director of fraternity and sorority life, University of Mississippi; and the NASPA staff member was Abby Vollmer, senior director of NASPA Advisory Services.

METHODOLOGY

NASPA worked directly with the dean of students and their designees for project activities. The review consisted of the following activities: (1) introductory project call with the project leadership; (2) project participant brief; (3) document and data review; (4) campus visit and interviews; and (5) report of findings, analysis, and recommendations.

INTRODUCTORY PROJECT CALL

NASPA coordinated an introductory project call with the dean of students, the director of leadership & engagement (L&E director), and the director of the Student Life Office (SLO director) on October 24, 2023. The purpose of this call was to formally launch the project; review and discuss the project scope and priorities; discuss documents and data for NASPA to review; and confirm campus visit.

PROJECT PARTICIPANT BRIEF

NASPA drafted and shared a project participant brief with the dean of students and their designees for distribution to participants of the external review. This document provided a high-level overview of the project activities and timeline. NASPA encouraged the director and their designees to distribute it among all project participants prior to the campus visit.

DATA COLLECTION AND REVIEW

NASPA developed a draft list of relevant documents and data for review. The Appendix of this report lists the types of documents shared with NASPA to inform the review.

CAMPUS SITE VISIT

NASPA and the dean of students mutually agreed to a campus visit by the Review Team on December 4-5, 2023. NASPA developed and shared a list of interview requests consisting of individual and group meetings with the dean of students for review and feedback. NASPA also requested a tour of the FSL spaces. NASPA met with various members of the EIU community during the campus site visit including staff, students, alumni, and external partners. A list of meeting participants from the campus site visit is included in the Appendix.

DRAFT REPORT OF FINDINGS, ANALYSIS, AND RECOMMENDATIONS

The draft report contained NASPA's findings, analysis, and recommendations based on all project activities. NASPA submitted the draft report to the project leadership by email on January 12, 2024, and discussed it with them via video call on January 25, 2024.

FINAL REPORT

The NASPA Review Team addressed the project leadership's questions on the draft report during the January 25, 2024, video call. The Team provided additional insights into the recommendations and guidance on prioritization. This document contains the final report of the external review.

FINDINGS AND ANALYSIS

Context and Overview

Eastern Illinois University, a traditional regional institution, was established in 1895 first under the name Eastern Illinois State Normal School. It later became a state teacher's college and then eventually was elevated to university status in 1957. Eastern Illinois University is located on a 320-acre campus in Charleston, Illinois – a midsize east central town within a two-to three-hour drive of three major metropolitan areas -- Chicago, Indianapolis, and St. Louis. Today, EIU services approximately 8,850 students across undergraduate and graduate populations. Almost 7,000 students are undergraduate students of which 58% are enrolled full-time. Among the undergraduate population, the majority are in-state residents. The majority of undergraduate students identify as White (56%), 16% as Hispanic/Latino, 15% as Black or African American, 4% as Asian, 2% as two or more races, and 2% as non-residents.¹

The Division of Student Affairs is a comprehensive division that is led by the vice president for student affairs. Within the Division, there are multiple functional units, including Campus Recreation, Career Services, Civic Engagement & Volunteerism, the Counseling Center, Fraternity & Sorority Programs, Health and Counseling Services, Housing & Panther Dining, Military Student Assistance Center, New Student and Family Programs, the Office of Student Accountability & Support, Student Insurance, Student Legal Services, Student Life, the University Police Department, and the University Union.

Fraternity and Sorority Life has been a part of EIU since 1930. Today, EIU recognizes and supports 24 sororities and fraternities which comprise approximately 5% of the undergraduate population. EIU chapters fall under four governing councils including the Interfraternity Council (IFC), the Multicultural Greek Council (MGC); the National Pan-Hellenic Council (NPHC) and the Panhellenic Association (PHA). Fraternity and Sorority Life is co-led by the director for leadership & engagement

¹ <https://nces.ed.gov/ipeds>

and the director for the Office of Student Life. The FSL program reports through the dean of students office.

Program Strengths

It was evident that the campus community—University leadership, staff, students, advisors, and alumni, are all invested in what the fraternal experience at EIU can and should be. From some there was appreciation for the FSL experience of former years and hopes to re-create that experience, while others recognize that the Fraternity and Sorority Life experience must evolve to meet the needs of today's students. There appears to be a united interest and investment in moving forward together to enhance and advance FSL at EIU.

The president's commitment to re-vitalizing and enhancing the fraternity and sorority community is an absolute strength. The president believes in the purpose of fraternity and sorority life not only for the benefits to the collegians of involvement in and affiliation to the University, but also for how a thriving community can add to the vibrancy of the whole campus. The president, as well as other leaders, sees the opportunities such as professional networking and affinity connection that FSL membership provides to alumni. His understanding of the current state of the community is accurate and his hopes for the near future of the community are realistic and attainable. The president's commitment to the development of the task force, and to this review, also demonstrates a desire to bring varying voices to the decision-making table.

These sections draw from relevant areas within the CAS Standards and Guidelines² (Fraternity and Sorority Advising Programs) and the co-published resource from NASPA and the Association of Fraternity/Sorority Advisors, Recommendations for Excellence in Fraternity and Sorority Life³ with corresponding areas listing respective strengths, challenges, and recommendations.

² Council for the Advancement of Standards in Higher Education (2019). *CAS professional standards for higher education* (10th Ed.). Washington, DC: Author. To learn more about CAS and purchase full copies of the standards, visit: <https://www.cas.edu/standards>

³ The full report, released in September 2021, is available for download here: https://www.naspa.org/files/dmfile/Excellence_FSL_Report_2021.pdf

Mission

Clarify Identity and Refine Mission

“We strive to be a diverse group of individuals who aim to further themselves in the areas of scholarship, integrity, leadership, safety, and high moral values in order to better ourselves, our organizations, and the community through philanthropic efforts.” EIU FSL homepage

Currently, the EIU FSL mission meets the criteria of showing the core values of the community as well as a connection to the institution. In addition, this mission statement reinforces the importance of student learning, development, and success. It is unclear, however, whether members and/or stakeholders would be able to articulate this mission to outside, interested parties. The current mission, however, is very focused on the student/member experience and does not indicate the scope and intended impact of the “unit” or the staff who guide this program. An exploration and refinement of the mission statement should consider how FSL, the program and its staff, enhance the member experience, ensure a supportive environment, and create programs and services that are tailored to the needs of their student population.

Further, related to the mission, is the need for clarity around the naming convention for the program; the website is inconsistent and lists varying names (e.g., Fraternity and Sorority Life; Fraternity & Sorority Programs; Greek Life, etc.). This program, especially if not a standalone department, needs to have a consistent identity and brand. Clarity of brand will also aid in any future marketing efforts.

Recommendations:

- 1) *As the task force continues to work, it would be an excellent step in the process to re-imagine/re-envision the brand and mission of the EIU FSL community. This would be great to do collectively with the various stakeholders to assist with cultivating buy-in. Those stakeholders could also become the “champions” for disseminating the re-imagined vision.*

- 2) *The current mission statement is very member/community focused. The FSL unit should create a mission that speaks to the work of the “unit”—the what, why and how of the program and its staff.*

Programs and Services

Advising and Chapter/Member Development

An essential part of creating a thriving FSL community is defining what the role of the FSL program is in relationship to the community. At present, “management” of the community through a council-based advising model and policy compliance monitoring seem to be the focus. The FSL unit lacks a strategic plan that informs and guides its programmatic priorities. Overall, the FSL unit provides very little programming and tailored services to their specific student population. There are a few signature programs that are designed to be for the entire FSL community, such as “Greek Week” and the “Leadership Legacy Series.” There is also some basic compliance-based programming, like limited Hazing Prevention Week promotion and education. (It should be noted, though, that the feedback on Hazing Prevention programming was mixed with many University partners feeling like the education on this topic was insufficient.)

With the recent change to a split advising model, there are two distinct experiences around programs and services that are occurring at the council level. The Office of Student Life appears to be hosting more workshops, regular meetings, and custom programs to advance and support the communities they advise. However, the development of these initiatives is occurring in a vacuum; the Office of Leadership and Engagement and the Office of Student Life rarely work together to ensure alignment with programs across councils or to develop programs and services to support the entire community.

University partners would welcome the opportunity to have more meaningful and strategic engagement with the FSL community. This is especially true for partners who are subject-matter experts in areas such as conduct, well-being, and mental health and can see the need to elevate students' understanding of topics concerning safety and/or fostering healthy experiences. However, due to the recent and under communicated split of “to whom” and “to where” the fraternity and sorority

community reports, there is confusion amongst campus partners, stakeholders, and student members as to who, why, and where to go to with questions, concerns, and/or ideas for programming and services.

Recommendations:

- 3) *A part of the “visioning” process for the FSL experience should include an exploration of the community needs and how the FSL unit (in conjunction with University partners) can build strategic programmatic offerings that address the unique needs of FSL community and bring additional “value-add” to the FSL student experience.*
 - a) *An audit should be done of the programmatic requirements of all the chapters and determine where there are gaps or opportunities for the FSL program to provide system-wide education.*
- 4) *The roles of the professional staff who support the FSL community need to be clarified and regular, ongoing communication and coordination should be occurring to ensure a consistent FSL experience regardless of council affiliation.*

Student Learning, Development, and Success

Move Beyond Positional Leadership

Student learning and development is occurring, but not in a coordinated or intentional way. Members of the FSL community are certainly getting opportunities to serve in various leadership positions within their respective organizations, often out of necessity because of the smaller sizes of the organizations. The ability to serve in multiple or to move quickly into advanced leadership roles was described as both a benefit and drawback by student members. Many described it as one of the unique opportunities that having smaller group sizes provides while others described that there is extra pressure to take on roles because they must be filled to meet organizational requirements. Related, external partners have observed that students involved in fraternity and sorority life are now often less involved in other leadership positions across campus, like student government. Partners note this as a shift from previous years. This lack of engagement in non-FSL based positions limits the exposure of groups and individuals to the broader campus community.

More work needs to be done around the development of the student learning, development, and success frameworks for the FSL co-curricular experience. These frameworks will inform programs and services and their outcomes will become the “tangibles” that the University and the FSL community can leverage to highlight the value of participation. The FSL unit needs to define individual and organizational development goals. These goals might focus on the development of skills such as ethical decision-making, cultural competence, and effective communication. Collaborating with other campus partners, such as academic support, career services, and diversity and inclusion initiatives, can further strengthen the foundation for student success.

Recommendations:

- 5) *The development of an accreditation program (separate from Panther Awards and the Leadership Legacy Series) to measure student development and learning could help not only keep track of, but also provide opportunities for advisors to assist in the improvement of the chapter in various areas as well as recognize groups for excelling. This could also be used as a recruitment and marketing tactic.*
 - a) *An accreditation program can help with accountability in not only ensuring that educational development is happening based upon community values and standards, but it can also work towards addressing and correcting conduct concerns. Issues, whether it be allegations, violations, and/or sanctions, can be factored into the accreditation program reducing an organization’s success or opportunity to be at the “top” or a highly ranked chapter. In this type of accreditation program, a chapter that does not maintain a certain minimum threshold of the standards may be put on probation or asked to leave campus for a period of time, with a return plan put in place.*
- 6) *Leverage the expertise of University partners to create tailored and relevant programming that aligns with student learning, development, and success.*
 - a) *Partner with the career services unit to provide system-wide programming that encourages reflection on learning experiences within FSL. This programming can help students connect their FSL activities to their academic, personal, and professional goals.*

- b) *Consider how training on civic engagement and ethical volunteerism via the Office of Leadership and Engagement can be customized for the FSL community to ensure that members of this community are leaders and role models for responsible service.*

Assessment

Use Data to Guide Decision-making and Highlight Positives

There is a lack of assessment culture and strategy within the FSL area. There was very little information provided to show that there are strategic initiatives, goals, or outcomes for the student community and the unit. There is also a lack of assessment plans and on-going processes in place to measure and assess the health and functioning of the overall FSL community. Basic information, such as member names and GPA, is compiled and monitored semester-by-semester, as reflected in the annual report, but how this information is disseminated and promoted after their completion is unclear. It is unclear the role that evidence-based research, evaluation, and outcome assessment plays in decision making for the community program and development. Minimal feedback is gathered on FSL events. As part of the work of the task force, participation in The National Fraternity and Sorority Scorecard⁴ was recently implemented. This is an important investment that will assist the task force and the community in better understanding their current status as well as their status compared against the aggregate of participating institutions.

An opportunity also exists to collect data that can be used to highlight the positive impact of the FSL community. Collecting data such as total service hours can be used to highlight the reach of the impact of the entire community. Collecting group-level data such as awards received can be used to celebrate accomplishments both within the entire system and where appropriate, to the entire University.

Recommendations:

- 7) *Develop an assessment plan that aligns with unit and community goals. Individual events should also have learning outcomes that align with the larger goals. Use assessment results to determine whether initiatives should be enhanced, sustained,*

⁴ <https://studentaffairs.psu.edu/piazza-center/national-scorecard>

or discontinued. Assessment data can also be used to demonstrate the need for more resources—fiscal and human.

- 8) *It would be of great value and importance to assess the current culture of the members within the community. A climate study such as this will aide in providing perspective around recruitment, retention, sustainability of organizations as well as chapter operations and member development. This will also help provide the staff with direction for strategic programming and initiatives to shape the direction of the community.*
- 9) *Assessment work should be tied to a communication plan. Statistics and information on the community that display the values of the community in quick, simple digestible ways (such as infographics on social media, flyers, articles in the University newspaper) as well as larger campaigns to show the value of and return on investment from membership.*

Access, Equity, Diversity and Inclusion

Enhance Understanding to Build Unified Community

The intent of dividing the professional staff support for the fraternity and sorority life organizations was, in part, to provide more equitable and inclusive support across all chapters but in particular, to the NPHC and MGC organizations. The impact of this division of support, however, has had both positive and negative outcomes.

One positive is that NPHC organizations feel like they have more readily available staff to help support them when they need guidance or assistance. Tensions exist, though, with the “lumping” of Alpha Psi Lambda, the lone MGC group, in with the NPHC organizations. It is important that support for these two councils is informed and respectful of their unique histories, practices, and needs.

An unintended, but harmful, outcome of the recent division of support, however, is that it has furthered the divide between the four councils and across their respective chapters. By dividing the community across two professional staff in two distinct units, an “us versus them” mentality has been furthered and, in a way, perpetuates differences between the groups as well as exacerbates systems of power, privilege and oppression. One particularly concerning comment heard by the Review Team

was the perception that because the NPHC and MGC groups were no longer advised by the former sole FSL director they “weren’t really part of the FSL community anymore.”

The Review Team also heard lots of existing tensions and misperceptions across chapters and councils. Some tensions and misunderstandings are the product of a lack of consistent communication between professional staff and council leadership. There was a frequent theme from students of “well, WE invited THEM to participate but THEY didn’t” and the ‘invited’ saying “WE didn’t even know anything about it until the last minute and THEY didn’t really include US.” Further, often, the ‘invited group’ did not just want to show up, but rather would have preferred to be part of the planning of the events or be given more notice of the event.

Broadly, all of the councils have very limited, structured, interaction with one another. For example, participation in the Association of Fraternal Leadership & Values (AFLV) Conference the past few years has not included representatives from all councils. Chapter members’ understanding of the “FSL experience” seems limited to their respective organizations and councils. The Review Team observed a sense of trepidation, especially across PHA/IFC and NPHC/MGC members, to participate in one another’s events because they were unsure whether they would be welcome and if they would understand what was going on.

There is much work to be done to first help educate the community about one another. The groups need to better understand one another before they can be expected to help build a thriving FSL experience. Moreover, there appears to be a lack of focused diversity, equity, and inclusion programming that is specifically designed for the FSL community. The last three annual reports for FSL indicate no departmental initiatives specific to education and advocacy for diverse populations beyond the advisement of NPHC and MGC groups. There is an opportunity to craft, with partners who are subject matter experts in this space, this specialized programming.

One specific population of the University community that should be examined as it relates to equity and access is the student-athlete community. The Review Team heard multiple examples of student-athletes interested in membership or of those who had even started the joining process but were then pressured by their

respective programs to drop their participation. The Review Team heard stories of students being told by their respective coaches that they would either lose playing time, scholarships, or be off the team if the student-athlete decided to join a fraternity or sorority. One specific example also referenced a student-athlete being told their parents would be called if they decided to pursue FSL membership. (On a positive note, the EIU FSL student community has made efforts to collaborate with Athletics to increase and enhance fan engagement.)

Recommendations:

- 10) *Professional staff leadership must invest in education and professional development opportunities regarding the operations, norms, and development of the communities with which they are least familiar.*
- 11) *Cross-council education should be woven into council transition leadership retreats, new member orientations, as well as into training for advisors. This training should include information on the historical foundations of councils/groups, explanations of how each council operates (ex: recruitment vs. intake, discretion in the joining process, weekly chapter meetings vs. bi-weekly or monthly, dues structures, service within the community vs. raising money and awareness). It is also important to show commonalities between the groups to enhance partnerships, such as similar civic engagement endeavors or goals that can foster collaboration and connection across councils.*
- 12) *Cross-council initiatives need to be developed. The initiatives can be at the leadership level (like a regular Council President's roundtable) and at the council-level (like events that are jointly hosted by all councils). Personal and professional development events like AFLV must be made available to representatives across all councils.*
- 13) *In higher education, we continue to see the demographics of incoming students evolve and students are being born as identifying as multi-racial. There should be time spent thinking about how to market and advertise these membership experiences beyond their race-based founding. While our fraternal organizations were founded on college campuses throughout the history of higher education and as the enrollment of institutions diversified, organizations became segregated based on their racial identities. However, today students of all races have the*

opportunity to join fraternal experiences in various councils that may or may not align with their racial identity but more so with their personal values and their hopes and desires for what they want their membership experience to be. EIU FSL needs to spend time thinking about how they market these organizations based on their values, purposes, and experience instead of the racial foundations.

- 14) *The University must investigate and address the concerns expressed by student-athletes regarding the behaviors of Athletics staff actively deterring fraternity and sorority membership while being a student-athlete.*

Leadership, Management, and Supervision

Clarify and Align FSL Leadership

The leadership, management, and supervision of the FSL experience at EIU has undergone significant transition in the last few years. Fraternity and Sorority Life went from being a standalone unit (whose leadership at one time reported directly to the VPSA) to then being nested under a broader Leadership cluster unit to now being co-advised across two distinct departments. These transitions have come largely as a result of declining budgets and declining FSL engagement.

Unfortunately, the most recent transition to a split advising model was done without the creation of a clear action plan. As a result, the professional staff supporting Fraternity and Sorority Life are not working together to facilitate a shared vision, goals, or expectations. The leadership for FSL have not determined operational duties for the community aside from respective council management. Between the Office of Student Life and the Office of Leadership and Engagement there seems to be little to no effort to collaborate, share ideas, exchange information, or strategize on the entire community development. The Review Team heard descriptions from professional staff and students of two almost “parallel” and independent tracks of work being done. This disjointed behavior is confusing to students, campus partners and stakeholders. The professional staff who support the FSL community must put aside their differences and strategize together with stakeholders to co-create a vision for a revitalized EIU fraternity and sorority community.

Recommendations:

15) *It is recommended that Fraternity and Sorority Life programs return to standalone department model to clear up confusion for all parties involved, and provide clear, consistent goals and direction for the functional unit, especially in the area of programming and services. There needs to be a defined leader with an appropriate title and relevant experience to guide Fraternity and Sorority Life programs⁵. This leader should supervise all professional and para-professional staff who support the development of the community. The unit can continue to report under the dean of students portfolio, but its leader should be engaged in regular communication with not only the dean of students but also the vice president of student affairs.*

- a) *If the return to a standalone model is not feasible at this time, updated job descriptions with clearly outlined FSL duties need to be created for all professional staff who are currently serving in FSL advising roles. Clarity around the hierarchy of positions as well as the active and on-going shared supervision by the dean of students will be critical.*

Human Resources

Appropriately Maximize Human Resources

As previously described, the recent transitions of the organizational structure and professional staff leadership of FSL have created gaps. At present, the directors within the Office of Student Life and the Office of Leadership and Engagement lack updated position descriptions that outline their job responsibilities as they relate to the development, support, and management of the FSL experience. Further, it is unclear what percent of their work is intended to be dedicated to the FSL experience.

Concerns were also shared by students, advisors, and campus partners that the full-time professional staff may lack an understanding of and be sensitive to the unique needs of the various FSL communities. The Recommendations for Excellence in Fraternity and Sorority Life emphasize that professional staff **MUST** be prepared to

⁵ See the Recommendations for Excellence in Fraternity and Sorority Life report for recommendations on the organizational positioning of FSL and its leadership.

work “with any population of students who are in the fraternity/sorority community” and “across the spectrum of FSL experience” regardless of their own personal preferences or affiliations.

The Review Team heard challenges and frustrations as it related to the engagement of the additional staff who support the FSL experience. The number of and utilization of graduate assistants has varied over the years. The students expressed concerns about the constant transitioning of graduate assistants especially when they were given very significant advising responsibilities; partners within the Division expressed concern that, at times, graduate assistants may have been asked to take on too many (and too high-level) responsibilities. It was also shared that there are professional staff who have FSL responsibilities in their position descriptions, but that are not necessarily being held accountable to those expectations. Clarification on the role and scope of work of the additional professional staff members and graduate assistants who do FSL support work is needed.

Professional development is made available to staff who support FSL. It was shared that some positions, especially those at the director-level, are consistently receiving education and professional development based on their role within the division. While funds are limited, the administration value professional development and prioritizes the participation of staff in conferences and other learning activities.

Recommendations:

16) *A conversation regarding the professional staff duties for those that support the entire FSL community needs to be discussed to include the graduate assistants⁶ working with FSL.*

17) *With the current embedded unit and shared advising model, it may be challenging to attract high caliber talent for future professional staff positions because this is an uncommon practice that could be confusing or off-putting to candidates. The recruitment of qualified candidates, especially those that bring professional*

⁶ See the *Recommendations for Excellence in Fraternity and Sorority Life* report for the note on the utilization of graduate assistants in full-time advisor roles.

experience from other institutions, will be important for the growth of this FSL program.

18) *On-going training and development are incredibly important for FSL staff as the demographics, trends and needs of this high-risk population continue to evolve. It would be appropriate for all involved in advising within the Office of Student Life and the Office of Leadership and Engagement to receive on-going education that can be used to inform their approach to advising and in the development of programs.*

Collaboration and Communication

Create Clear Pathways for Communication and Partnership

The Review Team observed numerous opportunities to enhance collaboration and communication. Gaps in collaboration and communication ranged from the lack of strategic staff-to-staff communication regarding council management, the lack of structured collaborations with campus partners,' to the challenges external partners, like advisors, experience because they lack an understanding of who to go to when they need clarity on decisions made by the University.

Fraternity and Sorority professional staff advisors play a critical role on campus; they serve as connectors who share information and resources with the various partner groups. The professional staff advisor role sits at a unique juncture that is designed to connect all the individual organizations and consistent communication from this person (or persons) should be driven because of their invested interest in the success of the entire community. The more transparent, communicative, and approachable the lead professional staff member is the greater chance the sustainability and success of the community.

Recommendations:

19) *As stated previously, the professional staff members that work with FSL need to take on a team approach to working with the chapters and advisors for the betterment of the entire community.*

20) *It would be appropriate to host regular meetings with chapter advisors and chapter presidents to discuss upcoming events, trends, and/or host trainings. These meetings should be held separately and be for the entire community, not council specific. These meetings could happen bi-weekly or monthly for chapter presidents and monthly or at the beginning and end of each semester for chapter advisors. This structure could enhance efforts from the two offices to support the entire community.*

21) *The Review Team recommends that the FSL staff works together to create plans and strategies on how they, as FSL, can partner and work collaboratively with other functional areas within the Division of Student Affairs to share resources, programs, and/or awareness of what and how these functional areas can aide in the education and development of the community, chapters, and members. The FSL staff should utilize the Division of Student Affairs organizational chart to ensure that areas are not missed. It would also be important to do this exercise with key stakeholders and invested partners who work outside of the Division of Student Affairs that were present during the visit review.*

22) *Communication is important and something that this community is craving. The professional staff advisors will need to devise a plan on how to do this, when do to this, and who will do this for the community on various topics. It is also important for the professional staff to develop and share out their boundaries and expectations around communication (i.e., methods of communication, timeliness of responses, hours of availability, etc.).*

a) *Topics to include in a communication plan could include:*

- i) Important Dates (Council meetings, recruitment timelines, advisor meetings)*
- ii) Prevention Weeks (Hazing, Sexual Assault Awareness, etc.)*
- iii) Community Programming (Council Specific Dates, Philanthropy events, etc.)*
- iv) Community-wide trainings*
- v) Recurring meetings for key leaders (e.g., chapter presidents, council presidents, etc.) with SFL staff*

vi) *Due dates (awards deadlines, etc.)*

vii) *Advisor Changes, Updates, and Trainings*

Ethics, Law, and Policy

Advance Education and Training

Outside of council governing documents, chapter standards protocols, and institutional reporting processes (e.g., Title IX and Student Conduct), FSL lacks protocols to report or address unethical behavior. Further, existing policies need to be reviewed or updated to ensure unit naming consistency and inclusion of all councils. For example, the alcohol and controlled substance guidelines only reference the IFC and Panhellenic councils.

While some limited educational programming is offered on ethics, law, and policy as it applies to the FSL community, the frequency and cadence of this programming is not regulated. Specific education and training on these topics appear to largely be coordinated by individual groups on a “by request” basis to campus partners.

It appears that the relationship regarding FSL and Student Conduct is strained on both sides. Chapters want short, compressed, “Tik Tok” length education, which can impact their understanding of legal and policy matters around high-risk topics. Chapter advisors also expressed a lack of understanding on these issues, especially as it related to the application of University policy to the groups they advise and their own liability as advisors.

Recommendations:

23) *Review and update all policies and procedures for naming consistency and inclusion of all councils.*

24) *More education on the topics listed above as well as EIU policies, procedures and protocols need to happen on a regular and consistent basis. The development of an annual accreditation program or a mandatory programming series can help shift the culture and importance of this education for the community.*

- a) *The FSL professional staff should be creating opportunities for their student leaders to understand the layers of policies and procedures that exist for their organizations. FSL professional staff should also be aware of and be able to help interpret inter/national policies, procedures, and protocols but not to enforce them. The FSL professional staff is a connector between the organizations and the conduct process in this regard.*

25) *Training for chapter advisors on these topics is needed. Chapter advisors are the individuals that most student leaders and members will turn to first with questions. This topic could be included in semesterly advisors training as well as be a part of the communication plan so updates to policies and procedures that are made between trainings are communicated in a timely fashion.*

Financial Resources

Expand and Equitably Allocate Resources

A detailed budget for the FSL functional area was not provided to the Review Team. However, the budget narrative indicated that system wide FSL initiatives are supported by a mixture of appropriated funds, student fee allocations, and a small amount of donor dollars. The direct allocation of the student fee dollars, which is new for Fall 2023, varies by council and by the staff member who supports those councils. For example, The Office of Student Life was able to secure additional funding, but this support goes exclusively to NPHC and MGC organizations. A breakdown of how these appropriated and fee-funded dollars are spent was not provided beyond indicating what was spent on conference participation.

Based on conversations with all members of the community, there is a strong desire to enhance programming opportunities within FSL. FSL lacks a formalized pathway to their Alumni and Development counterparts. Clarity around the financial strategy for FSL and who is the decision-making authority for FSL-related initiatives is needed.

Recommendations:

- 26) *EIU FSL has a unique opportunity to partner with Alumni Relations and Development to create campaigns and fundraise for programming initiatives and*

leadership programs. Depending on how these donations are fostered, there could be naming opportunities for donors (ex: The <insert last name> Risk Reduction Education Series, or The <insert name> Council and Chapter Officer Leadership Retreat.). This would allow for the money that is already allocated to support FSL to be used in other ways.

27)An additional opportunity for alumni engagement and fundraising is creating scholarship funds to cover or offset membership dues for current members.

28)It may be relevant to consider the implementation of a modest “Greek fee” that would support office initiatives and allow allocated funds to aid in potentially supporting additional staffing. This fee would be separate from governing council funds.

29)Investment in the FSL system will be needed to see the sustained growth that EIU is seeking. Strategic financial investment will provide adequate programming and secure staffing to support the growth, development, and sustainability of the FSL community.

Technology

Leverage Technology for Data-Sharing

Observations related to technology were largely in relationship to how technology supports assessment and communication. Advisors and other partners expressed concerns that they are not able to receive reports in a consistent and timely manner. The FSL website is outdated. For example, while all fraternities and sororities chapters and councils are represented on one website, the website still indicates only one professional staff lead. In addition, it is unclear amongst the professional staff who is responsible for strategic communication such as the development of contingency plans and communication around event or operation disruptions.

Recommendations:

30)FSL needs to develop a communication plan that includes timelines, deliverables, and responsible parties as it relates to data sharing, reporting, and website maintenance.

Facilities and Infrastructure

Consider How Space Shapes the FSL Experience

The Review Team did not get to see the office spaces for the professional staff who advise the fraternity and sorority communities. However, it was brought to our attention by various stakeholders that because of the separation of advising between two staff who do not work in the same unit or have shared space, it is confusing for those looking for information or seeking support to know where to go. Further, students did not seem to identify either professional staff's areas as the "FSL space;" the community does not have a clearly defined physical space or presence.

The Review Team was able to tour a few of the residential buildings within Greek Court, the unique university-owned, but FSL-branded residence halls. However, members expressed concerns regarding Greek Court being "too removed from the main campus" and with having issues with making room reservations in central buildings. Specific barriers described including the spaces on campus available for reservation being cost prohibitive and there being too many confusing steps to go through make a reservation. There was also a concern expressed by organizations, especially NPHC, around filing the Greek Court space that has been allocated to them.

Recommendations:

31) *Have one physical location for prospective students and stakeholders to find and access the professionals and information about fraternity and sorority life, chapters, and governing councils. Information, such as flyers and pamphlets, can also be distributed in other spaces but there should be one physical, primary location.*

32) *Development and promotion of the Greek Court for the NPHC to program and reside there. The NPHC member organizations, advisors, EIU FSL staff, and the Housing department should engage in conversations with students to understand why spaces are not filled or utilized and strategize plans and tactics that could be implemented to better fill and utilize these spaces.*

33) FSL staff should coordinate a conversation with the scheduling/events office to determine processes and fees to schedule space. A regular training and “on-demand” toolkit could be developed to educate FSL members on this process. If real barriers exist in the cost or reservation requirements, these should be discussed with Division leadership to determine if those barriers can be removed or lessened.

Recruitment, Retention, and Marketing

Examine and Articulate the Value of the FSL Experience

The topic of recruitment and retention was of great interest to nearly every group that the Review Team met with. The decline in membership and interest in not only fraternity and sorority membership but also in registered student organizations at EIU was recognized widely. Decline in overall engagement aligns with national post-COVID trends as well as with the decline in undergraduate enrollment at EIU.

Despite the current declines, the Review Team observed an appreciative understanding of the importance of involvement and finding community through membership experiences not only from students but also from staff, campus partners, and upper administration, especially the president.

Despite the understanding of the value of involvement and membership experiences, the Review Team observed that “selling the Greek experience” was not something that students and stakeholders were easily able to do. Most were not able to really articulate how and why this experience is more than “a group of friends who do things together.” Many students described their FSL experience in terms of social activities or their individual leadership roles.

Presently, FSL (via the Office of Leadership and Engagement) participates in open sessions and panels at admissions and enrollment events. An FSL interest fair is also held. The student portal, MyEIU, is also used to send a letter when a student expresses interest. These are all great avenues for connecting with potential members, but the brand and messaging have to be aligned to fully capitalize on these opportunities.

FSL professional staff are primarily measuring retention through grade reports. These reports are then provided to the chapters who are left to hold their members accountable through chapter-generated academic support mechanisms like study

tables and tutoring. While academic eligibility is an important metric, it is not the only retention metric that needs to be considered. With the continued decline in membership, there is a need to dig deeper into the metrics. FSL would benefit from understanding, at a deeper level, who is most at risk for disaffiliating and what are the biggest factors that disaffiliated members identify as their reasons for leaving.

Recommendations:

- 34) *The Office of Student Life and Leadership and Engagement need to partner to create a survey to understand what the current fraternity and sorority experience is for its members. This can include values congruence, personal growth, interpersonal skills learned, engagement in high-risk behaviors, group dynamics, challenges, stresses, and why they were interested and why they stay engaged. This data can help formulate a comprehensive understanding of the current members involvement and what issues need to be addressed to aide in retention and engagement.*
- 35) *It would also be useful to engage non-FSL affiliated students to better understand their perspective as to why they did not/have not joined; this could be done through a survey, focus group or a combination of both. By understanding this information, EIU will be able to address those thoughts, ideas, and/or misconceptions.*
- 36) *The FSL program can also better track and assess metrics on disaffiliated students. An “exiting student interview” process can be created to help capture information that can inform future retention initiatives.*
- 37) *A marketing campaign needs to be developed about how the FSL involvement experience is different, or unique compared to a “general” registered student organization. This campaign needs to be unique to the EIU FSL community and be able to be used on various platforms (social media, websites, and print). This campaign should include statistics beyond grades and service hours and testimonies that are special to this experience and not cliché (“it’s more than paying for my friends” and “found my future bridesmaids”). Instead, focus on pieces that will connect with the current and incoming demographics of the EIU student populations. For example: how many first-year students are involved, how many FSL members have jobs and leadership roles, explain how the EIU FSL experience is*

making them better people prepared for their next chapter post-graduation (explore job competencies that employers are looking for that FSL teaches from NACE data), and what is the return on investment is from being a member (talking to recent and seasoned alumni).

a) This should be a partnership between the entities that oversee fraternities and sororities, the Alumni Relations area, and University Marketing and Communications. This campaign can help students and stakeholders speak clearly and concisely about who the community is and who it is striving to become.

38) Foster a relationship with admissions and orientation to determine ways to best highlight and talk accurately about the fraternity and sorority experience.

39) Engage in training and education on the evolving trends of the incoming students at EIU. This training and education should include chapter leaders and advisors. This will help all parties understand how to work together to via the councils to recruit, inform, and market to prospective students.

SUMMARY OF RECOMMENDATIONS

In order to successfully support the student involvement and leadership development, the Eastern Illinois University Fraternity and Sorority Life should engage in the following:

Mission

- 1) *As the task force continues to work, it would be an excellent step in the process to re-imagine/re-envision the brand and mission of the EIU FSL community. This would be great to do collectively with the various stakeholders to assist with cultivating buy-in. Those stakeholders could also become the “champions” for disseminating the re-imagined vision.*
- 2) *The current mission statement is very member/community focused. The FSL unit should create a mission that speaks to the work of the “unit”—the what, why and how of the program and its staff.*

Programs and Services

- 3) *A part of the “visioning” process for the FSL experience should include an exploration of the community needs and how the FSL unit (in conjunction with University partners) can build strategic programmatic offerings that address the unique needs of FSL community and bring additional “value-add” to the FSL student experience.*
 - a) *An audit should be done of the programmatic requirements of all the chapters and determine where there are gaps or opportunities for the FSL program to provide system-wide education.*
- 4) *The roles of the professional staff who support the FSL community need to be clarified and regular, ongoing communication and coordination should be occurring to ensure a consistent FSL experience regardless of council affiliation.*

Student Learning, Development, and Success

- 5) *The development of an accreditation program (separate from Panther Awards and the Leadership Legacy Series) to measure student development and learning could help not only keep track of, but also provide opportunities for advisors to assist in the improvement of the chapter in various areas as well as recognize groups for excelling. This could also be used as a recruitment and marketing tactic.*
 - a) *An accreditation program can help with accountability in not only ensuring that educational development is happening based upon community values and standards, but it can also work towards addressing and correcting conduct concerns. Issues, whether it be allegations, violations, and/or sanctions, can be factored into the accreditation program reducing an organization's success or opportunity to be at the "top" or a highly ranked chapter. In this type of accreditation program, a chapter that does not maintain a certain minimum threshold of the standards may be put on probation or asked to leave campus for a period of time, with a return plan put in place.*
- 6) *Leverage the expertise of University partners to create tailored and relevant programming that aligns with student learning, development, and success.*
 - a) *Partner with the career services unit to provide system-wide programming that encourages reflection on learning experiences within FSL. This programming can help students connect their FSL activities to their academic, personal, and professional goals.*
 - b) *Consider how training on civic engagement and ethical volunteerism via the Office of Leadership and Engagement can be customized for the FSL community to ensure that members of this community are leaders and role models for responsible service.*

Assessment

- 7) *Develop an assessment plan that aligns with unit and community goals. Individual events should also have learning outcomes that align with the larger goals. Use assessment results to determine whether initiatives should be enhanced, sustained, or discontinued. Assessment data can also be used to demonstrate the need for more resources—fiscal and human.*

- 8) *It would be of great value and importance to assess the current culture of the members within the community. A climate study such as this will aide in providing perspective around recruitment, retention, sustainability of organizations as well as chapter operations and member development. This will also help provide the staff with direction for strategic programming and initiatives to shape the direction of the community.*
- 9) *Assessment work should be tied to a communication plan. Statistics and information on the community that display the values of the community in quick, simple digestible ways (such as infographics on social media, flyers, articles in the University newspaper) as well as larger campaigns to show the value of and return on investment from membership.*

Access, Equity, Diversity, and Inclusion

- 10) *Professional staff leadership must invest in education and professional development opportunities regarding the operations, norms, and development of the communities with which they are least familiar.*
- 11) *Cross-council education should be woven into council transition leadership retreats, new member orientations, as well as into training for advisors. This training should include information on the historical foundations of councils/groups, explanations of how each council operates (ex: recruitment vs. intake, discretion in the joining process, weekly chapter meetings vs. bi-weekly or monthly, dues structures, service within the community vs. raising money and awareness). It is also important to show commonalities between the groups to enhance partnerships, such as similar civic engagement endeavors or goals that can foster collaboration and connection across councils.*
- 12) *Cross-council initiatives need to be developed. The initiatives can be at the leadership level (like a regular Council President's roundtable) and at the council-level (like events that are jointly hosted by all councils). Personal and professional development events like AFLV must be made available to representatives across all councils.*
- 13) *In higher education, we continue to see the demographics of incoming students evolve and students are being born as identifying as multi-racial. There should be time spent thinking about how to market and advertise these membership*

experiences beyond their race-based founding. While our fraternal organizations were founded on college campuses throughout the history of higher education and as the enrollment of institutions diversified, organizations became segregated based on their racial identities. However, today students of all races have the opportunity to join fraternal experiences in various councils that may or may not align with their racial identity but more so with their personal values and their hopes and desires for what they want their membership experience to be. EIU FSL needs to spend time thinking about how they market these organizations based on their values, purposes, and experience instead of the racial foundations.

- 14) *The University must investigate and address the concerns expressed by student-athletes regarding the behaviors of Athletics staff actively deterring fraternity and sorority membership while being a student-athlete.*

Leadership, Management, and Supervision

- 15) *It is recommended that Fraternity and Sorority Life programs return to standalone department model to clear up confusion for all parties involved, and provide clear, consistent goals and direction for the functional unit, especially in the area of programming and services. There needs to be a defined leader with an appropriate title and relevant experience to guide Fraternity and Sorority Life programs⁷. This leader should supervise all professional and para-professional staff who support the development of the community. The unit can continue to report under the dean of students portfolio, but its leader should be engaged in regular communication with not only the dean of students but also the vice president of student affairs.*

- a) *If the return to a standalone model is not feasible at this time, updated job descriptions with clearly outlined FSL duties need to be created for all professional staff who are currently serving in FSL advising roles. Clarity around the hierarchy of positions as well as the active and on-going shared supervision by the dean of students will be critical.*

⁷ See the *Recommendations for Excellence in Fraternity and Sorority Life* report for recommendations on the organizational positioning of FSL and its leadership.

Human Resources

- 16) *A conversation regarding the professional staff duties for those that support the entire FSL community needs to be discussed to include the graduate assistants⁸ working with FSL.*
- 17) *With the current embedded unit and shared advising model, it may be challenging to attract high caliber talent for future professional staff positions because this is an uncommon practice that could be confusing or off-putting to candidates. The recruitment of qualified candidates, especially those that bring professional experience from other institutions, will be important for the growth of this FSL program.*
- 18) *On-going training and development are incredibly important for FSL staff as the demographics, trends and needs of this high-risk population continue to evolve. It would be appropriate for all involved in advising within the Office of Student Life and the Office of Leadership and Engagement to receive on-going education that can be used to inform their approach to advising and in the development of programs.*

Collaboration and Communication

- 19) *As stated previously, the professional staff members that work with FSL need to take on a team approach to working with the chapters and advisors for the betterment of the entire community.*
- 20) *It would be appropriate to host regular meetings with chapter advisors and chapter presidents to discuss upcoming events, trends, and/or host trainings. These meetings should be held separately and be for the entire community, not council specific. These meetings could happen bi-weekly or monthly for chapter presidents and monthly or at the beginning and end of each semester for chapter advisors. This structure could enhance efforts from the two offices to support the entire community.*

⁸ See the *Recommendations for Excellence in Fraternity and Sorority Life* report for the note on the utilization of graduate assistants in full-time advisor roles.

21) *The Review Team recommends that the FSL staff works together to create plans and strategies on how they, as FSL, can partner and work collaboratively with other functional areas within the Division of Student Affairs to share resources, programs, and/or awareness of what and how these functional areas can aide in the education and development of the community, chapters, and members. The FSL staff should utilize the Division of Student Affairs organizational chart to ensure that areas are not missed. It would also be important to do this exercise with key stakeholders and invested partners who work outside of the Division of Student Affairs that were present during the visit review.*

22) *Communication is important and something that this community is craving. The professional staff advisors will need to devise a plan on how to do this, when do to this, and who will do this for the community on various topics. It is also important for the professional staff to develop and share out their boundaries and expectations around communication (i.e., methods of communication, timeliness of responses, hours of availability, etc.).*

a) *Topics to include in a communication plan could include:*

- i) Important Dates (Council meetings, recruitment timelines, advisor meetings)*
- ii) Prevention Weeks (Hazing, Sexual Assault Awareness, etc.)*
- iii) Community Programming (Council Specific Dates, Philanthropy events, etc.)*
- iv) Community-wide trainings*
- v) Recurring meetings for key leaders (e.g., chapter presidents, council presidents, etc.) with SFL staff*
- vi) Due dates (awards deadlines, etc.)*
- vii) Advisor Changes, Updates, and Trainings*

Ethics, Law, and Policy

23) *Review and update all policies and procedures for naming consistency and inclusion of all councils.*

- 24) *More education on the topics listed above as well as EIU policies, procedures and protocols need to happen on a regular and consistent basis. The development of an annual accreditation program or a mandatory programming series can help shift the culture and importance of this education for the community.*
- a) *The FSL professional staff should be creating opportunities for their student leaders to understand the layers of policies and procedures that exist for their organizations. FSL professional staff should also be aware of and be able to help interpret inter/national policies, procedures, and protocols but not to enforce them. The FSL professional staff is a connector between the organizations and the conduct process in this regard.*
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Recruitment, Retention, and Marketing

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involvement and what issues need to be addressed to aide in retention and engagement.

- 35) *It would also be useful to engage non-FSL affiliated students to better understand their perspective as to why they did not/have not joined; this could be done through a survey, focus group or a combination of both. By understanding this information, EIU will be able to address those thoughts, ideas, and/or misconceptions.*
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APPENDIX

Documents

This section provides an overview of the types of documents EIU shared with NASPA to help inform this review and those that were used to support reviewer recommendations.

Assessment Reports

- Biennial Review, 2010-2012
- Case Count by Fraternity and Sorority Membership, 2022-2023
- FSL Annual Report, AY 2020-2021
- FSL Annual Report, AY 2021-2022
- Membership Trends, 10 years, 2012-2023
- OLE Annual Report, AY 2022-2023

Unit Strategic Plans

- 1, 3, 5 Year Plan, undated

Handbooks/SOPs

- EIU Hazing Policy, undated
- EIU Registered Student Organization Booklet, undated
- FSL GPA Memo, 2022
- FSL GPA Requirement, Proposal, Draft, undated
- Guidelines for Fraternity and Sorority Use of Alcohol & Controlled Substances, revised January 2022
- Interfraternity Council (IFC) Constitution, 2023
- Panhellenic Constitution and Bylaws, 2014

- Student Organization Registration Provisions for Fraternities and Sororities, undated

Other

- AFLV Finance
- Chapter Designation List, undated
- Fraternity and Sorority Programs, organizational chart, Spring 2014
- FSL Tabletop banners, undated
- FSL Task Force Email, undated
- Grade Report, Fall 2022
- Grade Report, Spring 2023
- Greek Life Visit Day Invite, 2018
- Greek Life Postcard, 2021
- Hazing Prevention, new member presentation, undated
- Panther Leadership Awards, 2023

Campus Visit Schedule

Monday, December 4, 2023

9:00 am-9:15 am	Check-in Meeting with Project Leads
9:15 am-9:45 am	Interview: Vice President for Student Affairs <ul style="list-style-type: none"> • <i>Anne Flaherty</i>
9:45 am-10:15 am	Interview: Dean of Students, interim <ul style="list-style-type: none"> • <i>Jody Stone</i>
10:30 am-11:10 am	Interview: Director, Office of Leadership and Engagement <ul style="list-style-type: none"> • <i>Nathan Wehr</i>
11:15 am-11:55 am	Interview: Director, Student Life Office <ul style="list-style-type: none"> • <i>Ceci Brinker</i>
12:00 pm-12:30 pm	Meeting: Non-Affiliated Students <ul style="list-style-type: none"> • <i>Payton Liggins</i> • <i>Natyayle Grays</i> • <i>Kristal Munoz</i> • <i>Terrell Steele</i> • <i>Kayla Ray</i> • <i>DD Patterson</i>
12:30 pm-1:50 pm	Lunch and Tour
2:00 pm-2:30 pm	Interview: President <ul style="list-style-type: none"> • <i>Jay Gatrell</i>
2:30 pm-3:20 pm	Meeting: Panhellenic Council <ul style="list-style-type: none"> • <i>Natasha Koenig</i> • <i>Maggie Taylor</i>

	<ul style="list-style-type: none"> • <i>Ella Matthews</i> • <i>Aubrey Kaufman</i> • <i>Morgan Finch</i> • <i>Lindsey Schwerdlin</i>
3:30 pm-4:15 pm	Meeting: Interfraternity Council <ul style="list-style-type: none"> • <i>Jack Key</i> • <i>Dalt Piercey</i> • <i>Bryan Martinez</i> • <i>Hunter Kidwell</i> • <i>Dayton Krowas</i> • <i>Aaron Alonso</i> • <i>Jack Drueke</i> • <i>Daniel Clivaz</i> • <i>Hunter Soyer</i> • <i>Jack Swaim</i> • <i>Brian Martinez</i>
4:15 pm-5:00 pm	Meeting: National Pan-Hellenic Council and Multicultural Greek Council <ul style="list-style-type: none"> • <i>Ashley Mickens</i> • <i>Shavon Edmond</i> • <i>Yaree Wilson</i> • <i>Nick Trimble</i> • <i>Brianna Hull-Dennis</i> • <i>Tavon Evans</i> • <i>Josiah Moodie</i> • <i>Christian Watson</i> • <i>Taryn Wilson</i> • <i>Kenneth Marshall</i> • <i>Rafiat Yaroow</i> • <i>Jaedah Franks</i> • <i>Kailiyah Mitchell</i>

	<ul style="list-style-type: none"> • <i>Naomi Wright-Allen</i>
5:00 pm-5:50 pm	Meeting: FSL Task Force (Virtual)
6:00 pm-6:30 pm	Dinner
6:30 pm-7:20 pm	Meeting: Chapter Advisors (Virtual)

Tuesday, December 5, 2023

9:00 am-9:50 am	Meeting: Divisional Partners <ul style="list-style-type: none"> • <i>Mark Hudson</i> • <i>Sarah Daugherty</i> • <i>Bobbi Kingery</i> • <i>DJ Fox</i> • <i>Matt Warner</i> • <i>Jeremy Alexander</i> • <i>Jessica Cobert</i> • <i>Brittany Floyd</i> • <i>Eric Davidson</i> • <i>Mackenzie Walker</i> • <i>Crystal Brown</i>
10:00 am-10:50 am	Meeting: University Partners <ul style="list-style-type: none"> • <i>Josh Norman</i> • <i>Dianne Timm</i> • <i>Kelly Miller</i> • <i>Shawn Peoples</i> • <i>Danny Garley Fischer</i> • <i>Amber Webb</i> • <i>Brad Bennington</i> • <i>Koty Gough</i> • <i>Matt Williams</i>

	<ul style="list-style-type: none"> • <i>Crystal Brown</i>
11:00 am-11:50 am	Meeting: Affiliated Students <ul style="list-style-type: none"> • <i>Max Pilipovic</i> • <i>Emma Lamboley</i> • <i>Tyler Sanders</i> • <i>Ani Kerr</i> • <i>Mia Hromek</i>
12:00 pm-12:30 pm	Debrief with Project Leads



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