W&L Greek Life

Advisor manual

A resource that may guide and support your efforts as a chapter advisor.

Greek Life in the Division of Student Affairs
John W. Elrod Commons

Advisor Expectations

1. Serves as an advisor to the chapter officers regarding:
    a. University policy concerning fraternities/sororities
    b. Community relations
    c. Campus relations (Greek Life Advisor, Public Safety, Service)
    d. Chapter Development (officer transitions, skill building, leadership)

2. Meets regularly with the president or chapter leadership to discuss concerns and plans.

3. Promotes academic excellence and intellectual growth among the chapter members and refer students to academic resources as needed.
    a. Greek Life will provide:
        i. a list of chapter members and their GPAs at the end of each semester
        ii. a list with all chapter GPAs at the end of each semester
        iii. a list of new members' GPAs at winter mid-terms

4. Serves as liaison between the chapter and the Greek Life Advisor.
    a. Meeting at least once a term to discuss chapter progress can be helpful.
    b. Meets as a group with all University Advisors to exchange ideas and information.

5. Provides informal advice to the chapter and members on academic affairs.

6. Encourages the chapter through its officers to develop and maintain a positive image within the W&L and Lexington community:
    a. Encourage open and honest communication with the Greek Life Advisor, Dean of Students, Public Safety, and other partners – Typically if students ask first we work to make ideas happen.
    b. Reinforce social event registration guidelines and risk management procedures
    c. Plan for a New Member Education program that is low risk and does not put the chapter and/or its members at risk for policy violations
    d. Suggest programs to foster interaction between the chapter and the faculty
    e. Encourage a close relationship between the chapter's philanthropy chair/community service chair and Nabors Service League, General Service and/or Community Service Chair of Shepherd Poverty Program

Consider the following:

- Request chapter information:
  - Chapter leadership contacts
  - Chapter membership roster
  - Annual composite, with photos of all the brothers/sisters - If you refer to it enough you can recognize each member by name and face.

- Drop in at least once a month to join the chapter for lunch or dinner. Being regularly present with the members helps them to trust you as an interested advisor. It also provides an opportunity to get to know the members in informal settings.

- Establish a professional relationship with each house director. Many of the House Directors see and interact with the chapter members on a daily basis. Make yourself available as an advisor through the House Director and work as a team when you have the opportunity to.

- Familiarize yourself with University and community resources and refer members to the appropriate supports during times of stress and/or crisis.
  - Academic supports (Writing Center, Baldridge Reading Program, tutoring, etc.)
  - Shepard Poverty Program
  - Emotional supports (University Counseling and/or local counselors)
  - University supports (Dean of Students, GL Advisor, Office of Health Promotion)

- Encourage:
  - Transition meeting between outgoing and incoming chapter leadership
    ** Greek governing bodies (and the GL Advisor) will set a date that all chapters must have new leadership*
  - Goal setting and/or annual planning with new leadership
  - Community service projects for the entire chapter, not just for new members
  - Relationship building with each other, the University, Nationals, alumni, parents, and the wider Lexington/Rockbridge County community.

- Review and encourage low risk behaviors prior to big weekends (Homecoming, Parents' Weekend, Christmas Weekend, Tear Night, Fancy Dress, Reunion Weekends, etc.)

Washington and Lee Campus Resource List

Residence Life (including Greek housing and facilities):
Amy Perkins, Director of Residence and Greek Life
(540) 458-4070 or aperkins@wlu.edu

Leadership Development / Greek Life Advisor:
Megan Schneider, Associate Director of Leadership & Residential Learning Initiatives
(540) 458-4408 or mschneider@wlu.edu

LIFE (Lifestyle Information for Everyone):
Contact through the Office of Health Promotion at (540) 458-4501

Office of Health Promotion:
Jan Kaufman, Director of Health Promotion at (540) 458-4501 or jkaufman@wlu.edu

Student Health Center: (540) 458-8401 or studenthealth@wlu.edu

University Counseling: (540) 458-8590 or counseling@wlu.edu

Peer Counselors: Dr. Kirk Luder, University Counselor at (540) 458-8590 or kluder@wlu.edu

Peer Tutoring: Request a peer tutor online at http://www.wlu.edu/x23178.xml

Religious Life: View a list of religious organizations at W&L at http://www.wlu.edu/x25710.xml

Traveller (Safe Ride Program): (540) 458-8900

Multicultural Affairs:
Tamara Futrell, Associate Dean of Students at (540) 458-8766 or tfutrell@wlu.edu

First-Year Program:
Jason Rodocker, Assistant Dean for First-year Experience, (540) 458-8753 or jrodocker@wlu.edu

Student Programming:
James Dick, Director of Student Programming & Campus Recreation at (540) 458-4066 or jdick@wlu.edu

Kelsey Goodwin, Assistant Director of Student Activities at (540) 458-5000 or kgoodwin@wlu.edu

Facilities Management: (540) 458-8490

Public Safety:
Mike Young, Director of Public Safety at (540) 458-8427
Note: In an emergency call (540) 458-8999

W&L Emergency & Inclement Weather Hotline: (540) 462-5277

Other Helpful Greek Life Advisor Resources

Association of Fraternity Advisors (web site and related links page)
http://www.afa1976.org/Resources.aspx

Association of Fraternal Leadership & Values
http://www.aflv.org/Home.aspx

FIPG, Inc. (risk management resources)
www.Fipg.org

Interfraternal Asscociations
National Panhellenic Conference: www.npcwomen.org
National Pan-Hellenic Council, Inc.: www.nphc.org
National Association of Latino Fraternal Organizations: www.nalfo.org
North-American Interfraternity Conference: www.nicindy.org
Center for the Study of the College Fraternity: www.indiana.edu/~cscf/
Fraternity Executives Association: www.fea-inc.org
Gamma Sigma Alpha: www.gammasigmaalpha.org
Order of Omega: www.orderofomega.org

Regional Undergraduate Fraternity and Sorority Conferences
Northeast Greek Leadership Association: www.ngla.org
Southeastern Interfraternity Conference: www.seifc.org
Southeastern Panhellenic Conference: www.sepconlince.net

Student Development

Source: Association of Fraternity Advisors Manual

Student Development Theory: The Basics

Student development theory provides advisors a foundation for understanding the natural maturation and development of the students with which they work. A basic knowledge of the theories and methods of human development and their applications in college settings will help you facilitate the development of your advisees.

In Loco Parentis

For about the first three hundred years, the theory that dominated thinking about higher education was *in loco parentis*: colleges acting on behalf of parents for the good of their students. As the average age of seventeenth-century freshmen was about fourteen, students were considered children, and the institution their parents. Character development (which really meant traditional Christian religious values) was instilled by strict rules and regulations and enforced by rigid discipline. The development of students' *character* was substantially more important to early American colleges than the development of their intellect. Today, in loco parentis has been replaced with holistic student development—encouraging a student's social, environmental, moral, leadership, and identity development.

Families of Student Development Theory

Student development theories generally fall into five broad categories:

1. Psychosocial
2. Cognitive-structural
3. Person-environment
4. Humanistic
5. Student development process models

1. **Psychosocial** theories address developmental issues or tasks and events that occur throughout the life span. These tasks and events tend to occur in sequence and are correlated with chronological age. Individuals progress from one stage to another by accomplishing related developmental tasks or by resolving crises. This is the "what" or "content" of student development.

> For example, William Perry's theory helps us understand how students think in a sequential order. The first five stages in his theory deal with students' intellectual development as they move from a *dualistic* view of the world (black and white, right and wrong) to a *relativistic* view of the world (all knowledge is contextual, "it depends"). The remaining positions deal with students' ethical development.

2. **Cognitive-structural** theories address how individuals reason, think, and make meaning of their experiences.

> Development is seen as hierarchical stages with each successive stage incorporating parts of the previous stage. This is the "how" or "process" of student development.

3. **Person-Environment** theories address behavior as a function of the person and the environment.

For example, if you think about the chapters on your campus there may be a beautiful chapter house and the members treat it with respect. Nobody punches holes in the walls, no one thinks of leaving their empty pizza boxes in the hallways. This chapter probably has an influential house director or chapter advisor positively influencing the behavioral expectations of the members and there to remind them of the value of respect of property. Other chapter houses may be littered with garbage, old clothes, food smeared on the walls from a food fight—these members are equally (and negatively) influenced by their environment. The implicit values are destruction, an "it's not my house" attitude, and basic disrespect. Many of these person-environment theories are used in career planning.

4. **Humanistic existential** theories share a common philosophy of the human condition. Humans are free, responsible, self-aware, potentially self-actualizing, and capable of being fully functioning. Development is internally motivated. These theorists believe the forces of growth are within the person and are facilitated by self-disclosure, followed by self-acceptance and self-awareness. These theories are used extensively in counseling.

5. **Student development process models** are either abstract representations of the field of student personnel work or recommended sets of action steps for the practice of student development. They give us the process steps of how to use theories rather than the why, what to do, or how to do it that the theories provide. These models help practitioners put the theories into actual practice.

There are dozens of theories falling into these five families. Many address general populations of traditionally-aged college students; however, more recently theories have emerged which address the differences in development in specific populations such as returning adult students, African-American students, gay/lesbian/bisexual/transgendered students, female students, etc.

Social Change Model of Leadership Development

Source: Higher Education Research Institute. (1996). A Social Change Model of Leadership Development: Guidebook Version III. Los Angeles: The Regents of the University of California.

Basic Premises

This model is ***inclusive*** in that it is designed to enhance the development of leadership qualities in all students—those who hold formal leadership positions as well as those who do not—and to promote a process that is inclusive and actively engages all who wish to contribute. Leadership is viewed as a ***process*** rather than as a position.

The model explicitly promotes the values of equity, social justice, self-knowledge, personal empowerment, collaboration, citizenship, and service. "Service" provides a powerful vehicle for developing student leadership capabilities in a collaborative environment. Learning happens by "making meaning" of life experiences.

The model has two primary goals:

To enhance student learning and development; more specifically, to develop in each student participant greater:

> **Self-knowledge**: understanding of one's talents, values, interests, especially as these relate to the student's capacity to provide effective leadership.
> **Leadership competence**: the capacity to mobilize oneself and others to serve and to work collaboratively.

To facilitate positive social **change** at the institution or in the community. That is, to undertake actions which will help the institution/community to function more effectively and humanely. The 7 C's model examines leadership development from three levels:

> **The Individual:** What personal qualities are we attempting to foster and develop in those who participate in a leadership development program? What personal qualities are most supportive of group functioning and positive social change?
> **The Group:** How can the collaborative leadership development process be designed not only to facilitate the development of desired individual qualities but also to effect positive social change?
> **The Community/Society:** Toward what social ends is the leadership development activity directed? What kinds of service activities are most effective in energizing the group and in developing personal qualities in the individual?

There are seven critical values:

- Consciousness of Self (individual)
- Congruence (individual)
- Commitment (individual)
- Collaboration (group)
- Common Purpose (group)
- Controversy with Civility (group)
- Citizenship (community/society

These values fall around the center value - CHANGE. Change is the value "hub" which gives meaning and purpose to the 7 C's. Change, in other words, is the ultimate goal of the creative process of leadership – to make a better world and a better society for self and others.

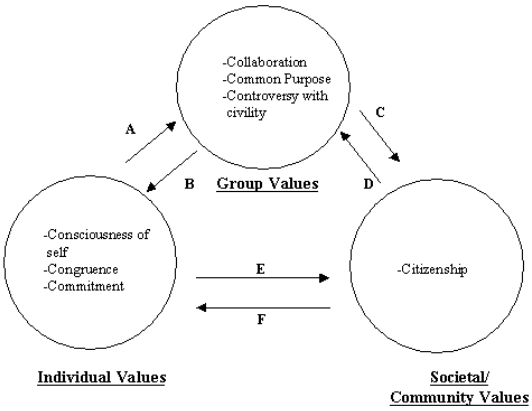

Figure 1. The 7 C's organized by level of focus