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Introduction: Welcome

Welcome Fraternity & Sorority Advisors!

Thank you for all that you do for the specific fraternity/sorority that you advise, as well as the Fraternity and Sorority Community at Florida Gulf Coast University. It is truly a group effort to ensure that our organizations receive the support that they require, and we could not have a strong community without the time and commitment from you. Whether you are a seasoned chapter advisor returning for another year of service or a new chapter advisor embarking on his or her first year, we welcome you to the world of fraternity and sorority advising, and we commend you for your service.

Serving as a chapter advisor can be a highly rewarding experience and the Office of Student Involvement staff is committed to ensuring that you are informed of national and local resources that can contribute to the success of your chapter. This manual is designed to serve as a resource for your important role. We acknowledge that your own fraternities and sororities provide manuals, handbooks, and training for you, and this publication is meant to complement those manuals. This manual is a resource that outlines both the role and expectations of a chapter advisor and Florida Gulf Coast University policies and procedures.

This manual contains information about leadership and volunteer opportunities for you and our students, program information, and various resources including College, national, and Fraternity & Sorority Life policies and calendars. Please let us know if there are any additional resources that may be of benefit to you. Our goal is to aid you in your role as a chapter advisor and to help each one of our fraternities and sororities achieve success. Do not hesitate to contact us throughout the year when questions or concerns arise.

We appreciate your volunteer service and look forward to working with you during the upcoming academic year.

Sincerely,

Julie Gleason
Assistant Dean of Students
Office of Student Involvement

Wolfgang Acevedo
Coordinator for Fraternity & Sorority Life
Office of Student Involvement
Introduction: Mission

Florida Gulf Coast University Mission Statement

Established on the verge of the 21st century, Florida Gulf Coast University infuses the strengths of the traditional public university with innovation and learning-centered spirit, its chief aim being to fulfill the academic, cultural, social, and career expectations of its constituents.

Outstanding faculty uphold challenging academic standards and balance research, scholarly activities, and service expectations with their central responsibilities of teaching and mentoring. Working together, faculty and staff of the University transform students’ lives and the southwest Florida region.

Florida Gulf Coast University continuously pursues academic excellence, practices and promotes environmental sustainability, embraces diversity, nurtures community partnerships, values public service, encourages civic responsibility, cultivates habits of lifelong learning, and keeps the advancement of knowledge and pursuit of truth as noble ideals at the heart of the university’s purpose.

Office of Student Involvement Mission Statement

The Office of Student Involvement provides an experiential learning environment to enrich students’ academic experience through quality services and programs that foster leadership, organizational, and personal development, as well as meaningful connections to the campus community.

Fraternity & Sorority Life Mission Statement

Fraternity and Sorority Life at Florida Gulf Coast University strives to develop principled members who lead their individual organizations and the fraternal community through dedication to leadership, scholarship, service, diversity, and fellowship.
Role of the Chapter Advisor: Expectations

As an advisor of a fraternal organization, you are the individual charged with assisting the organization on a regular basis and willing to lend your expertise in helping members formulate procedures, projects, and programs. Through your guidance and influence, the chapter’s leaders and members will accomplish ultimate success in their social, academic, leadership, and service/philanthropic endeavors.

As an advisor, you provide consistency and guidance for the chapter leaders and members and share a historical perspective of programs, services, and issues. In addition, your role is to assist the group in the following areas: recruitment, fraternity education, ritual education, risk management, financial management, policies & procedures, public relations, alumni relations, elections, transition of officers, event programming, and the training of new members.

There will undoubtedly be many challenges that you will face during your time as an advisor. One challenge for you will be commitment. It is your job to clarify for members what your role is in the organization. Students will have their own ideas, so your role should be discussed and understood right from the start.

Another challenge is to avoid becoming too controlling in the chapter’s matters. At times, it can be tempting to have a hand in many different areas of the chapter, as then you can be assured that things are “getting done” and being “done correctly.” However, you must remember that the current chapter is a student-run organization and therefore the ultimate decisions must be made by the members. An advisor who begins to take control by making decisions or running meetings runs the risk of having the students resent or ostracize the advisor. Additionally, the students will not experience true success if they do not feel like they have had ownership of the process. They will also not be able to learn from the experience, both positively and negatively.

There are some circumstances that can arise in which you should take more directive action. An example of such a time would be if the members’ decisions could potentially put the chapter, university, or members at risk. In most situations, these matters can be worked out with the chapter president or executive board in advance of the program, activity, or meeting.

Advisors are there to ideally play the part of two roles: mentor and supervisor:

**Mentor:** University and faculty/staff members who have worked with student groups and organizations can identify many students who attribute their success to the relationship they have developed with their advisor. This relationship may continue for many years. Mentoring can be defined as a one-to-one learning relationship between an older person and a younger person based on modeling behavior and values. Mentors provide support, morale, and knowledge, are patient with the protégé’s progress, and are willing to work with those less developed than they are.

**Supervisor:** An advisor’s practice and experience as a supervisor is helpful for providing direction, assisting in the decisions, and facilitating meetings. Team-building is essential for developing an effective chapter. Team-building establishes relationships that will enhance the ability of the organization’s leadership, members, and advisor to work together. It is important for you to
understand one another’s’ strengths and weaknesses, work styles, and relationships with authority, and any other intervening variables that may affect your ability to work as a team.

A team-building retreat or workshop is essential. Teamwork does not occur by accident. It is intentional, genuine, and active. Within this retreat or workshop, goals and expectations of the chapter and the members within must be discussed, defined, and agreed upon.

As a Chapter Advisor, you are expected to:
- Provide general guidance to the chapter
- Advise Executive Board, Chapter President and any other officers without a designated advisor
- See that the Executive Board and chapter goals are set and evaluated
- Oversee the selection of other advisory board members
- Regularly attend chapter meetings
- Regularly attend executive board meetings
- Be available to meet with individual members who may need guidance
- Maintain close contact with the inter/national organization headquarters and the Office of Student Involvement
- Attend chapter events (other than a chapter meeting)
- Attend Convention and other required advisor trainings from national organization, if applicable
- Attend specialized training as requested

How You Can Benefit the Chapter
- You can offer advice to graduating seniors on career opportunities
- You can give encouragement to students to participate in campus events and organizations
- Officers and members will have access to you, an additional mature resource
- You may be able to positively impact the chapter academic performance by reviewing the scholarship plan, meeting with the scholarship chairperson, new members, and/or the chapter, and by providing a system of accountability
- You can advocate for the fraternity experience to other faculty, college administration, and/or parents
- You may have specific organizational, financial, facility, or other resource management expertise to share with the chapter
- You can assist in the development of chapter goals, procedures and action plans
Role of the Chapter Advisor: Areas of Concentration

Chapter Advisor should work with the chapter in a number of areas, including but not limited to:

- Chapter Management
- Finances
- Membership Recruitment
- New Member Education
- Member Development
- Ritual
- Chapter Dynamics / Interpersonal Relationships
- Risk Management
- Policies & Procedures
- Discipline/Standards
- Social
- Brotherhood/Sisterhood
- Scholarship
- Community Service
- Philanthropy
- Fundraising
- Health & Safety
- Alcohol / Drug Education
- Wellness Education
- Educational Programming
- Crisis Management
- Alumni Relations
- Career Planning
- Relationship with the University
- Relationship with the National Organization
- Personal Issues
Role of the Chapter Advisor: Communicating with Headquarters

The chapter advisor is, in many ways, the chapter administrator. Correspondence from or to the headquarters or alumni should be maintained in a chapter file. Responses should also be kept in this file. New member reports, initiation reports, and financial records are just a few of the multitude of reports required by headquarters. The advisor should ensure that the forms are completed in a timely manner and submitted when required. In some cases, the chapter advisor is responsible for this paperwork. Information, letters, or bulletins from the university should be kept and responded to if necessary.

The chapter advisor should have a good understanding of Fraternity Headquarters, including:

- Fraternity/Sorority history
- Organization of headquarters
- Name of contact persons at the headquarters
- Programs and materials available to chapters
- Role of chapter consultant, including the preparation of the chapter for these visits.

Please remind the chapter that the headquarters is there for their benefit. Any staff members who they come in contact with should not be viewed with animosity, but appreciated for their support. Many times, these sentiments are not conveyed to members, as the perception is that “Nationals” is out to get them. This could not be further from the truth.

It is also essential for active members to gain more knowledge of the fraternity/sorority on a (inter)national level. Encourage members to attend conferences and leadership seminars and have them report back to the chapter what they have learned. Often times, during these conferences, there are alumni events and programs as well. This could be something you may want to consider taking advantage of, not only to learn more about your position, but to establish a networking base among other chapter advisors.
Role of the Chapter Advisor: Involving Other Alumni

It is quite difficult to support a chapter if there is only one alumnus/alumna doing all the work. That is why it is vital for the chapter to have additional active alumni around. Of course, not every alumnus/alumna would be willing (or able) to serve in your capacity, but their mere presence alone is often times a bonus for members in and of itself. Having additional alumni involved gives them an opportunity to share experiences they had as an undergraduate member and relate those experiences to their current lives and professions—things that are not as easy to accomplish with just one person.

Your fraternity/sorority headquarters could be a great resource as far as locating area alumni to contact. When it comes time to contact them, it is usually most effective when done by a fellow alumnus/alumna. Remember: any type of commitment on their part is progress. If they are willing to attend an event but do not feel comfortable being actively involved in the future, you have still had success.

Once you have obtained interest in further involvement from alumni, the next step could be forming an advisory board. An advisory board would ideally consist of a small group (up to 10-12) of alumni who would advise the chapter in different capacities. This would obviously take some responsibilities off of your hands. If they have the manpower, some chapters will allocate an advisor for each officer. Another option is to have an advisor oversee each committee. Ultimately, each advisor would report back the information they have obtained to you and the advisory board.

Alumni Advisory Boards: Laying the Groundwork

Spearheading an advisory board is a lot of work up front, but will be a lot less time consuming if the framework is in place. Before recruiting advisors, it is important for the chairperson to set up an infrastructure that will facilitate communication. There are free websites that can manage this, such as groups.yahoo.com. Once the group is set up, the chairperson can forward the chapter’s meeting minutes and announce events such as consultant visits. This is a very efficient and easy way to communicate.

The following are examples of the type of alumni who should be recruited for the board:

- An individual who is proactive and successful in his or her career
- One who has the time to hold, at minimum, two face-to-face meetings with their chapter officer per semester
- An individual who is comfortable working with young people who are growing at a very rapid rate
- Someone who is patient enough to allow the undergraduates to make mistakes and be there to help them recover and develop strategies to prevent future mistakes

It is also important to define the roles of the advisors. This will foster their commitment once onboard and facilitate the recruitment process. The following are some ideas for the breakdown. Financial Advisor: assists in preparing the chapter budgets, and providing guidance in all financial matters.

Academic Advisor
• Advise Scholarship Chairman, Scholarship Committee and other officers
• Ensure chapter has a viable Scholarship Program
• Attend meetings with members failing to meet chapter’s scholarship standards
• Attend scholarship acknowledgement ceremonies

Alumnae Relations/Public Relations Advisor
• Advise Alumnae Relations Officer, Public Relations Chair, and/or Historian
• Attend events sponsored by the chapter designed to improve the relationship with area alumni
• Ensure that the chapter is submitting appropriate content for alumni newsletters
• Help officers update and maintain a current listing of alumni and contact information
• Serve as a liaison to the Alumni Affairs Office

Standards Board Advisor
• Advise officer responsible for the chapters standards board and standards operations
• Attend Standards Board meetings
• Work with other advisors to ensure education and adherence to all Fraternity policies and procedures
• Assist the chapter in addressing internal concerns around sisterhood/brotherhood, member conduct, and any other issue that would affect the continued development of the chapter
• Attend specialized trainings as requested

Member Education/Development Advisor
• Advise chapter officers related to member and new member education
• Work with other advisors to ensure education and adherence to all Fraternity policies and procedures
• Assist with administration of Membership Education requirements
• Work with the New Member Educator to develop the plan for new member education
• Attend New Member meetings
• Approve pre-initiation plans
• Ensure hazing is not occurring and that members are receiving proper education regarding organizational and university hazing policies
• Work with other advisors to ensure each new member has paid all required fees prior to initiation, and that the money is forwarded to HQ with the proper forms and releases
• Read and utilize the New Member Manual in cooperation with the officers being advised

Financial Advisor
• Meet with Treasurer to assure the financial soundness of the chapter
• Ensure payments are current to the national organization
• Approve expenditures before purchases are made, if applicable
• Attend meetings of the Financial Committee
• Attend budget meeting and approve the proposed and revised budget
• Cosign all checks, if applicable (do not sign blank checks)
• Ensure bills are accurate
• Assist the Treasurer in informing new members of their financial responsibilities
• Meet with members having financial problems and attempt to find solutions
• Assist the Treasurer to accurately prepare any necessary tax forms
• Assist the Treasurer in the collection of delinquent accounts

Risk Management Advisor
• Advise Risk Management Chair, Social Chair, Risk Management Committee and other officers, as necessary
• Have a working knowledge of university risk management policies and FIPG and ensure all officers understand risk management procedures
• Work with other advisors to ensure education and adherence to all Fraternity policies and procedures

Recruitment/Intake Advisor
• Advise the Recruitment Chairman, COB (Continuous Open Bidding) Chairman, Intake Coordinator, and the Recruitment Committee
• Have a working knowledge of the national organization and university recruitment policies
• Attend recruitment workshops and assist chapter in making recruitment plans
• Attend recruitment events, when available
• Fulfill Advisor requirements for Formal Recruitment (NPC Organizations only)

Ritual Advisor
• Assist in presentation of Ritual Workshop for new initiates
• Attend Ritual Workshops
• Serve as a guide for undergraduates in understanding of the Ritual
• Ensure hazing is not occurring

If you have enough interested alumni already, write a letter to the alumni in your area asking them to attend an initial informational meeting. Set up this mailing 4-6 weeks before the meeting and include response cards or self-addressed, stamped reply envelopes. You need to make it as easy as possible for the alumni to respond. Follow up your letter with a personal telephone call confirming their attendance.

Three main keys to the alumni advisory board will determine whether or not it will be successful: organization, communication, and continuity.

• Organization
  o From the start, the advisory board needs to be organized so that every individual, from undergraduate to alumnus, has a responsibility in the function of the chapter. To ensure that this happens, a clear set of expectations of what each person’s job entails must be created.
  o First, make sure the alumni understand what their mission is: to give advice and help to improve the operations of the chapter—and at the same time, improve the fraternity experience offered to all members. Therefore, once an alumnus understands and shares the mission of the Fraternity, we will be more likely to have his dedication.
  o Secondly, it is not enough to have an office created for an alumni advisor. It is necessary to match each alumnus in positions that best suit their abilities. The “hard
guy" could work with the Executive Committee, the motivator with recruitment skills, the creative person with social programming, the "teacher" with fraternity education, etc.

- Communication
  - This is perhaps the key ingredient for keeping an advisory board going. From the start, be straight with what's required in the job ahead. As time goes on, don't be afraid to pick up the phone to remind alumni of meeting times, or to ask an alumnus/alumna if he/she still wants to remain involved.

- Continuity
  - The real test for any advisory board is that of time. Be prepared for the transition that takes place in all chapters, from officers to new members to changes in policies and programming. It becomes very easy to allow a board to diminish its involvement after a major problem has been tackled or a new set of officers is elected.
  - Help the chapter to move on to their next goal. Educate the new officers about the advisory board’s functions, and get that process started again. Always replace alumni who have "served their time" and want to step down from the board. In other words, always look to do what is necessary to overcome obstacles and move on, and endure by following the mission.
Role of the Chapter Advisor: Helpful Hints

How to be a Successful Advisor

- Be honest
- Be competent
- Be forward looking
- Be inspiring
- Get to know the members of the chapter
- Express a sincere interest in each individual within the group
- Create a trusting relationship
- Inquire as to expectations
- Receive input prior to giving advice or taking action
- Customize your advice
- Provide reasons for why your advice should be taken
- Keep your advisees’ priorities in mind
- Provide alternatives when making suggestions
- As much as possible, avoid being an enforcer
- Avoid putting yourself in the limelight
- Get your accepted responsibilities done on time
- Respond to all questions and requests for help in a timely manner
- Express a sincere interest in the group and its mission
- Be a positive example
- Make your communications positive-avoid cynical or negative remarks
- Never lose your temper
- Anticipate potential problems
- Avoid saying, “I told you so”
- Recognize success
- Show that you are proud to be a part of the group
- Keep the group’s goals and objectives firmly in mind
- Know what group members expect of you as an advisor
- Assist the chapter in setting realistic, obtainable goals
- Assist the chapter in developing a system through which they can evaluate their progress
- Address the needs of each individual while helping the group achieve its goals
- Be aware of the various roles you’ll be filling from time to time, including consultant, information source, clarifier, counselor or facilitator
- Don’t allow yourself to be assigned as chairperson; let the students do the work
- Be aware of the institutional power structure, both formal and informal
- Provide continuity for the group from year to year
- Challenge the group to grow and develop
- Be creative and innovative
- Know how to access College resources
- Recognize the fact that there may be no direct or readily evident results of your labors
Working with Students: Today’s Students

Characteristics of the Millennial Generation
Born between the years 1981 and 2000, their current age (2013) is 13 to 32 years old

Special
They have always been treated as special and important. This generation of children has been the most wanted. Every milestone was marked with celebrations and praise. They may carry a sense of entitlement about them and have an expectation of frequent positive feedback. It’s been instilled in them that they are vital to the nation and to their parents’ sense of purpose. They feel they are here to solve world problems that older generations have failed to solve. They may claim they want privacy, but they crave attention.

Sheltered
Highly protected as children. Grew up in a time of increasing safety measures (car seats, baby on board signs, school lockdowns). They were rarely left unsupervised. They were sheltered from having to take care of their own conflicts as parents advocated on their behalf, and “spared” them from unpleasant experiences. As college students, they may expect advisors to shelter, protect, and nurture them – and resolve their conflicts for them. Millennials are the focus of the most sweeping youth safety movement in American history.

Confident
They are motivated, goal-oriented, and confident in themselves and the future. They expect college to help launch them to greatness. They may brag about their generation’s power and potential. They have high levels of optimism and they feel connected to their parents. They are assertive and believe they are “right”. In Canada the Millennial generation is called the “Sunshine” generation.

Team-Oriented
They are group oriented rather than being individualists. They may sacrifice their own identity to be part of the team. They prefer egalitarian leadership, not hierarchies. They are forming a tight-knit generation. While they are group-oriented within their own cohort, they may “politely” exclude other generations. They do not want to stand out among their peers, they want to be seen as part of the group. They dislike selfishness and are oriented toward service learning and volunteerism.

Achieving
Grade points are rising with this generation and crime is falling. The focus on getting good grades, hard work, and involvement in co-curricular activities, etc. is resulting in higher achievement levels. They see college as the key to a high paying job and success, and may miss the bigger picture of what a college education is all about. They are pressured to decide early on a career – and have been put on a career track orientation since grade school. Their focus is more on the world of achievement rather than personal development. The Boomer generation made their mark in the humanities and arts, whereas the Millennials prefer math and science fields.

Pressured
Tightly scheduled as children and used to having every hour of their day filled with structured activity, this generation may have lost a sense of pure spontaneous play. They may struggle with
handling free time and time management in general. In elementary, middle, and high school, they have had more hours of homework and less free time than any of the previous generations. They feel pressured to succeed. They’ve been pushed hard to achieve, to avoid risks, and to take advantage of opportunities. They may take on too much, and then think others should be flexible with them when they want to negotiate scheduling conflicts. They think multi-tasking saves time and is a smart thing to do, but aren’t usually aware of the poorer quality of results.

Conventional
Respectful to the point of not questioning authority. They are civic-minded and believe the government knows what’s best and will take care of them. They fear being considered non-conformist. Their clothing, music, and cultural markings will be very mainstream. They value their parents’ opinions very highly. They support and believe in social rules, and are more in line with their parents’ values than most other generations have been. They are trying to invite rules and norms back into the culture.

Website: www.lifecourse.com

More Characteristics

- Close with their parents – very likely to move home after college graduation
- Very conscious of social issues
- Spiritual but not necessarily interested in traditional religion
- More exposed to and tolerant of all kinds of diversity
- Very comfortable with technology
- Have been more involved in and have more of an interest in community service
- Multi-taskers
- Peer oriented - prefer working in groups and being with other people
- Expect instant gratification (instant messaging, the internet, etc.)
- Very ambitious and goal-oriented
- Brand conscious
- Individualistic
- Have been nurtured
- Optimistic
Working with Students: How to Work with Millennials

Tips for Working with Millennial Students

**Provide structure.** Reports have due dates. Certain activities are scheduled consistently. Meetings have agendas and minutes. Goals are clearly stated and progress is assessed.

**Provide leadership and guidance.** Millennials want to look up to you, learn from you, and receive daily feedback from you. They want “in” on the whole picture and to know the scoop. Plan to spend a lot of time teaching and coaching and be aware of this commitment to millennials when you work with them. They deserve and want your very best investment of time in their success.

**Encourage the millennial's self-assuredness, "can-do" attitude, and positive personal self-image.** Millennials are ready to take on the world. Their parents told them they can do it - they can. Encourage - don't squash them or contain them.

**Take advantage of the millennial's comfort level with teams. Encourage them to join.** They are used to working in groups and teams. In contrast to the lone ranger attitude of earlier generations, millennials actually believe a team can accomplish more and better - they've experienced team success. Millennials gather in groups and play on teams; you can also mentor, coach, and train your millennials as a team.

**Listen to them.** Your millennial students are used to loving parents who have scheduled their lives around the activities and events of their children. These young adults have ideas and opinions, and don't take kindly to having their thoughts ignored. After all, they had the best listening, most child-centric audience in history.

**Millennial students are up for a challenge and change.** Boring is bad. They seek ever-changing tasks within their work. What’s happening next is their mantra. Don’t bore them, ignore them, or trivialize their contribution.

**Millennial students are multi-taskers on a scale you’ve never seen before.** Multiple tasks don’t faze them. Talk on the phone while doing email and answering multiple instant messages – yes! This is a way of life. In fact, without many different tasks and goals to pursue within the week, the millennials will likely experience boredom.

**Take advantage of millennial student’s computer, cell phone, and electronic literacy.** The electronic capabilities of these students are amazing.

**Provide a life-work balance.** Your millennial students are used to cramming their lives with multiple activities. They may play on sports teams, walk for multiple causes, spend time as fans of sports leagues, and spend lots of time with family and friends. They work hard, but home, family, and spending time with friends are priorities. Don’t lose sight of this. Balance and multiple activities are important to these millennial students.

**Provide a fun, student-centered environment.** Millennials want to enjoy their work. They want to enjoy where they work. They want to make friends. Worry if your millennial students aren’t
laughing, going out with friends, and helping plan the next event or committee.

Adapted from “Managing Millennials: Eleven Tips for Managing Millennials” (Susan M. Heathfield) http://humanresources.about.com/od/managementtips/a/millenials.htm
Working with Students: Difficult Situations

Difficult Situations and Possible Solutions

Chapter members are not participating in chapter activities
- Re-examine activities to be sure they appeal to majority.
- Ask what members want out of their fraternal experience and what activities will best help them achieve their goals
- Help each member understand their individual responsibility for participation
- Divide chapter into committees to plan each major activity so everyone is involved and has responsibility

Conflicts between members and/or cliques
- Determine source of conflict
- Stimulate programs to emphasize positive aspects of the chapter
- Involve all members in chapter decision-making and activities
- Create committees or recruitment teams with various members of cliques together

Chapter attracts one type of person and would like to attract a more diverse group
- Have the chapter discuss its current image and what types are needed to change that image
- Look at the recruitment process and publicity material to see if they are only appealing to one type of person
- Be creative with recruitment events and techniques

Members of the chapter don’t feel they have any responsibility to anyone else
- Have discussion about accountability
- Make sure the chapter has processes to address any officers who may not be doing their job

Top offices held by underclass members
- Educate chapter and Nominating Committee of the value of upper-class officers for their experience and leadership abilities
- Be sure the chapter has training and officer transition in place for all officers
- Stress the importance of leadership experience with upperclassmen by linking it to success in the job search

Chapter meetings are long and drawn out
- Check use of parliamentary procedure
- Limit time each person can speak
- Use the committee structure to streamline chapter business

Members are slow in paying dues or not paying at all
- Consider implementing the 5% rule. (When 5% of chapter members have accounts past due, any social event is canceled, including formal.)
- Help chapter establish incentives for early and full payment of account (lower dues, prizes,
etc.

- Educate chapter members on financial obligation to the Fraternity - both locally and internationally
- Make members aware of the consequences of not paying their bills
- Approach alumni about the possibility of scholarships

**No particular regard for Ritual, its meaning or performance**
- Hold Ritual workshops frequently, include mechanics, but it is more important to include discussions of meanings and everyday applications
- Insist on proper attire
- Make sure equipment is in good order
- Review Ritual with Chapter President

**Poor officer transition**
- Insist on a well-planned, well-attended Officer Transition Workshop
- Advisors should check officer's notebooks periodically as well as chapter files

**Chapter is losing members through school dropouts as well as members disaffiliating**
- Suggest that personal interviews be held to determine causes and offer some solutions
- Evaluate the Academic Development program and academic goals set by the chapter
- Organize tutors/mentors for members with grade problems
- Be sure that all members feel a responsibility and connection to the group - not just those who hold office
- Settle personal conflicts as soon as possible

**Several New Members decide not to be initiated**
- Determine the primary reasons: individual problems, no sense of commitment to the Fraternity, financial inability, not enough bonding time/sister/brotherhood activities
- Work with them to find solutions other than leaving the new member process
- Make sure the chapter understands the commitment of all members for a successful New Member education

**Not all chapter members are involved in recruitment preparations**
- Work with recruitment chair to delegate jobs and responsibilities
- Make sure all members have jobs and feel the responsibility of developing and executing recruitment plans
- Utilize recruitment teams

**Recruitment plans are not competitive with those of other chapters on campus**
- Have New Members evaluate the chapter's recruitment and give impressions of recruitment techniques use by other chapters.
- Examine the activities: Are they appropriate? Are they outdated? Do they appeal to the student population?
- Examine the actions and words of members at recruitment events: Do they make PNMs feel welcomed and comfortable? Are they too pushy?
Chapter tends to make elections a popularity contest without regard for leadership abilities

- Make sure the chapter is educated in the procedures for elections
- Members should openly discuss the qualities for each major office that would be most beneficial to the chapter. This should be done early on in the election process, before nominations
- Make sure all candidates have talked with current member in the offices they are interested in
Working with Students: Dealing with Conflict

Conflict occurs when individuals or groups are not obtaining what they need or want and are seeking their own self-interest. Sometimes the individual is not aware of the need and unconsciously starts to act out. Other times, the individual is very aware of what he or she wants and actively works at achieving the goal.

About conflict:
- Conflict is inevitable
- Conflict develops because we are dealing with people's lives, jobs, children, pride, self-concept, ego and sense of mission or purpose;
- Early indicators of conflict can be recognized;
- There are strategies for resolution that are available and DO work;
- Although inevitable, conflict can be minimized, diverted and/or resolved.

Beginnings of conflict:
- Poor communication
- Seeking power
- Dissatisfaction with management style
- Weak leadership
- Lack of openness
- Change in leadership

Conflict indicators:
- Body language
- Disagreements, regardless of issue
- Strong public statements (in meetings, etc.)
- Airing disagreements through media (Facebook/Twitter)
- Conflicts in value system
- Desire for power
- Increasing lack of respect
- Open disagreement
- Lack of candor on budget problems or other sensitive issues
- Lack of clear goals
- No discussion of progress
- Failure related to goals
- Unable to evaluate each other fairly, thoroughly, or at all

Conflict is destructive when it:
- Takes attention away from other important activities
- Undermines morale or self-concept
- Polarizes people and groups, reducing cooperation
- Increases or sharpens difference
• Leads to irresponsible and harmful behavior, such as fighting, name-calling

Conflict is constructive when it:
• Results in clarification of important problems and issues
• Results in solutions to problems
• Involves people in resolving issues important to them
• Causes authentic communication
• Helps release emotion, anxiety, and stress
• Builds cooperation among people through learning more about each other, joining in resolving the conflict
• Helps individuals develop understanding and skills

Techniques for avoiding and/or resolving conflict:
• Meet conflict head on
• Set goals
• Plan and communicate frequently
• Be honest about concerns
• Agree to disagree - understand healthy disagreement can build better decisions
• Get individual ego out of management style
• Let your team create - people will support what they help create
• Discuss differences in values openly
• Continually stress the importance of following policy
• Communicate honestly - avoid playing "gotcha" type games
• Provide more data and information than is needed
• Develop a sound management system

Controversies usually start around:
• Changes in the way "we've always done things"
• Notions of fundamental values
• Determined, articulate advocates for every side
• Inability to compromise
• Rampant rumors
• Threats of retaliation
• Elections

Reaching Consensus through Collaboration
Groups often collaborate closely in order to reach consensus or agreement. The ability to use collaboration requires the recognition of and respect for everyone's ideas, opinions, and suggestions. Consensus requires that each participant must agree on the point being discussed before it becomes a part of the decision. Not every point will meet with everyone's complete approval. Unanimity is not the goal. The goal is to have individuals accept a point of view based on logic. When individuals can understand and accept the logic of a differing point of view, you must assume you have reached consensus.
Follow these guidelines for reaching consensus:

- Avoid arguing over individual ranking or position. Present a position as logically as possible.
- Avoid "win-lose" statements. Discard the notion that someone must win.
- Avoid changing of minds only in order to avoid conflict and to achieve harmony.
- Avoid majority voting, averaging, bargaining, or coin flipping. These do not lead to consensus.
  Treat differences of opinion as indicative of incomplete sharing of relevant information, keep asking questions.
- Keep the attitude that holding different views is both natural and healthy to a group.
- View initial agreement as suspect. Explore the reasons underlying apparent agreement and make sure that members have willingly agreed.

The Seven Step Plan for Confrontation

1. Step One: Initiate Contact
   Understandably, you must first make contact with the person to be confronted in an appropriate setting. It is best to pick a private place where neither individual feels threatened.

2. Step Two: Establish Rapport
   Create a sense of mutual trust—a sense that both people present really care about each other.

3. Step Three: Identify the Problem
   Work with the person to identify the issue or problem that prompted you to seek him/her out. They must agree that there is a problem. If not, you must return to Step Two. During the problem identification process, it is important that you not ask the question, “why?” If you do, you will be told why—and that becomes the reason or excuse for the behavior.

4. Step Four: Agree Upon the Problem
   The individual being confronted must agree that a problem does, in fact, exist. Otherwise, the person will not buy into the following steps—he/she will lack the necessary motivation. If he/she does not agree that a problem exists, you must return to Step Two or Three.

5. Step Five: Obtain Attainable Commitment
   After the person agrees that a problem exists, you must mutually agree upon an attainable commitment on his/her part. It must be a commitment which the person has the potential to fulfill. You must provide the person with an opportunity to win, to succeed.

6. Step Six: Keep Commitment
   On a mutually predetermined date and time, get together again with the individual to determine whether or not he has been able to keep the commitment. If so, move to Step Seven. If not, return to Step Five and redefine what an attainable commitment from the person is.

7. Step Seven: Praise Success
   When success is realized, offer praise and positive feedback. Then obtain a commitment for further changes by returning to the fifth step and extending what was an attainable commitment.

http://www.nsba.org/sbot/toolkit/Conflict.html
Working with Students: Motivation

Motivating and Inspiring the Chapter

In sessions at Leadership Schools—and undoubtedly in countless conversations elsewhere, advisors have asked in despair how they can motivate the members of their chapter. Motivation is one of the most difficult tasks to accomplish within a chapter. All chapters, even outstanding ones, struggle at times with motivation. To motivate is to overcome inertia, to ameliorate general malaise and disharmony. To motivate is to raise people from the doldrums and to help them live up to their potential.

How does one motivate? Not surprisingly, there is no easy, or even difficult, recipe for motivation. Some of the ingredients are obvious: patience, tact, and sincerity. Others are elusive and depend greatly on the situation. However, it seems certain that motivation comes more or less automatically if a proper foundation has been set. The advisor must have established themselves as a person who is worthy of and receives the chapter's respect. Their example must be positive. They must have substantial rapport. They must be regarded as a part of the chapter. With this background, to motivate means to suggest and to convince. If a chapter needs to be motivated to correct a deficiency, it must first be convinced there is one. A sincere and patient conversation, repeated perhaps many times with many different people, is about the only way to start.

The advisor's unique position enables them to invoke the wisdom of their continuity: they can maintain chronological depth, explaining future consequences of present actions and alluding to mistakes of past actions, in a way which often opens the eyes of undergraduates whose frame of reference is naturally more restricted. (And the advisor can do all that without referring only to "the way we did it.")

One of the most crucial moments in an advisor's service comes when he/she has tried and tried, and perhaps tried again, and in the end failed. Their attempts to motivate were the best they could muster. They have good rapport with the chapter. The advisor senses a problem and has explained it well and even obtained agreement from the chapter that the problem exists and needs to be addressed. Yet nothing happens. At that moment, it is especially important for the advisor not to saddle themselves with the responsibility for the failure, nor should they feel guilty for not having tried hard enough. They must remember that the chapter makes the ultimate decision to act or not to act and that their role implies his/her helping the chapter run its programs even if the advisor may not agree with them. It is especially important that the advisor avoid an overriding sense of guilt, for that can immobilize them and cause them to withdraw when, in fact, the advisor bears little or none of the blame.

If nothing else is clear, we can see that an advisor's role and involvement are complex and dynamic. What one advisor does may not be good for another; and to carry the statement further, what an advisor does during one year may not be good for another year since the composition of the chapter changes so rapidly.

Sensitivity to their role, and frequent discussions with the chapter about mutual expectations and goals, will help the advisors remind themselves that it is as dynamic as the chapter and may need to change drastically over a very short period of time.
The role of the advisor can be dynamic, depending on the needs of the chapter at a specific time. Not all roles are appropriate for advisors to adapt. Below is a list different roles within an organization and whether or not they lend to strong advising.

**Friend:** Certainly. The good advisor is a friend to all the members of the chapter, realizing simultaneously that they are likely to be closer to some than to others.

**Brother/Sister:** In the specific sense of being a brother/sister in the organization, we need to recall that an advisor need not necessarily be one and, conversely, that being one does not result automatically in a person being a good advisor. In the more general sense, however, a good advisor may be regarded as their older brother/sister by many of the members in the chapter, and he/she may regard them as younger brothers/sisters.

**Father-figure/Mother-figure:** Sure. Some undergraduates need a parent-figure, and there is nothing wrong with the advisor's fulfilling that function if it fits in the relationship. An effective advisor is likely to be sought out by some of the members in the same way they would seek out their parents.

**Director:** Careful. The advisor's role is clearly not to direct the chapter. Motivate, certainly. Lead, perhaps in some circumstances. Cajole, probably from time to time. But directing the chapter is a function which, except in very rare circumstances, is probably beyond the advisor's responsibilities. We must keep in mind that these are student-run organizations.

**Leader:** Rarely. Leading singing is one thing. Imparting moral leadership through example is another—and proper. But chances are that if the advisor can be called a leader in the chapter, they are too involved.

**Confidant:** Of course. The advisor is likely to be approached by members of the chapter with questions necessitating their respecting strictly the confidence of the younger members.

**Buddy:** In some cases. But it would be unrealistic, and probably inappropriate, for the advisor to expect to be a buddy to most of the members in the chapter. The effectiveness of an advisor does not rest primarily on their popularity, but rather on the respect they command.

**Aloof:** Sometimes. The eager, conscientious advisor will occasionally want very much to be a part of some activity at the chapter or to enter into a heated discussion. The advisor should always stop for a minute, asking themselves whether participation would not constitute over-involvement. If it would, they should remain aloof.

**Authoritarian:** Unlikely to be a successful track to take. An advisor cannot force a chapter to do anything and could probably not justify the notion of being authoritarian on the basis of anything except his/her own needs and ego.

**Authoritative:** Yes, remembering that to be authoritative also means to know when to say one doesn't know.

**Mediator:** Frequently. The advisor will probably find many circumstances in which they will
be asked to mediate between two disagreeing individuals or groups. In this situation, having established impartiality is a significant factor.

Counselor: Yes. Many people even equate advising with counseling. In the context of a university or college, a counselor may be seen as a person who has some special credential entitling him or her to help individuals with major personal problems. Advising may be fully as significant and fully as effective, and a chapter advisor will be concerned not only with the functioning of the chapter as a group, but also with the members as individuals. Through their informal contacts they are placed in an often ideal position to serve members and pledges as a counselor. Counseling is often nothing more than listening carefully, helping the young member be specific and thorough in analyzing the problem, and assisting them in developing alternatives and understanding their consequences and relative merits. The purpose of such a counseling relationship should be to help the member understand them self and gain confidence in his/her own ability to make sound decisions and establish reasonable goals. For that reason, the aim of counseling is not to tell someone what to do, but rather to listen and contribute as the person develops their own alternatives, planting appropriate suggestions and questions. Some chapter advisors may fear counseling; they shouldn't. All it really requires is a good ear, some compassion, and common sense. Counseling individual members and new members is also likely to be one of the most rewarding aspects of an advisor's service.

Motivating Members

One way of motivating members is offering recognition/compliment a member on his/her achievement, in private and in front of others. Emphasize success and offer criticism lightly, constructively and privately. “Rewards” can include notes and letters of appreciation, an invitation to lunch or a note of congratulations on a bulletin board.

An advisor can also motivate by listening with interest to the officer’s ideas. He/she can encourage the involvement of others by encouraging the officer to delegate responsibility, allow the committee to initiate its own idea, or plan and let individual committee members offer ideas and input in discussions. Make sure everyone understands the committee goal.

Self-satisfaction is another motivation, which is encouraged when members are allowed to take responsibility for their own tasks. Encourage the officers or chairs to trust members to carry out duties without constant supervision; advisors in turn should trust their officers and chairs to function. With that in mind, avoid stepping in with a definite “no” unless this response is required to avoid serious chapter difficulties or conflict with fraternity or university policies.
### Important Things to Know: Campus Contacts & Resources

<table>
<thead>
<tr>
<th>Service</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Involvement</strong></td>
<td>Cohen Center 258 239.590.7739</td>
</tr>
<tr>
<td><strong>Fraternity &amp; Sorority Life</strong></td>
<td>Cohen Center 252 239.590-1299</td>
</tr>
<tr>
<td><strong>Dean of Students’ Office</strong></td>
<td>Cohen Center 288 239.590.7900</td>
</tr>
<tr>
<td><strong>Multicultural &amp; Leadership Development</strong></td>
<td>Cohen Center 255 239.590.7990</td>
</tr>
<tr>
<td><strong>Counseling and Psychological Services</strong></td>
<td>Howard Hall 228 239.590.7950</td>
</tr>
<tr>
<td><strong>Housing &amp; Residential Life</strong></td>
<td>The Commons, Second Floor 239.590.1700</td>
</tr>
<tr>
<td><strong>Student Conduct</strong></td>
<td>Cohen Center 288 239.590.7900</td>
</tr>
<tr>
<td><strong>Campus Recreation</strong></td>
<td>Recreation Center, Alico Arena 239.590-7935</td>
</tr>
<tr>
<td><strong>Campus Reservations</strong></td>
<td>Cohen Center 145 239.590.1090</td>
</tr>
<tr>
<td><strong>University Police</strong></td>
<td>Campus Support Complex 239.590.1900</td>
</tr>
<tr>
<td><strong>Wellness Center</strong></td>
<td>Student Plaza 239.590.7966</td>
</tr>
</tbody>
</table>
## Important Things to Know - Chapters and Council Directory

<table>
<thead>
<tr>
<th>Organization</th>
<th>Name</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alpha Kappa Alpha</td>
<td>Camillia Pierre</td>
<td><a href="mailto:cpierre@eagle.fgcu.edu">cpierre@eagle.fgcu.edu</a></td>
</tr>
<tr>
<td>Delta Delta Delta</td>
<td>Nicole Merriam</td>
<td><a href="mailto:nicolemerriam@gmail.com">nicolemerriam@gmail.com</a></td>
</tr>
<tr>
<td>Kappa Alpha Order</td>
<td>Giorgio Zaloumes</td>
<td><a href="mailto:gzaloumes@yahoo.com">gzaloumes@yahoo.com</a></td>
</tr>
<tr>
<td>Kappa Alpha Psi</td>
<td>Shawn Davis</td>
<td><a href="mailto:spdavis@eagle.fgcu.edu">spdavis@eagle.fgcu.edu</a></td>
</tr>
<tr>
<td>Kappa Delta</td>
<td>Angela Valdesuso</td>
<td><a href="mailto:etataupresident@gmail.com">etataupresident@gmail.com</a></td>
</tr>
<tr>
<td>Kappa Sigma</td>
<td>Logan Johnson</td>
<td><a href="mailto:johnsolt@eagle.fgcu.edu">johnsolt@eagle.fgcu.edu</a></td>
</tr>
<tr>
<td>Lambda Chi Alpha</td>
<td>Dylan Vogel</td>
<td><a href="mailto:Devogel8400@eagle.fgcu.edu">Devogel8400@eagle.fgcu.edu</a></td>
</tr>
<tr>
<td>Phi Beta Sigma</td>
<td>Benel Frazile</td>
<td><a href="mailto:bfrazil@eagle.fgcu.edu">bfrazil@eagle.fgcu.edu</a></td>
</tr>
<tr>
<td>Pi Kappa Alpha</td>
<td>Alan Stotler</td>
<td><a href="mailto:amstotle@eagle.fgcu.edu">amstotle@eagle.fgcu.edu</a></td>
</tr>
<tr>
<td>Phi Mu</td>
<td>Sarah Beth Scott</td>
<td><a href="mailto:sescott8568@eagle.fgcu.edu">sescott8568@eagle.fgcu.edu</a></td>
</tr>
<tr>
<td>Sigma Chi</td>
<td>Brent Ely</td>
<td><a href="mailto:blely@eagle.fgcu.edu">blely@eagle.fgcu.edu</a></td>
</tr>
<tr>
<td>Sigma Iota Alpha</td>
<td>Priscilla Duff</td>
<td><a href="mailto:pduff@eagle.fgcu.edu">pduff@eagle.fgcu.edu</a></td>
</tr>
<tr>
<td>Sigma Lambda Beta</td>
<td>Jerome Reed</td>
<td><a href="mailto:jreed@eagle.fgcu.edu">jreed@eagle.fgcu.edu</a></td>
</tr>
<tr>
<td>Sigma Phi Epsilon</td>
<td>TBD</td>
<td></td>
</tr>
<tr>
<td>Zeta Phi Beta</td>
<td>Theresa Knight</td>
<td><a href="mailto:knightta@eagle.fgcu.edu">knightta@eagle.fgcu.edu</a></td>
</tr>
<tr>
<td>Zeta Tau Alpha</td>
<td>Kealy Stapleton</td>
<td><a href="mailto:zta@eagle.fgcu.edu">zta@eagle.fgcu.edu</a></td>
</tr>
<tr>
<td>Chi Omega</td>
<td>Jessica Liedke</td>
<td><a href="mailto:pimu.president@gmail.com">pimu.president@gmail.com</a></td>
</tr>
<tr>
<td>Interfraternity Council</td>
<td>Jake Bornstein</td>
<td><a href="mailto:jlbornst@eagle.fgcu.edu">jlbornst@eagle.fgcu.edu</a></td>
</tr>
<tr>
<td>Multicultural Greek Council</td>
<td>Nikolas St.Cyr</td>
<td><a href="mailto:nestcyr@eagle.fgcu.edu">nestcyr@eagle.fgcu.edu</a></td>
</tr>
<tr>
<td>National Pan-Hellenic Council</td>
<td>Dezmond Wheeler</td>
<td><a href="mailto:dwheele@eagle.fgcu.edu">dwheele@eagle.fgcu.edu</a></td>
</tr>
<tr>
<td>Panhellenic Association</td>
<td>Nikki Nastasi</td>
<td><a href="mailto:nmnastas@eagle.fgcu.edu">nmnastas@eagle.fgcu.edu</a></td>
</tr>
<tr>
<td>Order of Omega</td>
<td>Brent Ely</td>
<td><a href="mailto:blely@eagle.fgcu.edu">blely@eagle.fgcu.edu</a></td>
</tr>
</tbody>
</table>
Important Things to Know: Fraternity and Sorority Life Policies and Procedures

The Office of Student Involvement implements several policies and procedures in regard to the proper functioning of Registered Student Organizations, and some that are specific to Fraternities and Sororities. It is important that advisors and chapter members familiarize themselves with these policies and procedures. The Fraternity & Sorority Life Manual is located in Appendix A of this Manual.
Important Things to Know: Talon Program

Purpose

The purpose of the Talon Program is to identify minimum standards for all fraternities and sororities at Florida Gulf Coast University that will assist chapters in strengthening and enhancing their organizations, members, and the fraternity & sorority community as a whole to reach their fullest potential and increase awareness of and interest in Fraternity and Sorority Life at FGCU.

The Talon Program provides an opportunity for each organization to compare itself to specific standards of excellence, to highlight activities and programs, and to receive recognition for outstanding accomplishments that were achieved within the past academic year.

Talon Recognition

Organizations have the opportunity to score in five levels of talon recognition, based on the information submitted in each organization’s Talon Packet each April. The Talon Recognition Levels are:

- **Five Talon Chapter**: Outstanding. The chapter is performing at a high level in every category
- **Four Talon Chapter**: Above Average. The chapter is performing strong in several areas
- **Three Talon Chapter**: Average. The chapter is performing at a satisfactory level in many areas
- **Two Talon Chapter**: Below Average. The chapter is meeting minimum requirements in some areas
- **One Talon Chapter**: Poor. The chapter is not meeting minimum standards and requires assistance

These levels are based on the items that the Talon Committee felt to be appropriate for the various Talon levels. Chapters falling under the category of One Talon or below will be subject to educational improvement measures to correct their deficiencies. The chapter will work with the Office of Student Involvement staff to improve their performance in the upcoming year. Such measures may include but are not limited to: social probation, mandatory service hours, mandatory workshops to attend, reviewing of various chapter programs and policies, and other educational improvement opportunities.

Talon Components

There are 6 standards of excellence within the Talon Program:

I. Scholarship  
II. Leadership  
III. Service & Philanthropy  
IV. Risk Management  
V. Greek Pride  
VI. Administration

Each of the 6 standards provides an opportunity for organizations to highlight their contributions to the Florida Gulf Coast University community and Fraternity & Sorority Life in each area.
Important Things to Know: Fraternity & Sorority Life Calendar

• Spring 2013
  o January
    ▪ 6 – Panhellenic Executive Board Spring Retreat
    ▪ 7 – First Day of Classes
    ▪ 9 – RSO Leadership Development Workshop
    ▪ 12 – Student Leadership Summit
    ▪ 14-18 – IFC Recruitment
    ▪ 21 – MLK, Jr. Birthday (University Closed)
    ▪ 24 – Responsible Host Workshop
    ▪ 25-27 – IFC Academy (Indianapolis, IN)
    ▪ 30 – RSO Leadership Development Workshop
    ▪ 31 – Letters of Good Standing and Certificates of Insurance Due
  o February
    ▪ 6 – RSO Leadership Development Workshop
    ▪ 13 – RSO Leadership Development Workshop
    ▪ 16 – Eagle Expo Open House
    ▪ 18 – Grade Release and Non-Hazing Compliance Forms Due
    ▪ 20-24 – Southeastern Interfraternity Conference (Atlanta, GA)
    ▪ 22 – Panhellenic Recruitment Chair Meeting
    ▪ 23 – Diversity Student Summit
    ▪ 25-28 – IFC Expansion Presentations
    ▪ 26 – Chapter Advisor Meet ‘n’ Greet
  o March
    ▪ 2-9 – Spring Break
    ▪ 21-24 – Southeastern Panhellenic Conference (Atlanta, GA)
    ▪ 23-24 – Relay for Life
    ▪ 27 – RSO Leadership Development Workshop
  o April
    ▪ 1 – My Student Body (MSB) due for all new members
    ▪ 1-5 – Greek Week
    ▪ 5 – Greek Awards Ceremony
    ▪ 6 – Panhellenic Recruitment Team Challenge Course
    ▪ 10 – RSO Leadership Development Workshop
    ▪ 14 – Panhellenic Recruitment Workshop
    ▪ 19 – Panhellenic Picnic
    ▪ 24 – Last Day of Classes
    ▪ 25 – Final Exams Begin
  o May
    ▪ 1 – Final Exams End
• Summer 2013
  o May
    ▪ 8 – Summer A&C Classes Begin
    ▪ 10-12 – Panhellenic Executive Board Summer Retreat
    ▪ 27 – Memorial Day (University Closed)
  o June
    ▪ 5-8 – Novak Institute on Hazing Prevention (Lexington, KY)
    ▪ 18 – Summer A Classes End
    ▪ 19 – Summer B Classes Begin
  o July
    ▪ 4 – Independence Day (University Closed)
    ▪ 17 – Summer C Classes End
  o August
    ▪ 3 – Summer B Classes End
    ▪ 4 – Summer Commencement Ceremony
    ▪ 9 – Panhellenic Formal Recruitment Registration Closes (Noon)
    ▪ 14 – Housing Early Check-in for Panhellenic Recruitment (9am-12pm)
    ▪ 14-17 – Panhellenic Formal Recruitment
    ▪ 18 – Panhellenic Formal Recruitment Bid Day
    ▪ 15-24 – Week of Welcome
• Fall 2013 (more dates will be added to the fall calendar)
  o August
    ▪ 19 – First Day of Classes
  o September
    ▪ 2 – Labor Day (University Closed)
    ▪ 3-20 – RSO/FSL Organization Orientation
    ▪ 7 – Multicultural Greek Council Fall Retreat
    ▪ 14/21 – New Member Retreat
    ▪ 23-27 – National Hazing Prevention Week
  o October
    ▪ 11 – Presidents Meeting
    ▪ 15 – Chapter Advisor Meeting
    ▪ 16 – Prevention & Wellness Educational Speaker
  o November
    ▪ 11 – Veterans’ Day (University Closed)
- 22 – Distinguished Women’s Luncheon
- 28-29 – Thanksgiving Break (University Closed)

December
- 1 – My Student Body (MSB) due for new members
- 9 – Last Day of Classes
- 10 – Final Exams Begin
- 14 – Final Exams End
- 15 – Fall Commencement Ceremony
Resources: Preferred Terms

Some terms in the fraternity & sorority and college communities have changed in the past few years. Below is a list of the commonly used terms and the current preferred term:

<table>
<thead>
<tr>
<th>Term</th>
<th>Preferred Term</th>
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<tbody>
<tr>
<td>Rush</td>
<td>Recruitment/Intake</td>
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<tr>
<td>Rush Parties</td>
<td>Recruitment Events</td>
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<tr>
<td>Rushee</td>
<td>Potential New Member</td>
</tr>
<tr>
<td>Pledge</td>
<td>New Member / Associate Member</td>
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<tr>
<td>Pledging</td>
<td>New Member Education / Intake</td>
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<tr>
<td>Suiciding</td>
<td>Single Intentional Preference</td>
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<td>GDI</td>
<td>Non-affiliated Student</td>
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<td>Frat Boys</td>
<td>Fraternity Men</td>
</tr>
<tr>
<td>Sorority Girls</td>
<td>Sorority Women</td>
</tr>
<tr>
<td>Frat</td>
<td>Fraternity</td>
</tr>
</tbody>
</table>
Resources: Links

**Florida Gulf Coast University Links**
Student Involvement (http://studentservices.fgcu.edu/StudentInvolvement/)
Fraternity and Sorority Life (http://studentservices.fgcu.edu/GreekLife/index.html)
Dean of Students’ Office (http://studentservices.fgcu.edu/dos/)

**National Governing Councils**
National Association of Latino Fraternal Organizations/NALFO (www.nalfo.org)
National Multicultural Greek Council/NMGC (www.nationalmgc.org)
National Pan-Hellenic Council/NPHC (www.nphchq.org)
National Panhellenic Conference/NPC (www.npcwomen.org)
North American Interfraternity Conference/NIC (www.nicindy.org)

**National Associations**
Association of Fraternity and Sorority Advisors/AFA (www.afa1976.org)
Fraternity Executives Association/FEA (www.fea-inc.org)
National Order of Omega (www.orderofomega.org)
Center for the Study of the College Fraternity/CSCF (www.indiana.edu/~cscf)
Lambda 10 Project (www.lambda10.org)

**Regional Associations**
Southeastern Greek Leadership Summit/SEGLS (www.segls.com)
Southeastern Interfraternity Conference/SEIFC (www.scifc.org)
Southeastern Panhellenic Association/SEPA (www.sepconline.net)

**Programming**
Educational Speakers and Programs for Colleges/Organizations (www.campusspeak.com)
Phired Up Productions (www.phiredup.com)

**Risk Management**
Fraternal Information & Programming Group/FIPG (www.fipg.org)
Fraternity Law Publication (www.manleyburke.com/pr_fraternalorgs.html)
HazingPrevention.Org (www.hazingprevention.org)
National Collegiate Alcohol Awareness Week (www.baccusgamma.org/ncaaw.asp)
StopHazing.Org (www.stophazing.org)
TIPS: Training for Intervention Procedures (www.gettips.com)
Resources: Acknowledgements

The Following Publications Were Attributed in This Manual:

Lambda Chi Alpha Fraternity: Alumni Advisory Board Manual, 2001

University of Miami Department of Student Activities and Leadership Programs: Advising 101: Introduction to Advising, 2001

Rutgers College: Student Organization Advisors Handbook, 1999

Norbert W. Dunkel and John H. Schuh: Advising Student Groups and Organizations, 1998

The University of Oklahoma: Fraternity Chapter Advisor Manual, 1996

Kappa Kappa Gamma Sorority: The Art of Advising (Publishing Date Unknown)

University of Miami: Chapter Advisors Manual, 2005

Florida Gulf Coast University: Clubs and Organizations Manual, 2005

http://www.nsba.org/sbot/toolkit/Conflict.html

Adapted from “Managing Millennials: Eleven Tips for Managing Millennials” (Susan M. Heathfield) http://humanresources.about.com/od/managementtips/a/millenials.htm

Website: www.lifecourse.com
Resources: Appendix A - Fraternity & Sorority Life Manual