



Fraternity and Sorority Life

University of Mississippi

An External Review – February 2020

Introduction

The fraternity and sorority at the University of Mississippi (UM) is comprised of approximately 6,400 students across more than 30 organizations. With an emphasis placed upon: academic excellence; civic engagement; health and wellness; personal and professional development; and diversity, equity and inclusion, Fraternal Learning and Leadership (FLL) aims to foster a climate for holistic development within its chapters. Ultimately, it is the aspiration of FLL that its students are “positively contributing to their community, the state of Mississippi, and the world (FLL website, 2019).” Over the course of 2 ½ days on-campus the external review team was able to dive deeply into the community fabric to determine its successes, challenges, and opportunities to be a more thriving student leadership experience. To this end, the external review team was intentionally created to represent fraternity/sorority experiences from three of the national umbrella organizations (North American Interfraternity Conference, National Panhellenic Conference, and National Pan-Hellenic Council). Based on the variety of our experiences leading within our organizations and interfraternally across many different campuses and organizations, we have compiled this comprehensive summary of our visit with the UM community.

Executive Summary

Through a study of the fraternity and sorority community at UM, our review team surmised the following observations about the student experience:

- 1. A transformative and learning-centered mission/vision is needed to properly guide staff, students, partners, and advisors towards common goals and aspirations, which will bolster the impact that FLL can have given its presence on campus.**
- 2. FLL community members and chapter volunteers/staff need to be more intentionally convened and in a way that appeals to all and draws on the common threads of the FLL experience.**
- 3. FLL needs to facilitate dialogue rooted in diversity, equity, and inclusion so its student leaders can adequately lead a shift in Ole Miss culture given the size and presence of the fraternity and sorority community.**
- 4. Administration of the financial resources generated from the Greek Fee should be guided by strategic aims and utilized for the benefit of the overall FLL experience.**
- 5. Given the affinity alumni/ae members have for UM, FLL will need to launch a more comprehensive program to equip volunteers (and house directors) to enact campus mission/vision regarding fraternity/sorority membership.**

Each of these observations is accompanied throughout this report by recommendations for how these areas could be improved to facilitate a more robust experience for students, advisors, and professional staff engaged in the fraternity and sorority experience. Our review team also considered several policies and/or practices that could use focused attention to advance the fraternity and sorority life program. These observations and recommendations are followed by four imperatives, which emerged as we determined immediate next steps that UM and FLL professional staff should consider to advance its priorities.

Process Overview and Data Collection

Our review is summarized through our observations, recommendations, and imperatives. What follows is our recommendations for a way forward towards a more robust and meaningful fraternity and sorority experience. Our visitation schedule was compiled by the director of Fraternal Leadership and Learning. Prior to our visit the review team met via conference call with the director to learn more about the various groups included in the schedule. The director compiled community information that was accessible to the review team prior to our arrival.

Each group meeting began with the following open-ended questions:

1. Describe how you interact with FLL in your role?
2. What do you perceive are the strengths and/or points of pride for the FLL community?
3. What are the challenges and opportunities for growth in the FLL community?

Beyond these three initial questions the review team asked questions that were relevant to the student or community group. Follow-up questions were based on their responses and information we may have learned prior to the meeting. In some cases, follow-up meetings were scheduled to dive deeper with a constituent. Additionally, time was scheduled to tour two chapter facilities and the NPHC memorial plots.

Discussions occurred with the following groups of community members and partners:

- Chapter presidents
- Chapter advisors and alumni
- Council officers (IFC, NPHC, and PHC)
- Fraternal leadership and Learning Advisory Board
- Fraternal Leadership and Learning professional staff (and House Directors)
- Admissions
- Campus Recreation
- Career Center
- Center for Inclusion and Cross-Cultural Engagement
- Center for Student Success and First-Year Experience
- Conflict Resolution and Student Conduct
- Ole Miss Student Union
- Student Disability Services
- Student Housing
- U Matter
- University Police
- Wellness Education
- Assistant Vice Chancellors for Student affairs
- UM Faculty
- UM Senior Leadership

Observations and Recommendations

Based on our time on campus, review of resources offered by FLL, and a review of community feedback, there were several themes that emerged. We are conscious of two aspects of our review. First, we are external to the community and for four of the five reviewers it was the first time spent at UM. Secondly, the feedback and perspectives of community members and partners is rooted in their own experiences, perceptions, and based on where they sit within the UM community. The following represents what emerged from our observations of the community and appropriate recommendations for

Observation #1 – A transformative and learning-centered mission/vision is needed to properly guide staff, students, partners, and advisors towards common goals and aspirations, which will bolster the impact that FLL can have given its presence on campus.

Members (and partners) of the fraternity/sorority community commonly referred to the level of influence FLL student leaders could have if utilized appropriately. This is unguided by a strong passion and commitment to being part of the UM community. With approximately 47% of the UM student population having an affiliation within FLL, there is significant possibility for what could be achieved. There appears to be a commonly known reference (in broad terms) to a portion of FLL's vision, which states "we aspire to provide students with the leading fraternity and sorority experience". Yet, undergraduate and alumnus members would often say that they were unsure of what types of aspirations beyond this that they should be working towards. It is difficult to determine what the common threads for the experience are and what someone should expect from being in a fraternity or sorority. Simply put, it is difficult to discern the following points: "What is FLL trying to increase probability of as a result of being affiliated with the experience?" and "What does the FLL community (professional staff, council leadership, chapter leaders, chapter members, alumni volunteers) believe to be the collective purpose of their experience at UM"?

Without mission-centric outcomes students cannot be equipped to shape, refine, critique, and facilitate learning and leadership in an increasingly complex and complicated fraternity and sorority experience. Moreover, measurable outcomes will yield data that can inform interventions and any pedagogical approaches. Ultimately, if a transformative and learning-centered mission/vision is developed the significant level of influence that FLL students could have would positively impact what is right about Greek-membership and the overall Ole Miss culture.

Recommendations:

1. FLL should develop a mission, vision, and measurable student learning outcomes. The mission and outcomes should align with Student Affairs as well as the overall strategic priorities of UM to ensure continuity in the student experience. The mission and outcomes should guide the work of FLL staff and serve as a foundation for all programming within the community. They should be clearly communicated (i.e. prominently on the website). An annual assessment plan should be developed that articulates the learning students experience as a result of being members of the fraternity/sorority community. Reporting of this information should be made public as an opportunity for celebration and growth/accountability. Additionally, learning

outcomes should be aligned with CAS Standards to more broadly align with divisional and institutional assessment efforts.

2. Within the annual reporting for FLL, UM should convey the qualitative story of the learning/leadership experience for its undergraduate members and how these stories reflect the overall institutional message that describes the Ole Miss story. Beyond it being a measure for the effectiveness of FLL programming, it would also provide rich and robust stories that convey the value and benefit of FLL membership.
3. As a new mission, vision, and learning outcomes are formulated, FLL should consider renaming itself “Fraternity and Sorority Life” to adequately reflect both aspects of Greek-membership. While “fraternal” can be a broadly used term to reflect brother/sisterhood, specifically stating “sorority” represents what is unique about how women experience Greek-membership.
4. FLL should work closely with its governing councils to generate their own collective and individual mission/vision statements that would drive how each council programs and develops their sub-community of chapters. In doing so, FLL will be able to assist student leaders in creating outcome-based events and programs that would align with its overall strategic goals and assessment planning.

Observation #2 – FLL community members and chapter volunteers/staff need to be more intentionally convened and in a way that appeals to all and draws on the common threads of the FLL experience.

The FLL community is comprised of its students, alumni, chapter volunteers/staff, and professional/paraprofessional staff within the office. While students and volunteers are convened routinely based on council affiliation it is clear that meetings, discussions, and dialogues to bring together members across the community do not occur as regularly. Additionally, within the various circles of students leaders within a council, particularly College Panhellenic (CPH) and the Interfraternity Council (IFC), there are distinct differences in the level of discussion occurring amongst chapter presidents and the executive boards. Members not in leadership roles are not convened (beyond their pre-recruitment convocation) and FLL’s signature programming efforts are mostly geared towards chapter/council leadership and emerging new members.

Due to sizes of CPH organizations and many IFC organizations, members in these groups tend to identify more with their chapter affiliation than being part of the overall FLL community. Due to the size of NPHC organizations, there tends to be a greater connection across and amongst students affiliated within this council. As noted earlier, with nearly half of the UM student population being part of a fraternity or sorority a significant impact could be made if FLL students saw the commonality of their membership experiences and role as one community.

Similar to the siloes within the undergraduate FLL population, alumni volunteers and chapter staff face similar barriers amongst each other. Chapter volunteers for CPH

organizations shared that they are convened as a group a few times a semester due to Panhellenic recruitment needs. IFC and NPHC volunteers did not describe being convened at a regular interval. Yet, volunteers within each council shared an appreciation for the FLL staff and value the relationship they have with them. The volunteer groups rarely interact across councils and are rarely convened together in a manner that unifies them according to the overall fraternity and sorority experience.

Recommendations:

1. FLL should work with councils to more intentionally structure their time together within and amongst their member chapters. Council meetings should be expanded beyond typical business functions, to include intentionally structured time where they can work through needs and possibilities for member chapters and the greater community. The presence of a mission/vision within councils will assist in this effort to raise the level of dialogue.
2. Chapter presidents across councils should be routinely convened for the purpose of investing and equipping them for the difficult and complex leadership required for their roles. This group should be engaged in a leadership curriculum that structures their time together through intentional dialogue, sharing, and relationship-building amongst the chapter presidents.
3. FLL should host a monthly all-council (i.e., town hall, community forum) meeting where the council officers and chapter presidents come together for intentional meeting time and to cultivate a shared experience. FLL can work with council presidents to determine an agenda for this meeting and allow the council presidents to facilitate the discussion. It is recommended that FLL utilize campus partners as experts that can share knowledge and engage students in discussion. It is also a space that can be utilized to broadly work together on pertinent issues within, and outside of, the FLL community.
4. FLL will need to devise a plan for meetings and communications at various intervals to chapter volunteers so they are included in the overall work of the office. In addition to the FLL Advisory Board, this group can be helpful in addressing community-wide issues or how FLL responds to macro-level needs throughout the UM campus. Additional recommendations are offered later in this report regarding a more comprehensive plan to develop and equip chapter volunteers.

Observation #3 – FLL needs to facilitate dialogue rooted in diversity, equity, and inclusion so its student leaders can adequately lead a shift in Ole Miss culture given the size and presence of the fraternity and sorority community.

The Ole Miss culture has been challenged by a lengthy history of struggles regarding diversity, equity, and inclusion. As fraternities and sororities on any campus or largely homogeneous organizations, they can often mirror and contribute to complexities associated with attempts at a more multicultural and inclusive experience. Within the Ole

Miss fraternity and sorority experience there are two concerns to be considered regarding diversity, equity, and inclusion.

First, NPHC student leaders and alumni did not express feelings of overtly being excluded, but do believe that fraternity and sorority life at UM does not include their experience. The size of NPHC organizations at most predominantly white institutions (PWI) are typically small in number and available resources. The FLL community at UM is mostly comprised of CPH and IFC organizations with larger populations of students and greater financial resources, to include housing. NPHC student leaders and alumni describe that the idea of what fraternity and sorority is at UM is largely based upon the identity of big chapters with big homes. As such, they are not commonly known by students in, or outside of, the FLL community. The absence of chapter facilities for NPHC organizations to reside in leaves them without a sense of identity that would be on par with CPH and IPC organizations. While chapter facilities previously existed for NPHC organizations, the removal of the homes was/is viewed as sentiment that they are not included in the FLL experience. Additionally, the location of the NPHC plots is adjacent to a few residence halls in an area that is not marked with any significance and feels to community members as being on the margin of the physical campus. While administrative staff articulate that NPHC chapters have access to resources/facilities (on and off campus) like other student organizations would, there is a prevailing thought amongst students and alumni that it is difficult for them to secure facility use in a manner that is similar to CPH and IFC chapters.

Secondly, there appears to be a reluctance by students to engage in discussions about race-related matters and concerns amongst their peers – particularly those that are in the majority. While this was not directly expressed by NPHC student leaders, it was abundantly clear when the question was posed to majority students about diversity, equity, and inclusion and there was no response offered about egregious race-related matters that have occurred on campus. Given the national attention to at least two incidents in recent history (2014 and 2019) it was assumed that conversations during our visit about diversity would highlight the activities of the fraternity members involved in them. If there is no reference to these situations in our conversations (and if it is not occurring at other times when students are convened) then it is not possible for FLL student leaders representing nearly half of the UM undergraduate community to influence a positive shift in the Ole Miss culture. As described by a community member, FLL needs to capitalize on the positive commitment that its minority student members have made to choosing Ole Miss.

Recommendations:

1. As FLL develops transformative aspirational goals for this community, it should include the matter of how it engages difference and inclusion in the experience. It must be naturally and organically embedded into the fraternity and sorority experience and not appear simply as a diversity statement or goal.
2. When incidents involving diversity, equity, or inclusion occur within the Ole Miss experience, FLL student leaders (across councils) should be convened to discuss them and devise a plan for a common response. Perhaps there could be a small group representing the community of chapters that regularly meets to ensure that FLL remains on target to meeting its aspirations for a more inclusive experience.

3. While diving deeply into the history of Ole Miss and its particular challenges with race, it is recommended that FLL annually invite a speaker to campus that can support its students in diversity, equity, and inclusion initiatives. These speakers can assist FLL and its student leaders in opening the discussion to other identities and matters of difference that requires attention within the UM community.
4. NPHC plots should have a more visible marker placed at their entrance so students understand what they are and the significance they offer to the FLL experience. In their current state, the plots appear to be a few benches that could be easily viewed as simply another memorial area on campus. If NPHC organizations will not have chapter facilities to represent their identity and presence on campus, then the plots will need greater attention.

Observation #4 – Administration of the financial resources generated from the Greek Fee should be guided by strategic aims and utilized for the benefit of the overall FLL experience.

FLL greatly benefits from expanded resources due to the Greek Fee, which allows it to program and structure the experience in ways that many communities across the country are unable to. There was little to no mention from any FLL student leader or chapter alumnus that the fee was problematic or made the fraternity/sorority experience out of reach for members. Yet, there does not appear to be a strategy in place for how this expanded revenue source will be utilized to elevate the FLL-membership and leadership experience. The staff in FLL do not appear to be utilizing this new financial resource in exorbitant ways, i.e., frivolous spending on apparel, materials, or marketing.

Some FLL chapter members expressed a desire to receive support for attendance at their own inter/national programs or to supplement the costs associated with their membership. While the \$50 fee per member does not create an endless supply of funds, it is possible that students might see the greater need for it if some allotment were made to offer small grants or scholarships to FLL-affiliated students. This could also be supported by a well-crafted and executed philanthropic effort by the staff or Student Affairs development leaders.

The fee does seem appropriate as a means for supporting the FLL office and how it can grow the experience of students that are charged with paying the fee. Fraternity and sorority membership is not open to all students, and it is appropriate that students in the experience be responsible (even partially) for supporting it.

Recommendations:

1. Following the creation of mission, vision, and aspirational goals, FLL will need to devise a five-year strategic plan that can also demonstrate how the Greek Fee will be utilized to fund the experience. Making this strategic plan available throughout UM will ensure that all understand the vital need this fee plays in creating the living-learning experience of FLL.
2. Beyond the Greek Fee, FLL should consider how the budgeted monies of its councils are utilized and also applied towards benefitting the overall FLL experience. Aligning their expenses with critical and aspirational needs will better help FLL student

members understand why they are paying into their chapter/council and the overall FLL operating budget. Again, the mission and vision statements created by individual councils will be instrumental in determining how they should plan to align their expenditures.

3. FLL should use the Greek Fee as an example to its alumni/ae members that if undergraduates are willing to fund their experience then their support is needed as well. Utilizing the FLL Advisory Board in a development effort would be advised and one of its executive members could be the chair of this campaign. The advisory group would also be able to devise an engagement plan for alumni/ae that would motivate their participation in supporting the strategic efforts of FLL.

Observation #5 – Given the affinity alumni/ae members have for UM, FLL will need to launch a more comprehensive program to equip volunteers (and house directors) to enact campus mission/vision regarding fraternity/sorority membership.

FLL benefits from having a talented, committed, and caring group of advisors that are all-in for their chapters and UM. Many of its advisors are UM alumni/ae that joined the fraternity and sorority community at a different period in the university's history. As such, they carry significant knowledge from their time as undergraduates and beyond – throughout the changes of FLL as an office and administrative team. With the creation of a new mission/vision, which alumni/ae members should be included in developing, those that are engaged in the community as advisors and volunteers can be helpful in distilling this information throughout chapters. The advisors and volunteers we spent time with understand the need for change and desire improvements in the community – they can be tapped to be part of facilitating forward movement as UM envisions the future of fraternity/sorority.

All chapter volunteers described being aware of the summit for chapter advisors implemented in Summer 2019. Advisors that we met with described it as beneficial and needed in their roles to support their chapters. Yet, it was evident that the experience (and continued experience through the year) did not do much to increase connection, familiarity, and competence related to understanding councils different than their own. Chapter volunteers are aware of the desire of FLL to grow its experience, yet they are not clear on the mission-centric direction for such improvements.

Another important circle of community members are the house directors, which are each employed and accountable to their respective organizations. This group appears to be the least connected to community efforts with respect to FLL and UM. While their primary role is maintaining the chapter facility, they are often deeply embedded with students and supporting them in ways that a Student Affairs professional staff member would. Essentially, house directors are having an impact on the student experience without formal support or training. The housing staff are routinely aware of what happens in FLL, but their role is challenging as it difficult to determine what their level of accountability is to FLL administrators and vice versa. House directors are mostly familiar with the director of FLL. It is uncertain how/when they are convened with chapter advisors/volunteers to have a more formal role within the FLL experience.

Recommendations:

1. Beyond the current Advisor Summit for chapter volunteers, FLL will need to develop a more comprehensive program of support to assist advisors and volunteers in their duties. FLL professional staff will need to do a needs-assessment of its advisors and volunteers to have a better understanding what programming would be sufficient and needed. At minimum, it is recommended that it include: monthly advisor/volunteers communication; consistent advisor meetings within councils at appropriate intervals; and a mid-academic year opportunity for advisors across councils to convene.
2. The cohort of house directors should receive an investment of time and development from FLL professional staff so they can be viewed as having an adjunct role – even if they are not formally associated with the university through employment. House directors should be equipped to support and assist students in their needs (even for the sake of triage) and it is recommended that FLL develop a memorandum of understanding with house corporations to formalize this type of relationship. A monthly meeting series that allows FLL professional staff and/or campus partners to share trends, student affairs initiatives, and other pertinent higher education matters is recommended.

Imperatives

This report contains many recommendations for the FLL professional staff and UM administrative leaders to consider as the fraternity and sorority experience is bolstered throughout campus.

Our team will offer the following imperatives that we believe are important next steps in advancing these findings.

Imperative #1 – a strategic plan reflecting measurable goals for 1, 3 and 5-years out is strongly advised as a roadmap for the current staff and any new leadership that will join during this period of time. Staffing changes within the fraternity and sorority field are quite common. Given UM's investment in FLL and the critical way it is embedded within the Ole Miss culture, incoming administrative staff should have a clear and well-articulated plan that guides their work and eases the transition of leadership. Students and alumni/ae members are ready to get behind the work that is needed to move the community experience forward and a strategic plan allows for incoming FLL staff to easily continue the momentum. The plan effectively provides the means for FLL to be a leading experience for fraternity and sorority throughout not only the SEC, but the country as well.

Imperative #2 – UM's underrepresented and underserved students have chosen the Ole Miss experience and what fraternity and sorority membership can offer them, in spite of the historical (and at times) current narrative – capitalize on this. Minoritized students have chosen to attend and persist at UM even though the "Ole Miss story" has not always been an inclusive one. Yet – these students are fully committed to being part of the institution and are prideful of their identity as members of its community. It is important that UM and FLL seize upon this pride they have and carefully consider their hopes, dreams, perspectives, and desires to advance fraternity and sorority membership within the Ole Miss culture. Diversity, equity, and inclusion should not be considered a stand-alone goal, but a deeply embedded aspiration within departmental, divisional, and institutional goals. Underrepresented and underserved students (particularly within NPHC) want to be heard, valued, and know they are a part of fraternity and sorority life at UM. This will be especially important as the FLL community expands to include multicultural organizations (NALFO, NAPA, NMGC, etc.) – as chapters under this umbrella routinely fall to the margins in most communities.

Imperative #3 – UM and FLL will need to resolve the challenges created by North American Interfraternity Conference (NIC) regulations regarding alcohol content by figuring out what will work best for its community and bringing NIC member fraternity executives along with them. It is important for UM to maintain its partnership with the NIC and collaborate to ensure health and safety within its IFC fraternities. However, NIC member organization standards should not dictate how UM structures its social guidelines and expectations. A chapter's adherence to the new standards for alcohol content is made stronger when the campus it is on has developed a solid foundation regarding risk and alcohol culture. UM has a long history of hosting NIC fraternities on its campus. Attempts by administrative officials to arrive at a mutually beneficial plan grounded in the health and wellbeing of its students would likely be favorably viewed by inter/national fraternity executives. The new restrictions

on alcohol content should not halt or paralyze efforts to administer a healthy and safe social experience.

Imperative #4 – fraternity and sorority recruitment and its effect on matriculation is a reality of the SEC culture, but it should not override the academic success and need of UM students. The race by many universities within the SEC to host formal recruitment is a prominent feature of fraternity and sorority communities in the South. UM's response to this and movement of the formal recruitment period to the middle of the fall term has created unintended consequences for students. Thus, initiated and potential new members are choosing between academic commitments and fraternity/sorority often at the critical midterm period. UM and FLL will need to re-evaluate the timing of recruitment and move it to a period that allows students to be fully invested in the process at no detriment to their academic needs. Regardless of what communication exists and scheduling changes are allowed to help students strike the proper balance, students desire the lifelong friendship, connection, and experience fraternity/sorority offers and it will likely always win over going to class.

Closing Thoughts

The FLL community at UM is incredibly dynamic and is in a relatively strong place for the work that is needed to grow the student experience. The pride that students, alumni/ae, faculty, staff, and administrators have in their identities offers a solid foundation for FLL professional staff to build upon as they move forward these recommendations. While there are many students that want more from their fraternity and sorority membership, there were no students that expressed discontent with being UM students. Additionally, the FLL professional staff is fully committed to their roles and they enjoy a positive, enduring team spirit. The FLL team responds well to their students and is eager to work with, and for, them to enhance fraternity and sorority life at UM.

Consultant Information

Jason Bergeron (University of Houston)

Jason currently serves as the Director of the Center for Fraternity & Sorority Life at the University of Houston. In this role, he oversees the overall growth and development of the fraternity/sorority experience and manages the operations of the Center for Fraternity & Sorority Life. Jason came to the University of Houston in 2009 from Michigan Technological University where he worked in Greek Life and Leadership Programs. At Houston, Jason established the Center for Fraternity & Sorority Life and has served as its first Director, centralizing and coordinating support and strategic direction for the fraternity/sorority experience at UH. Additionally, Jason assisted in coordinating the Division of Student Affairs first Assessment Committee and served as its chair from 2011-2013.

Jason has served multiple roles within the Association of Fraternity/Sorority Advisors (AFA) as a member and chair of the Assessment Committee and a member of the Perspectives Magazine Editorial Board. From 2012 to present, Jason has served on the AFA Board of Directors and served as the Secretary for the Association. Jason has also served as the Vice President for the Center for Fraternity & Sorority Research (CFSR) based out of Pennsylvania State University, a research collective designed to advance empirical research in the fraternity/sorority experience. Jason's professional interests include assessment of student learning, overall institutional effectiveness, and high-impact practices. Jason has been a frequent writer and presenter surrounding the topics of assessment and effectiveness in fraternities and sororities. Jason holds a Bachelor of Science from Ohio Northern University, a Master's in Higher Education Administration from Kent State University, and is a Ph.D. student in the University of Houston's College of Education. Jason's current research focuses on the use of work products in the classroom as valid and reliable measures of student learning.

Chris Graham (Florida State University)

Chris Graham serves as the Director of Fraternity and Sorority Life at Florida State University. He received his Bachelor of Science from Winston-Salem State University and her Master of Science in Counseling, with an emphasis on student development in higher education. Chris has served at Florida State University for six years. In his role, he has led one of the largest fraternal communities in country. He has also served as a volunteer for a

number of fraternity and sorority headquarters in a variety of capacities, including educational programs, curriculum development, organizational structure, and more. He currently serves on the Board of Directors for the Association of Fraternity and Sorority Advisors (AFA). He is a proud member of Alpha Phi Alpha Fraternity, Inc.

Byron Hughes, Ph.D. (Virginia Tech)

Byron Hughes is Dean of Students at Virginia Tech. Prior to this role, he served as Director of Fraternity and Sorority life at Virginia Tech for several years overseeing a community of over 50 chapters with a population of approximately 6,000 students. As Director of Fraternity and Sorority Life, he was responsible for providing overall leadership and supervision to advance the community with a focused emphasis on learning, leadership, and community engagement. He began his time at Virginia Tech in 2008 as Assistant Director of Student Conduct where he adjudicated student and organization violations; coordinated alcohol and other drug education sanctions in conjunction with the alcohol abuse prevention center; and oversaw case management for students involved in the Corps of Cadets. From 2002- 2008, Dr. Hughes served in Housing and Residence Life at Salisbury University with progressive responsibilities from hall director to Assistant Director for Operations and Judicial Management. He started his professional career in higher education in 2000 as Assistant Residence Hall Director at Ball State University.

Dr. Hughes received a B.A. in English Literature from Salisbury University in 2000. His M.A. in Student Affairs in Higher Education was received from Ball State University in 2002. In 2017, he received his Ph.D. in Higher Education from Virginia Tech. He is a member of Alpha Sigma Phi and has served as a national volunteer for nearly 15 years in a variety of roles as: chapter advisor; leadership program facilitator; and a member of its Board of Directors. Beyond his fraternity, Dr. Hughes has extensively volunteered his time with: Association of Fraternity/Sorority Advisors (AFA); Pi Kappa Phi; Sigma Phi Epsilon; and the North American Interfraternity Conference (NIC).

Tabatha Sarco (Alpha Sigma Phi Fraternity)

Tabatha Sarco serves as the Senior Director of Undergraduate Engagement for Alpha Sigma Phi Fraternity. She received her Bachelor of Science from Austin Peay State University and her Master of Arts in College Student Personnel from Bowling Green State University. After serving as a campus-based fraternity/sorority advisor for three years at the University of Lynchburg, Tabatha has been with the Fraternity for almost eight years in a variety of capacities, including educational programs, curriculum development, organizational conduct, and new chapter expansion. In her current role, she oversees 141 chapters and works directly with undergraduates to ensure they fulfill the mission, vision, and purpose of the Fraternity.

Ayana Wilson (American University)

Ayana serves as the Director for the Center for Student Involvement at American University and brings over ten years of leadership experience in student organization management, fraternity and sorority life, staff development, and special project initiatives. She also brings extensive experience in strategic planning focused around the areas of inclusion, policy implementation, student retention, and graduation. Ayana has a passion for student success and believes in the power of fraternity. She has spent most of her career working

with culturally based fraternal organizations to develop successful policies and programming to meet the needs of the community. Ayana also served on the Awards and Assessment Committee for AFLV, has previous experience serving on external review committees and extensive knowledge of fraternity and sorority life advisor trainings and support. Ayana has a M.Ed in Adult and Higher Education Administration from the University of Oklahoma, and a B.A. in Psychology from the University of Tulsa and is currently an adjunct professor in the School of Public Affairs at American University. She is also a member of Alpha Kappa Alpha Sorority Incorporated.