Major Findings

All but six of the 42 respondents fully rejected the negative stereotypes they listed about their organizations. Those six either admitted some truth to the stereotypes or dismissed the idea that stereotypes existed.

Rationale for the rejection of negative stereotypes focused on positive experiences with the community, specific programs or events combatting stereotypes, or individuals who embodied core organizational values.

Due to learning outcomes being developed after the curriculum, no learning about the Office of Fraternity and Sorority Life took place.

95% of respondents understood that bystander intervention involved being a third party to an incident and taking some type of action.

New Members are more willing than not to engage as an active bystander in certain situations.

Participants enjoyed the relationship building aspect of WTC more than the content areas. The teaching methods were not as effective as desired.

Selected Quotes

Stereotypes of Fraternities and Sororities.

*Hazing, Drinking, Partying”

*Not inclusive, party a lot.*

*...exclusive, conformist, and irresponsible.*

Rejection of above Stereotypes.

*We respect others in our community and make sure to never disturb others with our actions*

*we try to be an inclusive group that appreciates all mindsets and viewpoints. We are serious about issues like mental health and sexual assault, and heavily focus on dealing with them.*

*My sorority rejects these stereotypes and maintains and [sic] open and accepting environment of empowered women.*

Future Implementation

Students and staff working with WEC are creating new learning outcomes before any teaching or assessment strategies are created. This will ensure that program creation is in line with learning outcomes and not traditional WEC models or past programming.

Programming will focus on identity development work to help students gain a deeper understanding of issues facing fraternities and sororities. This will also provide language for students to better describe their experiences.

Teaching strategies will need to be adapted to create an environment focused on education. This will help students learn instead of focusing on expanding social networks.

Additional programming may be considered to facilitate continued education. Rather than a single teaching intervention, WEC may become a system of programs to encourage continued dialogue.

Given the learning with these teaching strategies, the timing, content, and structure of the conference will also be assessed to make sure WEC arrives at the necessary time and hits its goals.