

Fraternity and Sorority New Member Education Through the Winter Education Conference (WEC)

Student Affairs Learning Outcome	Winter Education Conference Learning Outcome
Students who engage in Student Affairs programs, activities, and services will...	New Members who participate in the Winter Education Conference will be able to...
develop an integrated sense of personal identity, a positive sense of self, and a personal code of ethics	Identify 3 strategies to act as an empowered bystander in situations where they might encounter unhealthy alcohol use or hazing.
Acquire and use cognitive and practical skills that will enable them to live healthy, productive, and purposeful lives.	List 2 potential benefits of engaging with the of Fraternity and Sorority Life.
Develop healthy, respectful, and collaborative relationships with others.	Recognize 3 inconsistencies between the reality and stereotypes of Greek Life at Northwestern University.

Teaching Methods

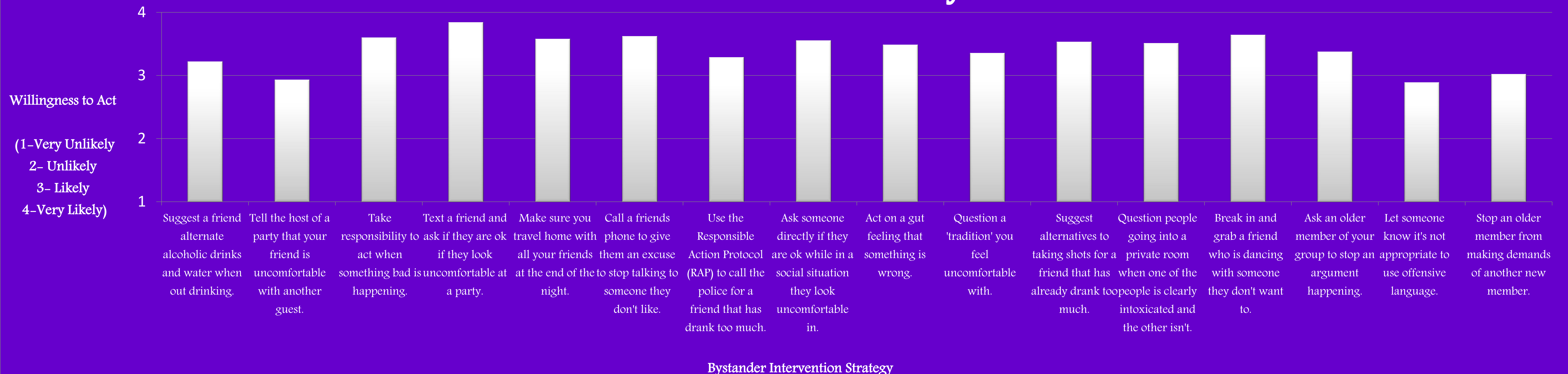
Students participated in a large CampusSpeak presenter (Lori Hart) during a one day session facilitated by the Panhellenic Association, Interfraternity Council, and Fraternity and Sorority Life.

After that session they participated in smaller dialogue groups (comprised of several different chapters) led by two student facilitators where they engaged in group discussion.

Assessment Strategy

Students were sent a 26 Question survey to an email written down when they signed in at WEC. The survey, sent out six weeks after the initial conference, consisted of a mixed-methods questionnaire and some satisfaction-oriented open-ended responses. Both qualitative and quantitative data was collected and assessed.

Inclination for New Member Bystander Behavior



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 WEC 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.