Greek Life Feasibility Study

Lindsay Miller

Graduate Assistant for Greek Life
# Table of Contents

## Section 1: Introduction
- Executive Summary 3
- Research Approach 4

## Section 2: Student Feedback
- Survey Results 5
  - Students Opposed to Greek Life 7
  - Students in Favor of Greek Life 8
- Focus Groups 12

## Section 3: Peer-Reviewed Research
- Student Development and Academic Outcome 16
- Diversity and Inclusion 17

## Section 4: Greek Life Models
- Greek Communities at Similar Institutions 20
- Greek Communities at Colorado Institutions 22

## Section 5: Recommendations for CU Denver 25
Executive Summary

In response to numerous inquiries regarding Greek Life at University of Colorado Denver, members of the CU Denver Student Government Association (SGA) conducted a survey to assess student interest around Greek Life. This survey, conducted in Fall 2014, received over 500 responses with a 58% positive response. In order to further explore the feasibility of Greek Life at CU Denver, the Office of Student Life (OSL) worked in collaboration with SGA to hire a Research Assistant to conduct a 6-month long feasibility study.

The Greek Life Feasibility Study was commissioned by the university to address the following objectives:

• Administer surveys to the Student Body to assess student interest level and attitudes toward Greek Life
• Research similar universities’ Greek Life models
• Assess potential community housing opportunities on and around the Auraria campus
• Analyze published data on Greek Life effects on academics
• Assess the impact Greek Life may have on diversity and inclusion

The study revealed support for Greek Life by the majority of CU Denver students. In a survey conducted in Spring 2015 that received 320+ responses, 53% said that Greek Life should come to CU Denver. Only 14% of respondents had a negative perception of Greek life. Of the students in support of Greek Life, 92% believed that a Greek Life community would increase the feeling of community on campus.

Further, peer-reviewed research demonstrates that multicultural Greek organizations can have a significant positive impact on students of color by increasing student retention and academic engagement.

I propose that an Assistant Director for Greek Life and a Graduate Assistant for Greek Life should be hired to design and implement a Greek Life community at CU Denver.

The total cost for the first year will be $79,600.
Research Approach

The Graduate Assistant for Greek Life, Lindsay Miller, was hired to conduct the feasibility study in March 2015. She is a graduate student in the Master of Social Science program with a Social Justice emphasis. She gained her undergraduate degree at the University of Missouri–Columbia, where she was a member of the Panhellenic sorority, Kappa Alpha Theta.

As requested by the Office of Student Life and the CU Denver Student Government Association, the approach to the study was as balanced and unbiased as possible. The researcher's goal in the first phase of the study was to understand students' feelings and attitudes towards Greek Life, exploring both the praises and criticisms of the institution.

After three months of gathering student feedback, there was enough student support to begin exploring community models and the possibility of a Greek Life community at CU Denver. Peer-reviewed research was also examined to explore the benefits and potential risks of a Greek system.

Some potential biases should be mentioned here: as a social justice scholar, issues regarding diversity and inclusion were particularly important to her. Her membership in a Panhellenic sorority may have also influenced her approach.

After six months of research, a model was drafted for a potential Greek community at CU Denver, keeping student, faculty and administrators' concerns in mind.
Student Feedback

From March 31 to April 15, 2015, the researcher set up tables in the North Classroom building and Student Commons building to speak directly to CU Denver students regarding Greek Life. With the help of SGA, 327 responses were collected to a survey regarding student attitudes towards Greek Life. Overall, the results were

- **52% are in favor of Greek Life coming to CU Denver**
  - 32% unsure
  - 14% opposed

- **37% positive view of Greek Life**
  - 39% neutral
  - 14% negative

---

**What is your overall perception of Greek Life?**

- Positive: 118 (36.1%)
- Neutral: 163 (49.8%)
- Negative: 46 (14.1%)

**Do you think Greek Life should come to CU Denver?**

- Yes: 172 (52.6%)
- No: 48 (14.7%)
- Maybe: 107 (32.7%)
Survey Demographics:

Gender

- Male: 50%
- Female: 49%
- Transgender or Other: 1%

Year in School

- Freshman: 18%
- Sophomore: 25%
- Junior: 23%
- Senior: 19%
- Graduate: 12.5%
- Non-degree Seeking: 1%
- Transfer/unspecified: <1%
- Faculty: 1%

Age

- 18 or younger: 9%
- 19-22: 50%
- 23-25: 20%
- 25 and up: 20%

Race/Ethnicity:

- White: 42%
- Asian: 24%
- Hispanic: 18%
- Black: 9%
- Hawaiian/Pacific Islander: 1%
- Other/Mixed Race: 5%
Survey Sections

After responding to the question, “Do you think Greek Life should come to CU Denver?” students were taken to one of two sections. The first section explored the negative responses. If they don’t think CU Denver should have Greek Life – why not? What are they specifically concerned about?

Students who responded positively were taken to a different section. This section of the survey explored the kind of Greek community students would want at CU Denver. It also explored the likelihood of students in support of Greek Life actually joining a Greek organization.

Students Opposed to Greek Life

When asked why they are against Greek Life at CU Denver, the top 5 reasons were as follows:

- Image of fraternities and sororities (49%)
- Hazing (44%)
- Excessive alcohol use (41%)
- Financial concerns or cost (38%)
- Social stigma; Greek Life could contribute to the exclusion of certain groups or individuals (28%)

Further, students not in favor of Greek life cited the following as the most important issues facing Greek Life on college campuses:

- Excessive alcohol consumption (50%)
- Image of fraternities and sororities (45.7%)
- Sexual assault or rape (35.7%)
- Hazing (32.9%)
- Exclusion of individuals or groups of people (31.4%)

Other common concerns were

- Greek life taking away from academics
- Unlikelihood of success due to CU Denver’s commuter campus
- Student fee increase
Students in Favor of Greek Life

This section focused on pinpointing specific qualities CU Denver students would like to see in Greek Life. It asked for reasons they would or would not consider joining a fraternity or sorority. It explored whether Greek Life could contribute to feelings of community on campus. Finally, it sought to determine whether there would be any disconnect between students who are in support of Greek Life and students who would actually join a Greek organization.

Would you join a sorority or a fraternity if they were brought to campus?

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>67</td>
<td>24.1%</td>
</tr>
<tr>
<td>Maybe</td>
<td>109</td>
<td>39.2%</td>
</tr>
<tr>
<td>No</td>
<td>75</td>
<td>27%</td>
</tr>
<tr>
<td>Unsure</td>
<td>22</td>
<td>7.9%</td>
</tr>
<tr>
<td>Other</td>
<td>5</td>
<td>1.8%</td>
</tr>
</tbody>
</table>

What types of fraternities and sororities would you be interested in bringing to campus?

<table>
<thead>
<tr>
<th>Type</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multicultural</td>
<td>150</td>
<td>54.2%</td>
</tr>
<tr>
<td>Social</td>
<td>151</td>
<td>54.5%</td>
</tr>
<tr>
<td>Unsure</td>
<td>42</td>
<td>15.2%</td>
</tr>
<tr>
<td>None</td>
<td>13</td>
<td>4.7%</td>
</tr>
<tr>
<td>Other</td>
<td>11</td>
<td>4%</td>
</tr>
</tbody>
</table>
Students show virtually equal levels of support for multicultural organizations as they do for "traditional" Greek organizations (54%).

When broken down by demographic, 62% of Hispanic/Latino students are in favor of multicultural Greek organizations, as well as 64% of Asian students and 58% of African-American/Black students. 36% of White/Caucasian students are in favor of multicultural Greek organizations.

This notable support for multicultural Greek organizations reflects CU Denver's demographics, where 39% of undergraduates are students of color.

Significant academic research suggests that racial, cultural, gender or other identity-specific organizations may provide a level of support that other student organizations do not. (See Section 5)

Above 50% of students from all demographics reported that they thought Greek Life would contribute to feelings of community on campus. "Feeling of community" was defined as a sense that one is accepted, appreciated and has a sense of belonging.
• Only 12% of students feel a significant amount of community on campus.

• 63% of students in favor of Greek Life think that it will increase feelings of community on campus.
The next questions asked for specific reasons students would want to join a Greek letter organization. It further identified specific concerns or reservations students might have about Greek Life.

The most common reasons students would consider joining a fraternity or sorority were

- Networking opportunities (71%)
- Friendships (63%)
- Opportunities for involvement in campus life (56%)
- Scholastic Opportunities (51%)
- Social opportunities (47%)

To conclude this section, students were asked to indicate any concerns they would have before joining a Greek letter organization. They most common responses were

- Financial concerns (64%)
- Time commitment (35%)
- Academic concerns (32%)
- Hazing (29%)
- Image of fraternities and sororities (27%)
Focus Groups

Two focus groups were held in April, 2015 to further explore students’ concerns, opinions, and ideas regarding Greek Life. As highly suggested by research, the focus group participants were grouped with students who held similar views. One focus group was for students opposed to Greek Life and the other was for students in favor of it. The questions presented to each group were purposefully chosen by the researcher to both give students an opportunity to speak freely, without prompt, and to speak on specific issues relevant to the research. Students signed up to participate when completing the Greek Life survey.

Focus Group 1: Students Opposed to Greek Life

The group was composed of five students:

- 3 undergraduate students, 2 graduate students
- 4 identified as white, 1 identified as half white, half Filipino
- 1 student explicitly identified as LGBTQ, the other students did not mention their gender or sexual identities

Question: Why do you think Greek Life should not come to CU Denver?

Concern for the university’s brand or image

- "I feel as if the Greek Life thing is kind of like a marketing niche that some schools have. And we’ve already got CU Boulder and University of Denver, and I don’t understand why the downtown campus wants to move in on that."
- "It would just be like, worse versions, I feel like, of that brand of college. You know, we gotta be true to who we are. We’re not CU Boulder, we’re not CSU...I dunno why we’re trying to brand ourselves like they are. Or if that’s the road we’re going down.

Concern for the impact on campus culture

- "I just have a big fear of a culture that it would bring. Like the type of student that it will attract."
- "Seeing what comes in from Campus Village...that is already like leaning towards maybe the type of student that I’m hesitant about coming here for Greek Life. So this is very stereotypical, but your like catty, bitchy girls and your like douchy, asshole sexist guys...[How would the] infrastructure of our university [have to] change in order to support these students?"

Concerns about academic success and retention

- "I’ve had friends that have rushed...my freshman group of friends, and every single one of them that joined a frat, dropped out...That’s personal experience...And I know this school still has problems with like retention...and, um, I just think that this would be another factor that gets in the way of that."
Question: What do you think about the possible impact on diversity and inclusion on the campus?

Most answers were concerned with the exclusion of certain groups due to age, race, socioeconomic status, gender identity, or others.

- "...racism still exists in this country in a large way. And I think that, um, the Greek Life really has a profound impact on reinforcing those power structures...white people really climb the social ladders in those situations...and they exclude the people of color."
- "I’m just like picturing what that’s going to be like for the folks that are not 18-20 year olds...It’s more um all these older folks...that aren’t going to be included or that maybe don’t feel like they can be included..."
- "My concern is that the people that have access to buying into Greek Life are the ones that have the most access to begin with. Um, they’re coming from probably upper-middle class backgrounds that, you know, utilize Greek Life...as a means of networking...and I don’t see it serving our students that...are on financial aid."
- "One thing that we haven’t mentioned in regards to diversity is that...we have a lot of foreign students here...I feel like they already feel left out because of the language barrier."
- "I think that Greek Life is homophobic goes without saying. As long as you are relying on that dichotomy of male/female, there’s no room for the increased sexual expression that I think really is a hallmark of the Queer movement."

In expanding on the possible exclusion of students by socioeconomic class, the participants touched on financial concerns or costs associated with Greek Life.

- "...from what I understand about Greek Life, it’s expensive. You gotta pay. You gotta pay with your time and you have to pay with straight cash."
- "I chose UC Denver because it was cheap, basically...I don’t know how [students] could afford to pay for Greek Life."

Please see Section 3 for further exploration of these issues.
Focus Group 2: Students in Favor of Greek Life

The demographics of the group were as follows:

- 4 students total
- 3 female, 1 male
- 2 identified as white, 1 identified as Asian, and 1 African-American
- 1 graduate student, 3 undergraduates

Question: Why do you think Greek Life should come to CU Denver?

Many of the responses reflected a desire to build more community and foster relationships.

- "I think these kinds of organizations really help to develop students and really helps to develop bonds between students... on a commuter campus... it's hard for people to interact with each other as much. So it gives students a big chance to interact with a lot of different people and make connections with a lot of different people."

- "I think a lot of our students, because of the way our university has shifted in the past few years... our students are wanting more opportunities to connect with each other... I think despite a lot of our students not living on campus, they still wanna have those traditional experiences."

- "It's harder for people to connect, they're not, uh, allowed those interactions that you would have on a regular campus. They don't happen in class, more so outside in the activities that happen on the campus. And so bringing those kind of events onto it will definitely help develop those kinds of bonds and give students that kind of opportunity."

- "[Greek Life] can... give people that opportunity to have that college experience and build those bonds with people so that over the next four years, if someone came in as a freshman... they will have a family bond that is not only pushing them to do well in school, but... they don't feel alone."

- I think that, as humans, we're always, typically... looking for friends, looking for support, looking for someone who can hold them up when they feel terrible, or when they're failing all their classes or whatever's happening... fraternities and sororities can provide that.

Other responses reflected a desire for academic support and/or higher academic standards:

- "...you have to work, there's a grade point average, there's more to it than just wearing the letter."

- "It would be nice to maybe see some other women who are striving to get the grades that I'm getting and do the things that I'm doing."
Finally, Greek Life could serve as an easier or more accessible way for students to get involved:

- "I know myself I would have loved to get involved, but...I don't know which outlets to go through...if I had an organization...that came back and said, 'Alright, this month we have these opportunities, if you want to do this one or this one come sign up or come talk to us','...I think that's a big part of it."

- "I know a lot of students who have said they'd definitely be interested in going and helping the community, they just don't know what outlets to go through...Greek Life [can] kind of be that outlet that says these are the programs that you can come and run. Because a lot of students don't know how to actually get through those outlets."

What do you think fraternities and sororities have to offer that other student organizations do not?

- "It's not going to be the same events occurring, you're gunna have different events, you're gunna be meeting different students, you're going to be doing different things."

- "There may be employers that they'll connect you with that graduated from your fraternity that will get you through the door."

- "What makes them special is having the only females and having...sisters that you can...talk to. When you're going to a club you're just attending their event...but you don't have that...community and...someone else to talk to."
Peer-Reviewed Research

Student Development and Academic Outcomes

The research on Greek Life's affects on cognitive development, academic engagement or academic outcomes is inconclusive. While Asel, Seifert & Pascarella (2009) found a negative relationship between grades and Greek membership in the senior year, findings by Pike and Long indicate no significant relationship between Greek organization involvement and academic achievement. On the other hand, Long's (2012) literature review suggests evidence that fraternity and sorority membership may have a positive affect on academic and social engagement.

A review of the research on multicultural Greek organizations suggests that these organizations have a positive impact on the retention and academic success of students of color.

- A literature review of the relationship between fraternity/sorority membership and academic performance states that the academic impact of membership in Greek organizations is unclear. A 2006 study by DeBard and his colleagues found a negative association between fraternity/sorority membership and GPA. However, in a follow up study in 2010, DeBard and Sacks found a weak, but positive, association between fraternal organization membership and academic performance. There was no explanation for these contradictory findings (Long 2012).
- The same review cited several studies that indicated that fraternity and sorority members tended to be more engaged in their classes and other academic environments. They also participated in more academically challenging tasks (Long 2012).
- A study published in the Journal of College Student Development found no difference in educational outcomes for fraternity and sorority members as compared to non-affiliated students (Martin, Hevel, Asel & Pascarella 2011).
- A study of a large, Midwestern, publish, research university found no evidence to suggest that fraternity and sorority are less academically engaged than their peers. However, it found a modest negative relationship with fraternity/sorority membership and grades in the senior year (Asel, Seifert & Pascarella 2009).
- In a survey of 827 first-semester students at a large, residential university, researchers found no significant differences between Greeks and non-Greeks' academic involvement and abilities. Data analysis showed that Greeks' gains in cognitive development was the result of their social involvement (Pike 2000)
Diversity and Inclusion

Multiple studies of multicultural Greek organizations point to the conclusion that these organizations have a positive impact on students of color. They tend to enhance students’ of color retention and engagement. They also offer a sense of community and belonging that helps them navigate predominantly White campus environments. Finally, they give them a space to explore their racial, ethnic or cultural backgrounds, providing them a deeper sense of connection to their wider communities and life after college.

- A paper looking at both historically Black universities and predominantly white institutions found that, in both campus environments, membership in a Black Greek letter organization had a positive impact on African-American student engagement (Patton, Bridges & Flowers 2011). The paper concluded, “At minimum, the results imply that campuses that incorporate Black Greek culture into the larger campus culture may promote higher levels of student engagement” (Patton, Bridges & Flowers 2011).

- An analysis of two studies on the academic and social experiences of Latina/o students in Latina/o Greek letter organizations drew two conclusions. First, each study found that Latina/o college students gained peer support and motivation from their Greek letter organizations. These factors were essential to the retention and academic success of the participants (Moreno and Banuelos 2013). Further, the studies suggest that Latina/o Greek letter organizations provide a sense of community to their members. The authors conclude, “Latina/o sororities and fraternities provide a sense of belonging on campus and empower students to become more involved in leadership roles within the organization and throughout the campus and community” (Moreno and Banuelos 2013).

- A qualitative study of a Black Greek organization at a large, predominantly White, southeastern state university found that membership in a Black fraternity provided members with a network of social support which helped them navigate the predominantly White environment (McClure 2015). Members also used the organization to connect them to the history and culture of the Black community.

- In a study of a multicultural sorority comprised of white, biracial, Latina, black and Asian women at a large Midwestern university, the author concluded that the multicultural Greek organization allowed the women to acknowledge and value a range of racial/ethnic, cultural and lifestyle differences (McCabe 2011). They learned and taught about differences within their sorority and extended the conversation regarding multiculturalism and diversity to the wider campus community.
Do historically white fraternities and sororities actively exclude students of color?

- In the Spring 2014 issue of Oracle: Research Journal of the Association of Fraternity/Sorority Advisors, the editor notes the importance of considering exclusionary practices in Greek organizations. She writes, “It remains important to acknowledge the ways in which our organizations have perpetuated and been complicit in exclusionary practices over time” (Martin).

- A paper published in 2014 notes that the issue of race in historically white fraternities has been largely ignored by researchers and scholars. This perpetuates a narrative of color-blindness, which obscures issues of race and privilege in predominantly white spaces such as “traditional” fraternities and sororities (Barone).

- Until the 1950s, many traditionally white Greek organizations had “white clauses,” formal or de facto membership clauses restricting fraternity membership to white men (Barone 2014).

- No official data is kept by their national organizations on the racial composition of historically white fraternities and sororities. However, a study of three East Coast college campuses found that the non-white membership of “traditional” fraternities and sororities was only 3.8% (Hughey 2010).

- As reported on numerous news and media outlets, historically white Greek organizations have held discriminatory-themed parties and participated in racist chants. One Alabama sorority was accused of denying bids to two African-American women due to their race (Person 2013). Other historically white Greek organizations have been accused of racially discriminatory initiation rituals, such as Sigma Alpha Epsilon at Washington University – St. Louis.

The lack of research regarding racial discrimination in “traditional” fraternities and sororities, combined with the lack of official demographic statistics provided by these organizations, paints an unclear picture of present racial dynamics in these organizations. Some important conclusions can be drawn from these observations:

- “Traditional” Greek organizations have an exclusionary past. Built upon “white clauses” that specifically excluded members of color and, sometimes, members that were not Christian, created a legacy of whiteness that was not seriously questioned until the 1950s.

- “Traditional” Greek organizations often have powerful alumni networks that are less open to discussions regarding diversity and inclusion.

- Dues for membership at some large universities can reach upwards of $1,000/semester. High membership dues can contribute to the exclusion of people of color.

- The presence of multicultural Greek organizations could contribute to “self-segregation,” or the process by which students join organizations and social groups that reflect their cultural or racial background. Multicultural Greek organizations offer students of color a place of support and community, but they could also make it less likely that students of color will be integrated into historically white fraternities and sororities.
A lack of official demographics could be perpetuating the ideology of “colorblindness.” Without specifically addressing the issue of racial diversity in their organizations, traditionally white fraternities and sororities could be maintaining and perpetuating their racially discriminatory pasts.

Present research focuses more on specific “racist” incidents, rather than the social, historical and cultural mechanisms that could be excluding people of color from these organizations. This makes it difficult to address as a larger institutional issue.

Specific measures need to be taken to encourage diversity and inclusivity in “traditional” Greek organizations. These measures could include diversity and social justice trainings, caps on membership fees, and increased joint programming between “traditional” and multicultural fraternities and sororities. Because “traditional” organizations do not offer the same cultural or historic component as multicultural organizations, it is important that multicultural fraternities and sororities continue to be supported.
Greek Life Models

University of Texas at El Paso

- Urban
- Majority Commuter Campus
- Diverse; 82% of Undergraduate Student Body is Hispanic

Greek Life Model at UTEP:

- 1 Full-time staff, Greek Life Coordinator, that reports to the Director of Student Activities
- Small community, about 1% of the student body (243 students)
- 13 chapters, 4 councils (IFC, Panhellenic, NPHC and MGC)
- One undergraduate student intern that reports to the Coordinator
- One All-Greek council with 6-8 chapters that helps unify traditional and multicultural organizations
  - The council is self-governing
  - Meets with representatives from different Greek organizations to work on collective programming and activities
  - Discuss ways to connect Greek Life to larger campus community
- Greek organizations do not have official housing
- Greek organizations rent out rooms in the Student Union for their meetings
- Most events are held in the student union
- Most recruitment is led by the organizations and informal. Panhellenic recruitment is highly formalized and requires frequent communication with NPC.
University of Illinois – Chicago

- Urban
- 85% Commuter
- Diverse (22% Hispanic, 21% Asian, 8% Black, 42% White)

Greek Life Model:

- 1 Full-time professional staff – “Greek Advisor”
  - Advises 3 out of 5 councils
  - 100% of his job is dedicated to overseeing Greek Life

- 2nd Greek Life staff member
  - About 30% of his/her job is to oversee Greek Life
  - Oversees 2 of 5 councils

- 3rd Greek Life staff member
  - About 25% of job is related to Greek Life
  - Mainly handles student conduct issues and interactions with national organizations

- 30 Greek organizations, about two-thirds are multicultural

- Greek Life community is made up of approximately 600 students, about 4% of the student body

- 5 councils oversee the chapters: InterFraternity Council (IFC), Collegiate Panhellenic Council (CPC), National Pan-Hellenic Council (NPHC), Latino Greek Council (LGC), Greeks of the Pan-Asian American Council (GPAAC)

- The university does not provide any official Greek housing

- Most organizations unofficially live together in apartments or houses

- Meetings and events are held on campus in the student center
Colorado Institutions

These institutions are not predominantly commuter campuses like CU Denver, nor do they have as diverse of populations. However, it is important to consider Greek Life models at other Colorado institutions. Although these universities represent more of a “traditional” campus model, they have long-standing Greek communities from which we can gather best organizational and administrative practices.

University of Northern Colorado – Greeley, CO

- About 8% of undergraduate population is a member of the Greek community, or about 700 students
- Three active councils: CPC, IFC and MGC. There used to be an NPHC council, but its membership was not large enough
- One full-time staff member and one Greek Life graduate assistant
- NIC and NPC ("traditional") organizations have physical houses. Multicultural, MGC and NPHC, organizations do not have physical houses.
- Fraternities typically hold social events at bars and restaurants rather than houses
  - These events need to be officially communicated to the university, and there must be a third party present to check IDs and serve alcohol
- Notable quotes and advice:
  o "NIC and NPC groups on diverse campuses have a unique opportunity to create groups that reflect campus diversity."
  o "Find the right people. Find the students that you want to be in charge of starting these organizations. Choose intentionally. Try to pick students that never thought they’d be interested in Greek Life. Those are the ones that end up doing the most good for the organizations and for campus."
  o "A ‘pro’ of offering housing is that it builds community. A ‘con’ is risk management. Housing isn’t a make or break for bringing Greek Life to campus. I would start with just getting the organizations here and then maybe a couple years down the line look at housing."
  o "There is real value to having culturally based groups on campus. [But] be strategic with the ones you start with. Some have better values/recruitment styles than others."

Source: Rebecca Ingraham, Program Coordinator for Fraternity & Sorority Life, UNC
University of Denver – Denver, CO

- Director of Student Activities oversees Greek Life

- One Graduate Assistant works specifically on Greek Life and reports to the Director of Student Activities. Another Graduate Assistant helps with Greek Life among other responsibilities

- There are three councils on campus: IFC, MGC and PHC

- Each of these councils elects a President and Vice President to represent their chapters at a Greek Council meeting once per week

- Each individual chapter also elects a representative to attend weekly Greek Council meetings

- Relationship between the university's expectations and individual organizations' expectations is mediated by an Accreditation Program created and administered by the Student Activity Office

- Accreditation Program explicitly communicates to Greek organizations what they can and cannot do in order to be recognized by the university

- Accreditation Program helps with risk management because organizations know exactly what is expected of them

- Notable quotes and advice:
  - "Official housing can add some risk management components. [NPC] and [NIC] have large corporations that can buy land and build property. MGC chapters will not likely be housed."
  - "I don't think you need houses to have a community. It actually makes it more equitable, too, because the MGC chapters are not the only ones without houses."
  - "Accountability is difficult... that's why you should have everything laid out from the beginning – all the rules, policies and accountability structure... If you start with clear expectations, it will be easier when challenges come up."

Source: Lauren Utley, Director of Student Activities – University of Denver
University of Colorado Colorado Springs

- The Assistant Director of Student Activities oversees the Graduate Assistant for Greek Life.
- The Graduate Assistant for Greek Life is the only employee who is 100% responsible for Greek Life.
- Greek community is comprised of three NPC sororities and two NIC fraternities
- There are no multicultural Greek organizations
- Greek organizations receive the same funding as other clubs or organizations - up to $3,000 per year
- Most Greek organizations operate off-campus bank accounts where most of their funding comes from
- There is no university-sanctioned housing for Greek organizations
- Organizations reserve spaces in the student union to hold meetings
- Greek organizations hold info sessions and attend student organization fairs to gain student interest. The staff also works with Phired Up, a fraternity and sorority consulting company.
Recommendations for CU Denver

Year One

Staffing Structure

- **Assistant Director for Greek Life**
  - Salary: $45,000 + 30% for benefits
  - Total cost: ~$58,500

- **Graduate Assistant for Greek Life**
  - Total Cost: $15,000

- Total Cost for Greek Life Staff: $73,500

Objectives

- Contact national councils and national organizations to begin expansion process
- Conduct student outreach and gain student interest
- Connect interested students with specific organizations
- Develop Accreditation Program
- Designate campus spaces for Greek Life meetings and events
- Housing should not be considered

Total Operating Budget: $10,000

Total Cost:

Staff Budget + Operating Budget = $79,000

Year Three

- Same staffing structure
- 3-5 Greek organizations are established. At least 1 NIC, 1 PNC, and 1-3 multicultural organizations
- Greek Organizations receive student organization funding from OSL
- Explore “Greek Life” floor in student housing
- 1 “All-Greek” council is established to govern all chapters

Year Five

- 5-7 Greek organizations are established
- Form a Multicultural Greek Council, Interfraternity Council, and Panhellenic Council – all councils send a representative to “All-Greek” council
- Limit official housing to Greek Life floor in residence halls