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| A close up of a sign  Description automatically generated | **DIVERSITY, EQUITY &**  **INCLUSION TRACK** |

**Welcome!**

Thank you.

These two simple words convey so much. Thank you for helping us to strengthen the future of our fraternity/sorority communities and the IFC officers. Thank you for supporting, challenging and sharing your experiences with these students. Thank you.

The number of NIC educational programs and services aim to cultivate the capacity for IFCs to take responsibility for addressing issues in their community, and IFC Academy is intended to be the starting point for many newly elected officers.

IFC Academy provides IFC officers with tools and training to be effective in their specific roles, build cohesiveness as a team and understand their responsibility in the peer governance of their fraternity community.

We challenge you to make this program your best yet. Each experience presents a new opportunity to grow, develop and make new friends. Take this time to learn about this campus and community and make your mark. These students deserve your best.

You mean so much to us, and you mean so much to the fraternity movement. Thank you again.

The Staff of the North American Interfraternity Conference

**IFC ACADEMY (ONLINE) 2022**

**Intended Outcomes/Behaviors**

*Behaviors*

* Evaluate their personal, community and fraternity experience
* Engage peers and stakeholders in successful tactics for the future
* Practice executive leadership skills needed to be effective
* Describe the components of an ideal IFC

*Learning Outcomes*

* Build a supportive and collaborative network among other IFC council officers
* Collaborate with other attendees from your council to create opportunities to work together to advance your community
* Define expectations for your officer role and resources available to support your success.

**Content Overview**

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| **General Sessions** | Council Evaluation and Strategy |
| State of the Community and Interfraternalism |
| IFC Relevance and Peer-Governance |
| IFC Standard Operating Procedures |
| Love, Mom and Dad |
| **Officer Tracks** | Diversity, Equity and Inclusion |
| Finance |
| Health and Safety |
| IFC Advisor |
| IFC Delegate |
| Judicial |
| President |
| Programming/Member Development |
| Public Relations |
| Recruitment |
| Scholarship |
| Secretary/Administration |
| Service and Philanthropy |
| **Breakout/Topical Sessions** | Retention |
| Crisis Communication |
| Diversity, Equity and Inclusion |
| Building Relationships with HQ & Your FSA |
| It’s Okay Not to Be Okay (Mental Health) |
| Accountability within the IFC |
| Handling Anti-Fraternity Activism |

**2022 IFC Academy Schedule**

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| **FRIDAY, JANUARY 14, 2022** | |
| 1:00 – 1:25 p.m. ET | **General Session:** Welcome to IFC Academy! |
| 1:25 – 1:40 p.m. ET | **Council/Campus Breakout:** Reframing Our Perspective |
| 1:45 – 2:15 p.m. ET | **Officer Track 1** |
| 2:15 – 2:25 p.m. ET | Break |
| 2:25 – 2:50 p.m. ET | **General Session:** State of the Community and Interfraternalism |
| 2:55 – 3:10 p.m. ET | **Council/Campus Breakout:** Interfraternalism in Action |
| 3:15 – 3:50 p.m. ET | **Topical Breakouts/Discussions** |
| 3:50 – 4:00 p.m. ET | Break |
| 4:00 – 4:35 p.m. ET | **Officer Track 2** |
| 4:40 – 5:10 p.m. ET | **General Session:** IFC Relevance and Peer Governance |
| 5:15 – 5:40 p.m. ET | **Council/Campus Breakout:** Peer Governance |
| 5:45 – 6:00 p.m. ET | **General Session:** Closing Session |

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| **SATURDAY, JANUARY 15, 2022** | |
| 1:00 – 1:30 p.m. ET | **General Session:** IFC Standard Operating Procedures |
| 1:30 – 1:50 p.m. ET | **Council/Campus Breakout:** Applying the IFC SOP |
| 1:55 – 2:15 p.m. ET | **Officer Track 3** |
| 2:15 – 2:25 p.m. ET | Break |
| 2:25 – 3:35 p.m. ET | **General Session:** Love, Mom and Dad |
| 3:40 – 4:05 p.m. ET | **Officer Track 4** |
| 4:05 – 4:15 p.m. ET | Break |
| 4:15 – 4:50 p.m. ET | **Topical Breakouts/Discussions** |
| 4:55 – 5:15 p.m. ET | **Officer Track 5** |
| 5:20 – 5:40 p.m. ET | **Council/Campus Breakouts:** Goal and Priority Setting |
| 5:45 – 6:00 p.m. ET | **General Session:** Closing and Wrap Up |

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**Facilitation Skills**

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|  | **What is Facilitation?** |
|  | **Facilitation is:**   * Supporting the curriculum through discussion and activities. * Creating connections of shared information and experiences. * Helping Participants get good information and affirmation. * Providing focus and direction. * Appropriately challenging and questioning Participants.   **Facilitation is NOT:**   * “Doing” for the Participants. * Being an expert on all topics. * Allowing discussion to meander off-topic. * Defensive, argumentative or polarizing.   **Effective Facilitators should be:**   * Natural and genuine. * Interested in all Participants. * Engaged in a series of conversations with a variety of Participants. * Clear and non-judgmental in their communication. * Flexible and able to adapt to different situations. * Focused on the Participant’s experiences and struggles. * Developing appropriate relationships with Participants and Facilitators. |
|  | **Core Competencies** |
| **Communication** | **Facilitators will exhibit good communication skills by:**   * Expressing ideas clearly and accurately. * Being attentive and showing interest in the subject. * Thinking quickly on their feet and being prepared for difficult confrontations and conversations. * Showing a sense of humor. * Knowing when to steer conversations into a serious tone. |
| **Personal Interjection** | **Facilitators will regulate personal remarks to:**   * Calling the group’s attention to helpful statements. * Rephrasing Participant’s ideas/thoughts to clarify and reinforce. * Summarizing groups’ thoughts to bridge between topics. * Facilitators will avoid emphasizing personal opinions, agendas, etc. |
| **Group Participation** | **Facilitators will encourage group participation by:**   * Ensuring participation by each group member during Chapter Meetings. * Ensuring one individual does not dominate conversation. * Maintaining eye contact with group members and ensuring personal body language is welcoming to the group. * Being alert to the body language and clues from Participants. |
| **Group Atmosphere** | **Facilitators will attempt to create a welcoming and safe atmosphere within the group by:**   * Creating a climate of respect within the group, allowing Participants to discuss differences, without attacking individuals. * Showing interest in the opinions of all group members. * Ensuring there is no favoritism within the group. * Allowing Participants to share minority views comfortably. * Helping Participants view/discuss issues from many angles before reaching conclusions. |
| **Guiding Discussion** | **Facilitators will skillfully guide discussions by:**   * Providing “meat” for discussions, without dominating conversation. * Providing examples and ideas from personal experience to emphasize points. * Listening critically to discussions to identify confusion, unanswered questions, etc. * Directing discussions away from inappropriate topics/remarks and privately confronting individuals who make these comments. * Having Participants provide summaries of key points. |
| **Encourage**  **Growth** | **Facilitators will encourage students to expand personal perspective by:**   * Gently encouraging students to question the validity of their arguments or reasons. * Helping Participants examine their current realities outside the norm or against accepted standards. * Sharing experiences to help Participants identify new ways of doing things, confronting inappropriate traditions, etc. * Encouraging Participants to verbalize how their ideas/reasoning may have changed during the program. |

**Ideas for Dealing with Common Group Situations**

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| **Managing Discussions** | * Make sure everyone understands the topic and there is agreement about the idea. * Use flip charts to manage discussion and topics. * Use the “parking lot” method to “park” thoughts or ideas which may be off topic. * Summarize discussion periodically. * Use different techniques to draw in under-participating students and control for over-participating students. * Make sure conversations are not constantly recycled. |
| **Managing Transitions** | * Ensure the first discussion has some sort of closure and the group is ready to move on. * Make segue clear by using links between topics. * Identify strategic moments in discussion to make transitions. |
| **Using Group’s Energy** | * Allow the group conversation to roll as long as it is productive. * Encourage physical activity to maintain energy. Get up and move between conversations. * Provide energizers for groups when they are tired, or uninvolved. * When conversations become animated and/or heated, don’t immediately diffuse them. Allow for some conflict to move the conversation forward. Step in when conversation is no longer constructive. * Listen for signs the group is ready to move to a new topic. |
| **Using Silence** | * Trust silence when it occurs. Often this is a signal learning is occurring and you’ve identified a difficult conversation. Give Participants time to form their thoughts. * Count to 10 before asking another question or filling the void. When the silence becomes uncomfortable to the group, someone usually steps in. Wait for it. |
| **Disruptive Group Members** | * Handling disruptive behaviors is often difficult. The key is to handle the disruption without hurting the individual and/or group. * Keep in mind—you are not alone and are bound to have allies in the group! Use these allies to bring the discussion back to a constructive place. * Private conversations outside of the group meeting might be necessary with the disruptive person. |
| **Dominating Conversation** | Some Participants might over-participate or dominate conversations. Use techniques to balance conversation or change how you ask questions to encourage others to participate as well. One-on-one conversations with dominant group members outside of the chapter space might be necessary. |
| **Negativity** | If a Participant is relentlessly negative and skeptical, use techniques to involve Participants in problem solving and identifying ways to be optimistic. Do not allow the group to succumb to the negativity. Give the complainer constructive feedback outside the group if the negativity impacts the group. |
| **Side Conversations** | Side conversations can negatively impact the group. Facilitators can use several techniques including eye contact with the smaller group, having the group move around to mix the group, involving the smaller group by asking them a direct question, and/or discussing the issue outside of the group during a break. |

**10 Keys to Succeeding as a Virtual Facilitator**

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| **Be You** | * You can do this – it’s via a screen but you are still capable of educating online. * Take a breath and remind yourself of whatever skills you already bring to the table: compassion, a relationship with students, mastery of the content, a sense of humor, gravitas, fluidity, compelling stories. Maybe you happen to be the kind of person who really cares — or handles fear well — or is graceful under stress — or is human. Share that! * The group will still have tension, issues of social identity and rank, varied content knowledge, and different people’s motivations. Everything you know about how individuals learn still applies. Everything you know about the state of people in crisis is still true. |
| **Practice the Technology** | * This is key to success – once you master the content and practice the technology, it will feel seamless like the in-person experience. * Set up your video - be in a well-lit room with a professional background. * Make sure your sound is enabled: you want to be able to hear the participants them to hear you. |
| **Minimize multitasking** | * The temptation and likelihood of participants getting distracted or multitasking is significantly higher than when you are in-person. * This challenge should not be underestimated. It impacts every aspect of how we lead online.   + Set expectations before the session – this is written into the curriculum, but constant reminders will be needed throughout the program.   + Use the distraction – depending on the scenario, ask the participants to use their phones to engage |
| **Engage frequently and in varied ways** | * Make sure you don’t engage everyone the same way​. For example, don’t always ask yes/no chat questions. People will start to lose interest, especially those who don’t prefer that method. * Keep in mind the physical and mental challenges of being together live online. Do your best to use this time only for what is most important to do together live, like supporting each other, practicing skills, collaborating, making decisions, social motivation, etc. |
| **Manage Energy** | Read the room just as you would in an in-person experience – there are scheduled breaks but if the group needs a minute to regroup or take a break, do that. |
| **Honor People’s State** | Just like an in-person experience, every participant is going to bring their emotional state into the sessions. There may be more even emotions given the online experience. Acknowledge the emotions they have and consistently check in with your participants. |
| **Track Participation** | * A common challenge in leading online is that we end up in a one-way conversation. * We are talking at people, but don’t know whether they are learning, whether they agree or disagree, or even if they are still awake! Reading people online is more challenging than in person, but it is not impossible. * **Do not skip on the interactive components included to cover content or lecture.** |
| **Let People Know You “See” Them** | * The more you make it clear that you are reading the group in an ongoing way, the more that people will feel “seen.” The more seen people feel, the more they are likely to engage. * They are also more likely to send you clear nonverbal signals through their web camera when they get the signal that someone is looking back through their screen. Here are a few examples of what those signals might look like.   + “It looks like only about half the group has shared ideas in the chat box. If anyone is having trouble with the chat, let us know, or you can share out loud.”   + “I see [name] that you just came off mute. Is there something you’d like to add?”   + “I see a lot of people are saying ‘yes’ in the chat box, so yes, let’s shift to talking about the second topic.”   + “I see a lot of heads down on the web cameras, so I’m going to give you a little more time to journal.”   + “Everyone has shared except [name] and [name] who are on the phone. Would you like to share, too?”   + “It looks like [name] has stepped away, so we’ll come back to them when they’re back.”   + “Welcome [name], we’re just in the middle of sharing one thing we have done that’s fun today. [name], [name], and [name] haven’t gone yet.” |
| **Check on Participants That May Not Have Access** | * Lack of access can affect people’s confidence. As a result, folks’ confidence in navigating a novel online space may be challenging. The risk of shaming and exposing ignorance may be much higher. * People with less resource have less access to high end tech and a dedicated space to work from. Instead of working in front of a large computer with a headset, they might be perched on an outside stoop on their phone as traffic and neighbors pass by. * Some people may have inferior internet access. Without high-end high-speed internet, people’s connection may be spotty at best. * Here are some ideas to address these concerns:   + Don’t always pick the quickest response, instead of picking the first person to say, “I have an answer,” look for opportunities to support less-heard voices. Make a point of being invitational. * Make sure all people can participate fully. Try to always provide alternative options for participation. If people are calling in, give dedicated space for them to participate during activities and make sure the chat is read aloud. * Set people up for success. ​Another way to cause shame is using right/wrong questions and telling people they’re wrong in front of everyone. This can inflame shame. |
| **Release Yourself and Your Group of Perfection** | * We believe in high standards and excellence in performance. We applaud you if you’re the type of person shooting for perfection under all the challenges of this moment. But if you are, then you also need to be ready to aim high and miss. * There are things you can do to minimize a variety of problems, but the most important thing you can do is take a deep breath and prepare yourself to stay calm and do your best to support your group through whatever will inevitably come up. |

**Using the Facilitator Guide**

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| **Setup** | * Instructions for set up of the room and materials will be listed here. |
| **Facilitator Set Up** | * Needs for the facilitator to have set up will be listed here. |
| **Program Supplies** | * Any supplies needed for the session will be listed here. |

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| **Session Objectives** | * Every session will start with objectives that outline its goals * They will appear as bullets before the curriculum for each session * Refer to these bullets often during the session as a reminder of what is to be accomplished |

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|  | **Section Title** |
| **xx/xx**  **xx:xx - xx:xx p.m.** | On the first line, the first number indicates amount of time it will take to complete each section. The second mark indicates the total time elapsed for the entire session. The second set of numbers indicates the exact times of day at which the section should begin and end. |
|  | Basic text is content to be shared with Participants. This information should be given in full and is best shared through paraphrasing and not reading word-for-word. |
|  | *Content in italics will be instructions for Facilitators.* |
|  | * Questions to be posed to the group will highlighted in grey.   *Note: If a question has already been answered at another time, you should not re-ask the question.* |
| A picture containing speaker, megaphone, electronics  Description automatically generated | **This symbol indicates information or instructions should be read, and the text will be bolded.** |
| flip chart | This symbol indicates material should be put on flip chart. |
| MCj04316210000[1] | This symbol indicates a video should be played. |
| **PPT** | This indicates a PowerPoint slide is to be shared. |
| **WB** | This refers to various WB style resources for participants should open.  *IFC Academy does not have a physical workbook, we will include the links to share with participants and the PDF versions to include in the links are not working.* |

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**DEI Officer: Understanding Diversity, Equity and Inclusion**

**30 minutes**

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| **Setup** | * PowerPoint slides |
| **Facilitator Set Up** | * Quality camera * Well-lit location or additional lighting * Limited background noise * Professional, non-virtual background |
| **Program Supplies** | * Defining DEI video * Identity Wheel resource |

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| **Session Objectives** | * Outline the responsibilities of the officer role * Define diversity, equity and inclusion * Define social identities * Explore individual identities * Identify how identities impact leadership and how we view situations and each other |

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| **5/5** | **Welcome and Introductions** |
|  | *Keep the title slide up until you begin facilitating, then pull it down.*  *Facilitators introduce themselves and welcome Participants in a genuine, upbeat and positive way.*  *Keep the title slide up for participants as they join, once you begin the session, take the slide down to facilitate dialogue.* |
| *In the chat, have each participant introduce themselves.*   * Name * Campus * Affiliation |
| **5/10** | **Purpose of the Track** |
|  | **Raise your hand if you are:**   * An IFC officer role dedicated solely to diversity, equity and inclusion. * An IFC officer role that is partially dedicated to diversity and inclusion. * Were volunteered by someone else to attend. * Feel you know very little about diversity and inclusion. * Feel you know a great deal about diversity and inclusion. * Interested in knowing how you can return to your campus and instantly make change in the area of diversity, equity and inclusion.   The purpose of this officer track is not to give you a magic formula that will instantly change the way those in your fraternity community think… because that’s impossible and if it were, someone would have done it already. We also don’t intend to turn you into experts on all things diversity, equity and inclusion.  What we do hope to do here is begin and understand key components of an important conversation about diversity and inclusion that is already happening on your campus, in your community, in your council, and in your chapter.  Diversity, equity and inclusion can be discussed and defined in countless ways. What we’ll share with you is one perspective and way of describing the concepts to others.  Beginning to understand diversity, equity and inclusion is not a sign you have all the answers, but a sign that you have even more to learn.  I’ll share an example: if I’m just learning to play the piano, and right now I’m trying to master the song “Chopsticks.” As I practice the song over and over and over and over again, I make mistakes. It takes me weeks to play the piece perfectly in its entirety. But finally, I do! For an inexperienced musician like myself, mastering this one song feels like a finish line. I’ve worked hard to accomplish this feat, and now that I have, I can conclude my musical practice.  That doesn’t sound right, does it? The point of learning to play an instrument is to apply new skills over and over again to make new music.  Just like conversations about diversity and inclusion, learning a new concept or feeling confident to teach them to others does not equal mastery. We have to use our new knowledge over and over again to become better and share our knowledge with others. |
| **5/15** | **Defining Diversity, Equity and Inclusion** |
| MCj04316210000[1] | Before we can talk about your role, we need common definitions.  [*Play video*](https://www.youtube.com/watch?v=GPPLbsEazNc)*: (run time, 3 minutes, 11 seconds)*   * Knowing the definitions, what are your reactions? * How does your chapter fit in? The IFC? Your entire community? * Why is this important?   A conversation about diversity, equity and inclusion often leads to questions about how certain inequities can be “fixed.” As we discussed in the beginning of our officer track, we have to keep in mind that there is no magic solution.  Our goal is to identify ways we can take responsibility ourselves for ways in which we might support or encourage inequity and continue to have this important conversation with other people.  Our responsibility is not to solve issues around diversity and inclusion. Our responsibility is to continue to grow in our own understanding and help others to do the same. |
| **10/25** | **My Identity Wheel** |
|  | To be a strong leader, there is an important piece we need to examine to understand how we lead and how we make decisions. These are our identities.  Our identities shape who we are and how we see the world. By understanding this, it helps us not only understand ourselves better, but also others as well.  There are two different kinds of identities: personal and social. Personal identities focus on how we see ourselves fitting into the world around us. Social identity is a person’s sense of who they are based on their group membership(s). (Social Identity Theory, 1979).  Henri Tajfel (1979) was the social psychologist who created and studied this theory. He proposed the groups (e.g. social class, family, gender etc.) people belonged to be an important source of pride and self-esteem. Groups give us a sense of social identity: a sense of belonging to the social world (Simply Psychology, 2008).  They’re also called social identities because our society strongly influences how we categorize others and ourselves. Social identities are about how we are seen as members of different groups within our society. It's not unique to one person.  **Let’s take time to explore some of our personal identities.**  *There is a resource on the IFC Academy webpage:*  [*https://tinyurl.com/DEIIdentitywheel*](https://tinyurl.com/DEIIdentitywheel)  **On the worksheet, you will find a number of identity categories listed on a wheel. In the center of the wheel, there is also a place to outline some adjectives you would use to describe yourself.**  *Give a few minutes for students to complete the wheel.*  **In the chat, share:**   * Was this easy or hard? Why or why not? * How do your identities influence your sense of belonging in groups you’re a part of?   **Now let’s take time to explore some of our social identities.**  **On the page, you will find a number of social identity categories listed on a wheel. In the center of the wheel, there is also a place to answer a few questions.**  *Give a few minutes for students to complete the wheel.*  *Categories of each social:*   * *Physical ability: Able-bodied, living with a disability, living with a chronic disease* * *Emotional and/or developmental ability: No limitations, depression, anxiety, dyslexia* * *Socioeconomic status: Working class, upper class, poor, middle class* * *Education: GED, high school diploma, some*   *Please note: This is not an exhaustive list of identities, just a sample to explore the possible identities a participant may have.*   * How were these two wheels different? Was one harder to fill out and share? Why or why not? * How does understanding our social identities impact our ability to be an effective leader? * Has there ever been a time where one of your identities has impacted your leadership?   **Important to point out the following points:**   * Personal identities have a lower risk to share and you get to choose them, social identities we typically (but not always) do not choose. * If social identities become an “us” vs. “them,” this does not create an inclusive environment. * If you only see things from your identity, you may make decisions that negatively impact a different identity. * Example: If you are a chapter president, and you schedule an event on the top floor of a building that does not have an elevator, anyone who cannot walk upstairs may not be able to attend your event. |
| **5/30** | **Wrap Up** |
|  | Before dismissing you to the next session, let’s recap this session:   * The people in this space are your resources and allies, IFC Academy is a great place to get to know those in similar roles from other campuses. * Understanding the definitions and purpose of diversity, equity and inclusion will help you be successful * Understanding your own identities help you address and recognize how you show up in different settings. |

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**DEI Officer: Talking about DEI as an IFC**

**35 minutes**

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| **Setup** | * PowerPoint slides |
| **Facilitator Set Up** | * Quality camera * Well-lit location or additional lighting * Limited background noise * Professional, non-virtual background |
| **Program Supplies** | * DEI in the workplace TedTalk video * DEI pillars video |

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| **Session Objectives** | * Discuss the importance of DEI in fraternity * Articulate ways to have effective but difficult conversations |

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| **15/15** | **Talking about DEI** |
| MCj04316210000[1] | *Start this session by playing* [*this video*](https://www.youtube.com/watch?v=kvdHqS3ryw0) *(run time, 10 minutes, 56 seconds)*  **In the chat:**   * How does this relate to fraternity? * How can fraternity cultivate inclusion? * In what ways can we have this conversation in our IFCs and chapters?   This session is going to help you frame the conversation about DEI, regardless of the specifics. Setting yourself and your member chapters up for success will help the conversation be effective.  It’s important that these conversations about understanding, respect and differences should not be limited to a commemorative event or after an incident but a part of the standard within your programming. Creating inclusive, respectful organizations is an ongoing effort, and working for equity is a life-long endeavor.   * Does your community have conversations about DEI already? *If so, what do they look like?* * If you do not, why do you think that is? * What intimidates you about these conversations? |
| **20/35** | **Having the Tough Conversations** |
| MCj04316210000[1] | Sometimes we feel hesitant to raise these topics because it may be uncomfortable, strong emotions can emerge and we may feel we don’t have enough information or background to teach the topic well.  If you think about diversity, equity and inclusion – there are some tips to help you. First, let’s look at the 3 pillars of diversity and inclusion.  [*Play video:*](https://www.youtube.com/watch?time_continue=32&v=6V8z9aZy5gc&feature=emb_logo) *Run time (1 minute, 36 seconds)*  **In the chat, write:**   * What resonated with you? * Why is this important?   **In the chat, write something that intimidates you about this officer role or your responsibilities.**  Next, let’s look at how to have the conversation with your members and chapters: *As you cover each tip, ask for examples of how this can be set up.*  Here are some tips to help you set up the conversation:   1. **Set up a safe and respectful environment**: To have productive discussions around these topics, make sure that you develop ground rules as a group that promote safety, inclusiveness and respect. Set ground rules about discussions. *(share examples)* 2. **Think about the makeup of the group:** Who is represented but also who is not? You will need to adjust your conversation is there is not a diverse population in the room. Remember, do not assume people of color want to share their experiences or are knowledgeable and skilled in talking about diversity. Further, do not place those individuals in the position of being the “authority” or main possessor of knowledge about diversity. 3. **Define terms:** We demonstrated this earlier today. Everyone needs to be aware of the definitions and differences to words. 4. **Understand perspective:** Perspective is a person’s individual way of regarding situations and facts, their point of view. Help people understand that one’s perspective is shaped by their own background as well as other aspects of their identity, their peers, family, life experiences, what they are exposed to in the media, etc. Understanding that people have different perspectives on incidents and situations is helpful in deconstructing that one person may see the same situation differently than someone else 5. **Encourage empathy:** Compassion and empathy go a long way in helping people. Provide opportunities for everyone to hear the thoughts and feelings of people most impacted by racism through in-person conversations/interviews, narratives, videos, photos and recordings. Have them reflect on these experiences and focus especially on the feelings of others. In this way, you help everyone be sensitive to what people are going through in these situations and promote empathy. Allow and help people express their range of emotions (anger, rage, frustration, sadness, hopelessness) about what’s happening as well as listen with compassion to the feelings of others. |

<https://www.adl.org/education/resources/tools-and-strategies/race-talk-engaging-young-people-in-conversations-about>

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**Officer Track: Your Role and the IFC SOP**

**20 minutes**

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| **Setup** | * None |
| **Facilitator Set Up** | * Quality camera * Well-lit location or additional lighting * Limited background noise * Professional, non-virtual background |
| **Program Supplies** | * The IFC SOP |

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| **Session Objectives** | * Apply the IFC SOP to their officer roles * Describe the importance of the IFC SOP * Develop a strategy for incorporating the IFC SOP into their operations |

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| **20/20** | **The IFC SOP** |
|  | In the last general session, we talked about the IFC Standard Operating Procedures, or the IFC SOP.  The mission of an Interfraternity Council (IFC) is to foster a healthy and vibrant fraternity community. The IFC Standard Operating Procedures (SOP) provide structure and support—a baseline for policies and practices—for IFCs to operate in accordance with NIC Standards, endorsed by all inter/national member fraternities of the NIC.  Here is the link to the resource for the IFC SOP on the IFC Academy webpage: <https://tinyurl.com/IFCSOPDEI>  Implementing the Standard Operating Procedures will help an IFC anticipate and address critical operational needs, while serving its member chapters and advocating for the fraternity experience.   * Prior to IFC Academy, were you familiar with the IFC SOP? * If so, do you know if your IFC is fully aligned?   This session is about understanding the components and how you can support the IFC SOP in your role.  The DEI officer’s role is critical in the overall success of the IFC, especially when it comes to the IFC SOP. Under governance, there should be an officer role specifically dedicated to supporting DEI initiatives for the council.  Additionally, the NIC has a position statement on DEI:  *“The NIC values and finds strength in the diversity of people, approaches, and experiences. We believe that human diversity and our practice of embracing differing points of view allow innovation, and we are committed to creating and maintaining an inclusive environment in our daily work of advocating for the advancement of men’s fraternities. Diversity, equity, and inclusion drive us forward, and we understand that these principles are not static, but rather take ongoing education and continually renewing commitment. The NIC’s dedication to that growth is and will be central to every facet of our operations.”*  Clarifying Points:  To guide our commitment to diversity, equity, and inclusion, the North American Interfraternity Conference has adopted the following definitions:   * Diversity is the range of human identities and differences that comprise us as individuals, including but not limited to, race, ethnicity, national origin, sex, gender, gender identity/expression, sexual orientation, age, socioeconomic background, physical ability or attributes, cognitive abilities, religious or ethical values system, and political beliefs. * Equity is based on respect and dignity and centers around the fair access to resources for everyone. Addressing equity issues requires an understanding of the root causes of outcome disparities within our organizations. * Inclusion is the intentional and active recognition where the inherent worth and dignity of all humans’ matter. Inclusivity promotes and sustains a sense of belonging; it values and actively practices respect and appreciation for the differences in talents, beliefs, abilities, backgrounds, and ways of living of everyone. * Consistent with longstanding NIC practice, the definition of a “men’s fraternity” is left to the discretion of the member organization.   In your role, you can do this in various ways. The NIC has resources online to help support conversations for IFCs - <https://nicfraternity.org/dei/>   * Why is the IFC SOP important? * How is it helpful? * Why should you be aligned?   In the council breakout you just came from, you discussed where your council is currently related to the IFC SOP.   * What areas is your council most successful in? * What areas are you in need of support? * What needs to be done to be fully aligned? |
|  | The IFC SOP is flexible to meet the needs of each council, regardless of how many chapters you have on campus. It is a baseline for successful operations within the IFC. |

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**Officer Track: Processing and Creating Change**

**20 minutes**

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| **Setup** | * None |
| **Facilitator Set Up** | * Quality camera * Well-lit location or additional lighting * Limited background noise * Professional, non-virtual background |
| **Program Supplies** | * None |

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| **Session Objectives** | * Process initial reactions and emotions to the Love, Mom and Dad session * Create a sense of urgency for change within their community * Recognize the IFC and their individual roles in creating that change |

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| **20/20** | **Debrief Parents’ Session** |
|  | *Facilitator note: Use your best judgement to debrief their emotions and reactions. Some may have seen this, or a similar presentation, and for some this may be new.*  There is a resource on the IFC Academy webpage:  <https://tinyurl.com/LMDdei>  Sample processing questions:   * What are your reactions to the parent’s presentation? * Why is this important to discuss at IFC Academy? * How does this apply to your role on the IFC? * How can you re-create this sense of urgency when you return to campus to drive change? |

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**Officer Track: Q&A and Goal Setting**

**20 minutes**

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| **Setup** | * None |
| **Facilitator Set Up** | * Quality camera * Well-lit location or additional lighting * Limited background noise * Professional, non-virtual background |
| **Program Supplies** | * Goal Setting worksheet |

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| **Session Objectives** | * Explore topics of interest to participants related to their roles * Create goals for officer terms |

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| **10/10** | **Open Forum/Pressing Issues** |
|  | We’re going to spend time discussing concepts of interest to you. This is the time to bring up burning questions about other campus’s experiences, to share ideas you have for your own campus, and to support others in your role.    Provide time for participants to share ideas with one another in small groups, bringing them together in the end to share highlights of what was discussed.   * What general questions do you have about your officer role?     *Provide time for general questions and answers with the whole group.* |
| **10/20** | **Goal Setting** |
|  | We’re nearing the end of our officer track. Later, you’ll discuss specific issues and set goals as a team. At this time, we’ll think about goals you have for your own officer role.  I**n the chat, answer the question “Why is the IFC DEI officer role important to you, your chapters, your council, and your community?”**    Now, we’ll take time to identify how we’re able to make the best version of the IFC DEI officer role a reality.  *There is a worksheet on the IFC Academy webpage.*  [*https://tinyurl.com/goalsDEI*](https://tinyurl.com/goalsDEI)    **In the left column, identify three tangible desires you have for your IFC DEI officer role on your campus based on the “best of the IFC DEI officer role” that you identified previously.**  **In the right column, turn each desire into a goal. This goal should be written as an affirmative statement as though you’re looking back on what happened in the future. For example, the desire “IFC members feel their opinions have been heard” becomes the goal “The IFC DEI officer attended one chapter meeting for each IFC chapter per term to hear feedback and discuss what IFC is doing.”**  *Provide time for officers to do so. When participants have finished, ask them to share their answers with the group.* |
|  | *Conclude the session with a thank you or quick charge to the officers. Be genuine and authentic to your style as you wrap up.* |