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**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 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 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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|  | **Session 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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**Judicial Officer: Judicial Procedures**

**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** | * IFC Judicial Code * IFC Judicial policy |

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| **Session Objectives** | * Identify expectations for participant takeaways * Outline the responsibilities of the officer role * Articulate what is and is not under the IFC Jurisdiction |

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| **5/5** | **Welcome and Introductions** |
|  | *Display the title slide until you begin facilitating, then pull it down.*  *Facilitators introduce themselves and welcome Participants in a genuine, upbeat and positive way.*  *Have your camera on and microphone unmuted.* |
|  | In the chat, have each participant introduce themselves.   * Name * Campus * Affiliation   **Raise your hand if you are:**   * An IFC officer role dedicated solely to judicial affairs * An IFC officer role that is partially dedicated to judicial affairs. |
| **10/25** | **Understanding Judicial Practices** |
|  | **In the chat, share what your current IFC Judicial process looks like:**   * What types of cases does the IFC oversee? * What works well? * What doesn’t work well? * What is the reputation of the IFC Judicial board?   *When the participants return, have groups share out a few answers to each question.*  The IFC Judicial Code covers the basic expectations of all member chapters and members. While it is not an exhaustive list, it provides an outline for the Judicial Board to hold members accountable.  *There is a sample judicial code in the IFC Academy webpage:*  [*https://tinyurl.com/IFCJudicialCode*](https://tinyurl.com/IFCJudicialCode)  The IFC Judicial Policy covers:   * IFC Constitution, Bylaws, Code of Conduct and policies, rules and regulations of the institution and the general values-based conduct of fraternity men. * Behaviors that misrepresent the purpose, mission, vision or ideals of the IFC. * Member chapter scholarship, chapter financial delinquencies, failure to attend IFC-sponsored programming with an attendance expectation.   *There is a worksheet on the IFC Academy webpage.*  [*https://tinyurl.com/IFCJudicialpolicy*](https://tinyurl.com/IFCJudicialpolicy)  Since the IFC jurisdiction is limited to the IFC Constitution and IFC Code of Conduct.   * If there are potential violations of inter/national organization policy that are not violations of the IFC Constitution or Code of Conduct, the IFC should refer the information to the inter/national organization. * If there are potential violations of the student code of conduct, the IFC should refer the information to the Office of Student Conduct and work in partnership with the staff there to find resolution.   + Examples may include but are not limited to: Academic integrity, sexual assault/harassment, hazing, possession or distribution of illegal drugs/substances. * If there are potential violations in the community that may have criminal implications, the IFC should work cooperatively with the campus or community police departments.   + Examples may include but are not limited to: Physical violence against others, stalking, sexual assault/harassment, distribution or use of illicit/illegal drugs |
| **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 your role and the IFC judicial code will help ensure success. |

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**Judicial Officer: Strategies and Tactics for Judicial Boards**

**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** | * Strategies and Tactics worksheet * Restorative Justice video |

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| **Session Objectives** | * Define sanctions * Discuss sanction effectiveness * Identify root causes for behaviors * Illustrate a framework for sanctioning |

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| **10/10** | **What is Sanctioning?** |
|  | Sanctioning is a process of holding members and chapters accountable to your expectations.  The process of sanctioning should be designed so that all parties feel they have gained something from the conduct process.  The community may feel it has gained a more peaceful environment; the board may feel they have helped a chapter or individual develop and gained a positive contributor to the community; and the chapter members may feel they were understood and provided insight as to how to develop more appropriate behavior.  There are proven guides that we know increase the likelihood that behavior will be changed.  There is a resource on the IFC Academy webpage:  <https://tinyurl.com/IFCsanctioning>  They include:  *As you cover each, ask participants to write examples in the chat and be sure to provide examples if they don’t know.*   * **Prevention-focused** in order to change and/or prevent behavior. *Ask for an example*. * **Comprehensive** in order to address the totality of the behavior(s) while taking into consideration types of similar problems and engaging the right constituents. *Ask for an example.* * **Planned** using a systematic planning process to design, implement, and evaluate sanctions. *Ask for an example.* * **Strategic & targeted** to address priorities within the fraternity/sorority community. *Ask for an example.* * **Research-based**, drawing from current research and theory on effectiveness. *Ask for an example.* * **Multi-component**, using multiple strategies (types of sanctions). *Ask for an example.* * **Coordinated & synergistic**, complimenting and reinforcing other efforts. *Ask for an example.* * **Collaborative**, involving key campus and headquarters stakeholders. *Ask for an example.* * **Supported by infrastructure**, resources, and systems. *Ask for an example.* * **Evaluated** against clearly established goals and objectives, measuring whether each was achieved. *Ask for an example.* * Think about your current judicial board practices, which of these do you currently use?   **Who has a strong judicial board practice? Can you share with the group what it looks like?** |
| **15/25** | **Strategies and Tactics** |
|  | Often, when we are faced with an event that requires use of our judicial board, we focus on what to do. While this is a natural reaction, if we truly want to make our communities better, we must focus on what we want to CHANGE. What behaviors do we want to stop? What do we want to see more of?  In order for us to change behaviors in our communities we need to develop strategies and tactics.  **Strategies are WHAT has to change (i.e. why you are assigning the sanction).**   * Increasing knowledge * Building skills * Developing procedures * Enforcing policy * Changing social norms   **Tactics/activities are HOW you will carry out and/or support the strategies (i.e. the sanction).**   * Participating in educational workshops * Drafting programs/plans * Rewriting procedures * Monitoring compliance * Restricting privileges/participation * Recruiting volunteers * Training officers   **On your own, the space at the bottom of the worksheet to identify a problem that is currently happening in your community, what are some strategies and tactics that you could see really working to change the problem? Identify the WHAT and the HOW for the problems.**  *Same worksheet as the sanctioning one, on page 2:*  [*https://tinyurl.com/IFCsanctioning*](https://tinyurl.com/IFCsanctioning)  *Give them 5-10 minutes to work through. Then have a few share out depending on time.*  *After the groups return, have a few groups share out to confirm the learning.* |
| **10/35** | **Restorative Justice versus Traditional Sanctioning** |
|  | Restorative Justice (RJ) is a theory that emphasizes repairing the harm caused by negative behavior. It is accomplished through cooperative processes that allow all willing stakeholders to meet, although other approaches are available when that is impossible. This can lead to transformation of people, relationships and communities.  It focuses on positive solutions rather than punitive measures.  **In the chat:**   * What are examples of punitive measures?   *Look for: fines, social probation, etc.*  While traditional rules-and-consequences discipline is sometimes effective in stopping detrimental behaviors, it may have negative effects on the long-term resilience and connection within the community. It’s worth considering the impact that such discipline has on our nervous systems, on the relationships within our schools, and on students’ identity and self-esteem, and what RJ has to offer as an alternative.  Applied in various ways, RJ practices always ask all parties involved:   * What happened? * What harm was caused? * What needs to happen to repair the harm?   *Video about differences between RJ and traditional approaches to discipline:*  [*https://www.youtube.com/watch?v=1CHss8eEzzw*](https://www.youtube.com/watch?v=1CHss8eEzzw)  *Run time: 3:50*  **Go back to your problem from earlier or think of a new one. I want you to take one example of a common issue facing the IFC Judicial Board and incorporate a restorative justice approach to the sanctioning.**  *Give them a few minutes then have a few share out.*   * What are some examples of scenarios that you came up with where you used restorative justice approaches over punitive measures? * How could you incorporate restorative justice practices into your judicial procedures? * What could possible outcomes of this approach be? |

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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.  There is a resource on the IFC Academy webpage:  <https://tinyurl.com/IFCSOPjudicial>  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 Judicial officer’s role is critical in the overall success of the IFC, especially when it comes to the IFC SOP. Under accountability:   1. The IFC will maintain a Judicial Board that has authority to hold member chapters accountable to the [IFC Constitution](https://nicfraternity.org/wp-content/uploads/2019/12/NIC-Constitution-and-Bylaws-L.R.-12.03.19.pdf) and [IFC Code of Conduct](https://nicfraternity.org/wp-content/uploads/2019/02/IFC-Code-Of-Conduct.docx). The Judicial Board derives its authority from its [IFC Judicial Code](https://nicfraternity.org/wp-content/uploads/2019/02/Model-IFC-Judicial-Code.docx), which outlines the relationship with the campus, due process, limitations, sanctioning guidelines and appeals process. The IFC Judicial Code is separate and independent from—yet must be coordinated with—campus and inter/national organizations’ expectations and processes. 2. The IFC will provide annual training to member chapters on its IFC Judicial Code. 3. The IFC will not issue blanket sanctions for chapters that have not been found responsible for policy violations (i.e. [system-wide ban on activities](https://nicfraternity.org/letter-nic-blanket-community-wide-actions/)). An exception may be made for health and safety concerns with restrictions limited to events with alcohol, provided the exception is for a defined period of no more than 30 days, with a specific plan to lift the restriction, and in accordance with powers enumerated in the IFC Constitution and Bylaws. 4. The IFC will not recognize chapters that have been suspended or have had the charter revoked by the inter/national organization.  * 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/LMDjudicial>  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 their officer term |

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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. 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.  **In the chat, answer the question “Why is the IFC Judicial 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 Judicial officer role a reality.    *There is a worksheet on the IFC Academy webpage.*  [*https://tinyurl.com/JudicialGoals*](https://tinyurl.com/JudicialGoals)  **In the left column, identify three tangible desires you have for your IFC Judicial officer role on your campus based on the “best of the IFC Judicial 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 Judicial 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.* |