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| A close up of a sign  Description automatically generated | **SERVICE & PHILANTHROPY**  **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 you 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 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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**Service and Philanthropy Officer: What is Service and Philanthropy?**

**30 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** | * Service vs. Philanthropy video |

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| **Session Objectives** | * Identify expectations for participant takeaways * Define service and philanthropy * Identify the differences between service and philanthropy |

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| **5/5** | **Welcome and Introductions** |
|  | *Keep the title slide displayed until you begin facilitating, then pull it down.*  *Facilitators introduce themselves and welcome Participants in a genuine, upbeat and positive way.*  Ask everyone in the chat to introduce themselves, presenter going first, including:   * Name * Campus * Affiliation   **Raise your hand if you are:**   * An IFC officer role dedicated solely to service and philanthropy. * An IFC officer role that is partially dedicated to service and philanthropy? * Were volunteered by someone else to run? |
| **10/15** | **Defining Service and Philanthropy** |
| MCj04316210000[1] | * Does your organization value service and/or philanthropy?   *Allow for a raise of hands and acknowledge that all/most hands are raised*   * Why do you think service and philanthropy is important to our organizations? * If we were to remove service and philanthropy as an important value of sororities and fraternities, what would that look like?   *We would miss an opportunity use our time, talents, treasure to better the world, we wouldn’t learn/grow by giving to others, we wouldn’t be living the values of our organizations.*   * How can service and philanthropy be used to uplift the surrounding community? Address social injustices? Improve the environment? * How does that relate to membership in a fraternity?   To continue our introduction to service and philanthropy in sorority and fraternity, we’re going to begin by looking at the many different ways fraternities and sororities are known for giving to their communities.   * In what ways do fraternities and sororities contribute to society?   **To describe the differences, let’s watch** [**a quick video**](https://www.youtube.com/watch?v=gEpKUoNSdr8) **from Sigma Kappa** *(run time, 33 seconds)*  For our purposes today, we will define service as hands-on, experiential time commitment. Service is helpful activity volunteered by individu­als or an organization to benefit a community or its institutions. Service is a contribution of talent.  For our purposes today, we will define philanthropy as altruistic concern for human welfare and advance­ment, usually mani­fested by donations of money, property, or work to needy persons. Philanthropy is a contribution of treasure.  **In chat, let’s share a few things with each other:**   * How do we decide the kinds of service we perform? * What kinds of impact are we ultimately making through our service efforts on ourselves? on others? * What holds us back from performing more service or making a greater impact in our own lives? in our communities? * Is one more important than the other? Why? Why not?   *[Both philanthropy and service are important. For example, the soup kitchen must have both funds donated and individuals to serve to do its work.]*   * Why is it important that we begin our session by differentiating between service and philanthropy?   *If someone had an innovative or creative idea, have them share out, depending on time.* |
| **10/25** | **Common Missteps in this Role** |
|  | The IFC Service and Philanthropy officer role can be easily thought to be a simple job but in reality, it is critically important to the success of the IFC.  In our experience, there are some common missteps or mistakes that the IFC Service and Philanthropy Officer may make.   * Not thinking community-level   + It’s easy to think you only service hours and philanthropy dollars. But in your role, you implement community wide initiatives to promote service and philanthropy. * Thinking other chapters don’t have the same problems.   + Serving on the IFC leadership team, you will learn how different chapters are but also how similar they are – especially when it comes to the issues chapters are facing.   + As the new leadership, take a survey of the chapters to learn about what’s happening – the good and the issues – so you can proactively start working to address each chapter’s concerns. * Unwilling to share what’s working or what’s not working.   + Once you learn how all chapters have similar problems, the potential for finding solutions grows. What works for one chapter may not work for another but on the flip side, sharing what worked and what didn’t work for your chapter can help another chapter through their struggles. * Waiting for someone else to share first.   + Don’t be afraid to ask questions or offer advice. Often, most people will have similar questions and are too nervous or afraid to speak up. Similarly, if you have an idea, share it! You’re on the leadership team and your voice is valuable to the group. * Unable to learn from others success/failure.   + Similar to being unwilling to share, being unwilling to listen to others’ ideas can be detrimental to the success of the IFC. Collaboration is critical and it starts by learning from others. * Not asking for help   + Pride can easily get in the way of our ability to work together and improve the IFC. You won’t have all the answers yourself, but the collective team and your resources may be able to help. Asking for help is the first step in improving the IFC and its member chapters. |
| **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. * Service and philanthropy both respond to community needs, and you should be proud of the work that you do as fraternity members in both areas. * Some groups need financial assistance, while others need our hands-on commitment. As an interfraternal community, it is critical that we give to others in a way that is most beneficial to them (not us) to contribute to the betterment of all of humanity. |

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**Service and Philanthropy Officer: Meaningful Fraternity Service**

**35 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** | * Introduce the S.E.R.V.E. Model * Identify strategies for selecting a service experience * Reflect on the importance of educating and informing about a service experience * Describe how to consider responding to the need when planning a service experience * Define how to value the significance of a service experience by reflecting using the “What? So What? Now What?” model * Identify the need to evaluate and celebrate a service experience * List ways to incorporate service into the IFC experience |

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| **15/15** | **The S.E.R.V.E Model** |
|  | **In the chat, answer: how many times have you seen or been a part of a service project that was thrown together quickly to meet a requirement or simply “get some hours”?**  When creating service opportunities for fraternities and beyond, having a well-thought-out plan and purpose can transform the experience into one that it’s optimally meaningful for those serving and being served.  We’re going to learn about the S.E.R.V.E. Model to understand how to develop effective service experiences for fraternities and sororities.  *Ask that a participant stand and read aloud the five components of the S.E.R.V.E Model (listed one through five) in the IFC Academy webpage:*    *There is a worksheet on the IFC Academy webpage:*  [*https://tinyurl.com/SERVEmodel*](https://tinyurl.com/SERVEmodel)   1. **Select the Service** refers to the initial step of identifying and focusing on a community need. 2. **Educate and Inform** describes the process of learning about the need. 3. **Respond to the Need** refers to the service activity or volunteer experience. 4. **Value the Significance and Reflect** describes activities that encourage participants to make linkages between the service experience and their understanding of the issue. 5. **Evaluate and Celebrate** refers to the final assessment of the experience, as well as some form of recognition or celebration for those who have given their time   **Select the Service:**   * What size event are you planning?   + This determines the number of community relationships you will need to develop/assess and affects logistics like transportation and food. * Who is already engaged?   + If members are already engaged with the project, bring them into the planning.   + You might also engage internal constituents like communications and public relations officers to promote the experience before and after. * Who are you trying to engage?   + Ask what your potential volunteers care about. What are their motivations, and what social issues do they care about?   + Knowing these things will allow you to design an experience that will meet their passions. * What are your learning outcomes?   + Identifying learning outcomes for your participants will ensure they gain from the experience as well.   + For example, if you’re building a Habitat for Humanity home, what are some of the concepts you want your participants to learn about or reflect on by serving (a learning outcome)?   *[identify need for affordable housing in the community, reflect on why it is important to donate time and resources to a community need].*  The entire program should be structured around the learning outcomes from training on site and ice breakers to the experience throughout and reflection afterward.  **Educate and Inform**  Train participants for the service they will do, or request training from the agency at which you will serve. Learn about the needs, issues, and populations being addressed by the service activity.  Think about a time when you completed community service.  **In the chat/out loud:**   * Were you educated about the service you would perform or not? * How did knowing more about the service you would be completing impact your experience?   **Respond to the Need**  When chapters or communities plan the ways they’ll serve, it’s always best to communicate with every area agency, asking what their needs are and how the group can be of service to them.  In some cases, a group can complete the same kind of work on every visit (sorting food items at a food pantry, for example).  In other cases, the group can complete new work each time based on the agency’s current needs (sorting files on one visit, playing with children on another). And in some cases, the work completed during the very visit will build upon itself until the project is complete by many visits later (for example, repairing and painting a space used by an agency).  We must always be aware of and servants of the larger context. We can individually make a great impact, but the greatest impact occurs when every individual is working to create something of significance together.  **Value the Significance and Reflect**  *Allow volunteers to talk about what they saw and did. Discuss what was learned from the experience.*  While reflection isn’t something we’re typically in the habit of, and it can even feel weird to allow time for quiet or discussion, reflection is one of the most critical components of the service experience. It can be done be asking participants to quietly think about and write answers to questions, discuss in pairs, or have a large group discussion.  We should reflect using these three questions:   * What? * So What? * Now What?   What?   * Reporting what happened, objectively * Descriptive * Facts, what happened, with whom * Substance of group interaction   So What?   * What did you learn? What difference did the event make? * Shifts from descriptive to interpretive * Feelings involved, lessons learned, insights gained * Meaning of experience for each group member * Why?   Now What?   * How will they think or act in the future as a result of this experience? * Contextual * Seeing how this experience fits into the big picture * Applying feelings, lessons, and insights to new situations * Setting future goals, creating an action plan   **Evaluate and Celebrate**  Gather feedback on the project. Recognize volunteers for their efforts and report the accomplishments achieved for the community.   * Who can share about a service experience you have had that was most meaningful to you. * Why did you feel that way? What were your experiences from start to finish? * Could you see some of the elements of the S.E.R.V.E Model incorporated into the experience? |
| **20/35** | **Working on a Plan** |
|  | For the rest of our time together this session, you are going to come up with a service project for your community using this model.  You will be working alone and then will share out so each of you will return with multiple service project ideas for your community.  *Give them 10-12 minutes and then have a few share out.* |

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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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| **10/10** | **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/IFCSOPservice>  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 Service and Philanthropy officer’s role is critical in the overall success of the IFC, especially when it comes to the IFC SOP. Specifically in governance, there should be an officer dedicated to supporting the service and philanthropy of the IFC.   * 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/LMDservice>  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 Service and Philanthropy 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 **Service and Philanthropy** officer role a reality.  *There is a worksheet on the IFC Academy webpage.*  [*https://tinyurl.com/SERVICEgoals*](https://tinyurl.com/SERVICEgoals)  **In the left column, identify three tangible desires you have for your IFC Service and Philanthropy officer role on your campus based on the “best of the IFC Service and Philanthropy 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 Service and Philanthropy 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.* |