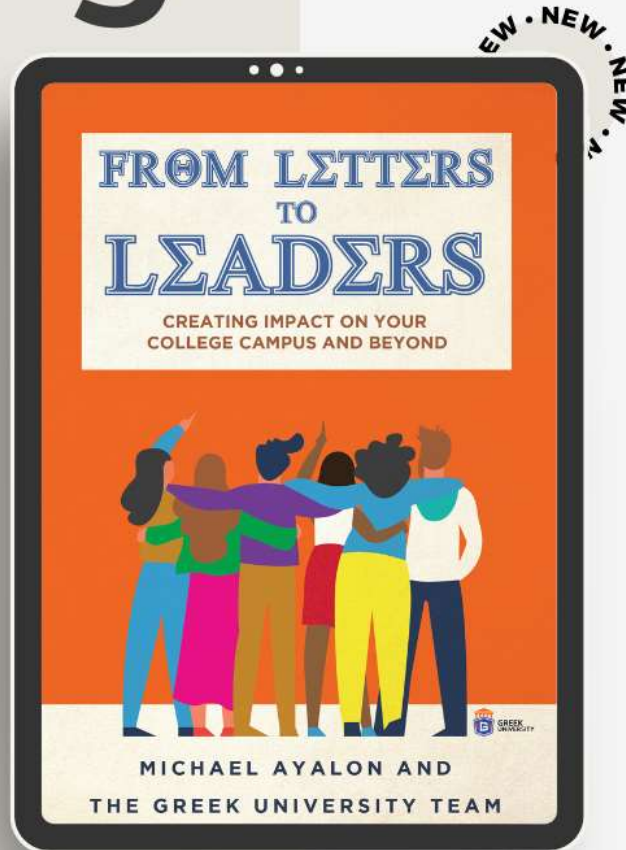




GREEK
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facilitation guide



FOR FRATERNITY AND SORORITY
CHAPTERS, COUNCILS, & COMMUNITIES

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Facilitation Guide for *From Letters to Leaders*:

Creating Impact on Your College Campus and Beyond

A Companion for FSL Educators, Chapter Advisors, and Headquarters Staff

Introduction: Connecting Values, Leadership, and Purpose

Learning Objectives

- Understand how fraternity and sorority membership aligns with lifelong values.
- Explore how personal background, family, and faith shape one's leadership journey.
- Recognize the transformative potential of fraternity/sorority involvement.

Summary

Dr. Michael Ayalon's introduction recounts his journey from isolation to belonging through fraternity life and emphasizes the importance of living fraternity/sorority values daily. It highlights the evolution from personal growth to a commitment to community change—laying the foundation for leadership, mentorship, and service in all aspects of life.

Discussion Questions

1. What values first drew you to join your organization?
2. How does your Ritual serve as a moral compass for your daily decisions?
3. What parallels exist between your upbringing and your organization's values?
4. How can fraternity/sorority members embody respect, empathy, and inclusion today?
5. What does it mean to "critique your organization as a brother/sister"?

Activity

- *Values Mapping*: Have members write three core values from their Ritual and match each with a personal experience that demonstrates it.

Values Connection

- Emphasize that fraternity and sorority Rituals are lifelong roadmaps for ethical leadership.

Action Step

- Ask chapter leaders to create a "Values in Action" highlight at each meeting where one member shares how they lived the Ritual that week.

Chapter 1: Follow the Beat of Your Own Drum – Mel Lewis

Learning Objectives

- Explore the concept of identity and belonging in fraternity/sorority life.
- Recognize barriers to personal authenticity and leadership growth.
- Discuss inclusivity and identity expression within organizations.

Summary

Mel Lewis shares her story of overcoming depression and finding purpose through sorority life. The chapter encourages authenticity, challenges stereotypes, and advocates for fluid identity exploration beyond societal “boxes.”

Discussion Questions

1. How do we define belonging within our fraternity/sorority community?
2. What “boxes” do members feel pressured to fit into?
3. How can leaders make space for members to show up as their authentic selves?
4. What are signs that someone might be struggling to belong?
5. How can we ensure recruitment is inclusive and identity-affirming?

Activity

- *Identity Boxes*: Participants draw “boxes” representing aspects of their identity and discuss which ones they feel comfortable expressing in the chapter and which they hide.

Values Connection

- Align with Ritual lessons on individuality, equality, and acceptance.

Action Step

- Audit chapter practices (language, traditions, dress codes) that might unintentionally exclude others.

Chapter 2: Prioritizing Mental Health During Transition – Greg Vogt

Learning Objectives

- Normalize conversations about mental health.
- Identify strategies for managing transitions and stress.
- Recognize when and how to seek help or support peers.

Summary

Greg Vogt shares his lived experience with depression and recovery, underscoring that prioritizing mental health is essential for personal and organizational success.

Discussion Questions

1. What transitions or pressures have most affected your mental health?
2. What does vulnerability look like in your chapter?
3. How do we currently support members struggling with stress or anxiety?
4. What myths exist about mental health in Greek life?
5. What does courage look like when asking for help?

Activity

- *Circle of Support*: Each member identifies three people/resources they can turn to when struggling.

Values Connection

- Courage, accountability, and brotherhood/sisterhood mean supporting others through challenges.

Action Step

- Designate a Mental Health Liaison in the chapter to coordinate education and connect members with campus resources.

Chapter 3: Understanding Majority Privilege – Robert Wilson

Learning Objectives

- Define privilege and its impact on fraternity/sorority experiences.
- Develop empathy and awareness across identities.
- Identify strategies for allyship and inclusion.

Summary

Robert Wilson introduces “majority privilege” and helps readers explore systemic advantages that shape campus and chapter life. He encourages self-awareness and using privilege to uplift others.

Discussion Questions

1. What privileges exist within our fraternity/sorority community?
2. How do we unknowingly exclude others?
3. How can we use our privilege to advocate for equity?
4. What does it mean to be “clueless” vs. “complicit”?
5. How can members build trust across difference?

Activity

- *Privilege Walk (Adapted for Dialogue)*: Use statements about chapter experiences to reflect on visible and invisible privilege.

Values Connection

- Discuss how inclusion aligns with Ritual commitments to respect and justice.

Action Step

- Partner with another fraternity/sorority council (NPHC, MGC, etc.) for a shared service project or DEI dialogue.

Chapter 4: Don't Haze the Newcomers, Mentor Them – Hank Nuwer

Learning Objectives

- Recognize mentorship as the foundation of fraternity/sorority development.
- Identify the differences between mentoring and hazing.
- Create sustainable, positive new member programs.

Summary

Hank Nuwer reframes initiation as mentorship, urging chapters to replace harmful traditions with guidance that cultivates leaders and protects members.

Discussion Questions

1. What does healthy mentorship look like in our organization?
2. Why do hazing traditions persist even when members know they're wrong?
3. How can we redefine "earning" membership?
4. What are effective ways to build trust between bigs and littles?
5. What legacy do we want our new members to inherit?

Activity

- *Mentor Blueprint*: Have members design a "Big/Little Mentorship Plan" focused on leadership, academics, and wellbeing.

Values Connection

- Reaffirm that true brotherhood/sisterhood uplifts, never humiliates.

Action Step

- Implement a mentorship training session for all bigs before new member education.

Chapter 5: UNFROZEN™ — Sexual Assault Prevention, Bystander Intervention Strategy, and the Power of Empathy

By Jamie Devin Wilson

Learning Objectives

- Understand the dynamics of sexual violence and survivor support.
- Identify effective bystander intervention strategies.
- Practice empathy when responding to disclosures.

Summary

Jamie Devin Wilson, a survivor of sexual violence, empowers readers to create safer campus environments through empathy and proactive intervention. She reminds fraternity/sorority members that preventing sexual assault requires education, awareness, and courage to act.

Discussion Questions

1. How does silence contribute to a culture of harm?
2. What role can fraternity/sorority members play in bystander intervention?
3. How can we respond compassionately when someone discloses trauma?
4. What does consent look like in action, not just in policy?
5. How can we use our chapter's influence to promote empathy and safety?

Activity

- *Bystander Practice Circle*: Members discuss real-world scenarios and how to intervene safely and effectively.

Values Connection

- Emphasize courage, respect, and integrity—protecting one another reflects true brotherhood/sisterhood.

Action Step

- Partner with your campus Title IX or prevention office to host an annual consent and empathy education workshop.

Chapter 6: A Sunday Talk on Sex, Drugs, Drinking, and Dying

By Dr. Louis Profeta

Learning Objectives

- Confront the real-life consequences of alcohol and drug misuse.
- Recognize responsibility in party culture.
- Foster peer accountability for health and safety.

Summary

Emergency physician Dr. Louis Profeta shares powerful stories from the ER, describing the aftermath of substance-related tragedies. His message calls students to reevaluate their choices and look out for one another.

Discussion Questions

1. Why do students often separate “fun” from “safety”?
2. What stories or experiences have changed how you view risk-taking?
3. How can fraternities/sororities redefine what a “good time” looks like?
4. How can your chapter become a model for responsible hosting?
5. What do we owe to each other when it comes to health and safety?

Activity

- *Red Cup Reflection*: Members anonymously write down one risk they’ve seen in chapter culture; discuss changes to prevent future harm.

Values Connection

- Responsibility, wisdom, and brotherhood/sisterhood—honoring life through responsible choices.

Action Step

- Implement sober monitor training or risk-reduction programming each semester.

Chapter 7: Captivated by Purpose vs. Comparison — Social Media and How We Measure Self-Worth

By Cassie Firebaugh

Learning Objectives

- Examine the link between social media and mental health.
- Identify healthy boundaries for technology use.
- Replace comparison with purpose and gratitude.

Summary

Cassie Firebaugh explores how comparison culture erodes self-worth. She challenges students to use social media mindfully and to find validation from their purpose, not likes or followers.

Discussion Questions

1. How has social media impacted your perception of success or belonging?
2. What are healthy vs. harmful online habits?
3. How can chapters encourage members to disconnect and connect in person?
4. What role does gratitude play in combating comparison?
5. How can you use your platform to inspire instead of compare?

Activity

- *Digital Detox Pledge:* Commit to a 24-hour social media break and reflect on how it affects mood and connection.

Values Connection

- Aligns with humility, gratitude, and authenticity.

Action Step

- Establish “Offline Hours” for chapter events—phones away, full presence engaged.

Chapter 8: Men, Masculinity, and Being Our Authentic Selves

By Joseph Thompson

Learning Objectives

- Define healthy masculinity and challenge harmful norms.
- Understand emotional vulnerability as strength.
- Foster inclusive brotherhood and allyship.

Summary

Joseph Thompson discusses how traditional masculinity can harm both men and communities. Through reflection and vulnerability, he urges fraternity men to redefine strength through empathy and authenticity.

Discussion Questions

1. What messages about masculinity did you learn growing up?
2. How does traditional masculinity show up in your chapter culture?
3. Why is vulnerability often mistaken for weakness?
4. What does authentic brotherhood look like in practice?
5. How can we model healthy masculinity for future members?

Activity

- *The Mask We Wear*: Each member writes what they show publicly vs. what they hide; discuss how to close that gap.

Values Connection

- Encourages courage, honesty, and emotional intelligence.

Action Step

- Start a “Real Talk” series—monthly discussions about vulnerability, identity, and growth.

Chapter 9: Healthy Relationships Take Work — Are You Willing to Do What It Takes?

By Tricia Benitez

Learning Objectives

- Understand the hallmarks of healthy vs. toxic relationships.
- Practice communication and boundaries.
- Recognize the importance of self-love.

Summary

Tricia Benitez emphasizes that meaningful relationships—romantic or platonic—require emotional effort and mutual respect. Love begins with self-awareness and intentionality.

Discussion Questions

1. What does respect look like in all types of relationships?
2. How do communication patterns affect trust?
3. What boundaries do you need to establish to stay healthy?
4. How can fraternity/sorority culture promote relationship education?
5. How does self-worth influence relationship choices?

Activity

- *Relationship Audit:* Members reflect on one important relationship and identify areas for improvement or gratitude.

Values Connection

- Love and respect are the foundation of true brotherhood/sisterhood.

Action Step

- Invite your campus relationship or wellness center to lead a consent and communication workshop.

Chapter 10: Confidence, Courage, and Mindset

By Edson O'Neale

Learning Objectives

- Build confidence through positive self-talk and action.
- Overcome fear and imposter syndrome.
- Develop a growth mindset.

Summary

Edson O'Neale teaches that courage and confidence are muscles built through repetition. By embracing discomfort, members can achieve both personal and organizational success.

Discussion Questions

1. What fears hold you back from leading fully?
2. How can mindset impact chapter morale and success?
3. What's one small way to build confidence today?
4. What does it mean to fail forward?
5. How can we encourage each other to take brave action?

Activity

- *Courage Challenge*: Each member commits to one courageous act this week—public speaking, apology, or outreach.

Values Connection

- Links to leadership, resilience, and faith in self.

Action Step

- Start each meeting with a “Courage Check-In” where members share small wins or brave moments.

Chapter 11: Have You Trained Your Replacement Yet?

By Dr. Michael Ayalon

Learning Objectives

- Understand the importance of officer transition.
- Develop a mentorship mindset for chapter sustainability.
- Build systems for continuity and accountability.

Summary

Dr. Michael Ayalon stresses that leadership succession defines a chapter's legacy. Effective leaders prepare others to carry the torch, ensuring growth and stability long after their term ends.

Discussion Questions

1. Why do some leaders struggle to delegate or train successors?
2. What systems can we create to preserve institutional memory?
3. How can alumni and undergraduates collaborate on leadership development?
4. What lessons from past mistakes can guide the next generation?
5. What legacy do you want to leave behind?

Activity

- *Leadership Legacy Worksheet*: Members outline their key responsibilities and draft a transition plan for their successors.

Values Connection

- Stewardship and service—leaving the chapter better than you found it.

Action Step

- Host a yearly “Leadership Summit” to share best practices and mentorship stories.

Chapter 12: Fraternity and Sorority Hazing — Exploring Precedent, Policy, and Practice

By Dr. Jason L. Meriwether

Learning Objectives

- Define hazing in legal and ethical contexts.
- Recognize the psychological impact of hazing.
- Create prevention plans grounded in policy and education.

Summary

Dr. Jason Meriwether examines how hazing persists despite awareness. He provides legal precedents, psychological insights, and proactive strategies to shift from punitive responses to preventive education.

Discussion Questions

1. How does hazing contradict your organization's stated values?
2. Why do hazing behaviors persist even after education?
3. What early warning signs indicate potential hazing risk?
4. How can alumni, staff, and students collaborate for prevention?
5. What alternative traditions can foster unity and pride safely?

Activity

- *Tradition Reframe Workshop*: Identify one tradition that could be replaced with a positive alternative.

Values Connection

- Safety, respect, and dignity—brotherhood and sisterhood without harm.

Action Step

- Implement an annual “No Hazing Commitment Ceremony” reaffirming values and safety.

Chapter 13: Speaking Your Truth, Taking Up Space, and Being Fully Present

By Ms. Tish Norman

Learning Objectives

- Empower members to speak authentically and lead through change.
- Understand influence and communication as tools for leadership.
- Build confidence to use one’s voice in challenging times.

Summary

Ms. Norman calls on readers to “answer the roll call” — to lead, speak truth, and create positive change despite fear or uncertainty. She champions representation, visibility, and courage as essential to modern Greek leadership.

Discussion Questions

1. What prevents students from speaking up during conflict or change?
2. How does “taking up space” look in your chapter or community?
3. How can you use influence to uplift others’ voices?
4. What does it mean to leave the ladder down for others?
5. How can your chapter respond collectively to social change?

Activity

- *Voice Map*: Members identify issues they’re passionate about and brainstorm how to advocate within their organization.

Values Connection

- Integrity, leadership, and service—standing up for what is right.

Action Step

- Encourage members to speak at campus forums or serve on diversity and inclusion committees.

Call to Action: Leading Beyond the Letters

Learning Objectives

- Commit to long-term leadership beyond college.
- Identify how fraternity/sorority values translate to career and community life.
- Develop a personal action plan for lifelong impact.

Summary

The closing section unites all lessons—mental health, inclusion, mentorship, courage, and authenticity—into one mission: to lead intentionally beyond the letters.

Discussion Questions

1. How will you apply what you've learned to your future career or community?
2. What responsibilities do alumni have to the next generation?
3. How can Greek values influence global change?
4. What will your leadership legacy be?
5. What's one step you'll take today to "live your letters"?

Activity

- *Legacy Letter*: Each participant writes a personal letter to future chapter members describing their hopes for the organization's next decade.

Values Connection

- Lifelong brotherhood/sisterhood, service, and purpose.

Action Step

- Create a "From Letters to Leaders" reflection retreat at the end of each semester to evaluate growth and set goals.

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