



# Fraternity and Sorority Chapter Advisor Manual

*Portions of this manual were adapted from the University of Minnesota Faculty/Staff Advisors Manual, the Sigma Alpha Epsilon Chapter Advisor's Guide, and the Association of Fraternity Advisors Chapter Advisor Manual*

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# Purpose of This Resource

This manual is intended to be a useful resource guide to advisors of collegiate fraternity and sorority chapters by outlining for them some of the considerations they will encounter, some of the questions they will be asked, some of the answers they will need to give, and a general scope of their responsibilities. It is intended to complement and supplement your own organization's resource materials. The manual cannot substitute for an advisor's judicious assessment of his/her own work.

## Basic Assumptions about Advising Fraternities and Sororities

1. **Chapters are different.** Chapters are different not only in their statistical and physical attributes, but above all in the quality of their organization, in their size, and in their esprit. Therefore, an advisor must take the information contained in this manual and modify it to fit his/her particular chapter.
2. **Advisors are different.** By accepting this position an advisor agrees to assist the undergraduate chapter in conducting its operations and in realizing its ideals and aspirations. However, each advisor will also have his/her or her own philosophy and unique approach to advising and should take those into account.
3. **Advisors are volunteers.** The advisor is a volunteer and has other, more important demands on his/her time. The chapter must, therefore, avoid setting up unrealistic expectations of him/her.
4. **Advisors are advisors, not dictators.** If push comes to shove, an advisor cannot force a chapter to do anything. His/her respect and authority are based upon the quality of his/her relationship with the brothers/sisters.
5. **There is often no right answer** (and even when there is, the manual may not have it!)
6. **Common sense is supreme.** In the end, the effectiveness of an advisor is likely to be determined by the efficacy with which he/she applied this famous trait to his/her advising.



# Chapter One: The Basics

# Chapter One: The Basics

Campus professionals, chapter volunteers, and representatives from the inter/national organizations must work collaboratively. Because students have so many people interested in their well-being and working to support them, it can become confusing. They might even ask, “Who do we ‘belong’ to?” This can be confusing to professionals and volunteers as well. Students are responsible to both their institution and their inter/national organizations. As partners supporting and advising these students, we too must model this collaboration.

There are times when our undergraduate members complain that the basketball team, band, or even chess club doesn’t face the scrutiny that fraternities and sororities do. Our collective expectations of our members and our chapters are much higher than those for average campus organizations. Perhaps it is because we have higher ideals to live up to. Perhaps it is because when fraternity and sorority members are at their worst they are at their most visible. Perhaps it is because so many people care about the students having a great fraternal experience that we feel let down when they don’t.

Fraternity and sorority members have many additional layers of support than the typical campus organization has. They have a paid campus advisor, and there are layers in the inter/national organization with district and regional volunteers, national and board volunteers. They have inter/national organization staff members dedicated to their improvement. They have housing corporations and volunteers supporting those efforts. If they are lucky, they have one dedicated chapter advisor and/or an entire chapter advisory team.

## The Chapter Advisor: Basic Expectations

Every inter/national organization has minimum expectations of their chapter advisors. Leaders know that advising a chapter takes a personal investment of time and they want to be respectful of the time you’re devoting – away from your work responsibilities, family, and other volunteer commitments. They will have a solid list of basic responsibilities for you to follow.

Be sure to *read your own organization’s chapter advisor manual* to see the overlaps and the differences in expectations within that document and this manual. Comparing these two resources with your co-advisors would be a great discussion starter.

### **Expectations**

In most advising relationships, whether between student and academic advisor, investor and financial advisor, and so on, any difficulties that arise can usually be attributed to the lack of clear expectations which are determined, understood, and supported by both parties. If the members do not know or understand what the advisor may be expecting from the chapter, both in specific terms and regarding the overall relationship, it is easily possible that some of his/her expectations will not be met, creating tension and dissatisfaction which can permeate the interaction between them. The reverse is also true.

It is vitally important that the advisor and the chapter articulate and understand what each expects from the other.

The advisor, for example, may reasonably expect to be kept informed about current chapter news and events. He/she may schedule a regular meeting with the chapter president to keep up-to-date on problems, future events, and so on. Perhaps the chapter president will call him/her regularly with this information. He/she may rightfully expect to be given all due assistance from the fraternity or sorority. He/she will be delighted and

supported if he/she is able to expect to be introduced with pride as the chapter's advisor whenever he/she meets a new group of people associated with the chapter or when meeting new pledges/new members. The advisor is human, and he/she would like to be rewarded with thanks and praise when his/her job is well done.

Naturally, many of the advisor's rewards are intangible, but if he/she can be assured that he/she will be kept informed and is considered a vital part of the chapter, his/her effectiveness is bound to be enhanced.

The chapter has a right to its own expectations, too. Certainly it expects to receive answers to its questions. An advisor cannot be expected to know every answer to every question. However, the chapter expects to receive either an answer or the referral to a source for the answer to every question it may have, assuming the question is reasonable. In this context, the advisor's obligation to follow through on discussions by obtaining needed information or helping to uncover sources for the chapter is doubly important. The chapter will expect that the advisor be at least minimally visible and that he/she will be impartial, taking no sides with individuals or subgroups (especially in an election), and maintain rapport with all the brothers/sisters and pledges/new members.

The fraternity or sorority does not underestimate the importance of the advisor to a chapter's welfare. Virtually every outstanding chapter has an outstanding advisor behind it and those chapters with major problems often have ineffective advisors or no advisor at all. The fraternity or sorority expects an advisor to carry out his/her responsibilities (as determined by him/her and the chapter) to the best of his/her ability once he/she accepts the position, and to help the chapter find another advisor if he/she cannot or is unwilling to carry them out. Again, the advisor also expects to receive all possible assistance from the headquarters.

It is necessary to ask whether the chapter and the advisor have ever discussed responsibilities and expectations. What does the chapter expect from its advisor? What does the advisor expect from his/her chapter? A discussion of responsibilities and expectations is necessary to ensure that a clear pattern of agreement and understanding exists between the chapter and the advisor. It is highly recommended that such a discussion occur on a regular basis. Even if the same advisor works with the same chapter for many years, the chapter membership changes with enough frequency that expectations taken for granted by both sides one year may be overlooked the next. The effectiveness of the chapter advisor will be enhanced considerably if there is discussion each year between him/her and the leadership of the chapter about expectations.

Use the Advisors Expectations Activity located in the Appendix as a resource to help establish these expectations.

### **Goals**

An outgrowth of the discussion between the chapter and advisor should be the delineation of goals. What does the chapter hope the advisor can accomplish during the year? To what areas would the advisor recommend the chapter devote special attention? Goals for the advisor for the year should outline what the chapter wants most from the advisor and vice-versa, and what each agrees to be in a position to provide. These goals should be as specific as possible – to say that the advisor should help improve the chapter's scholarship is not very useful for it gives neither him/her nor the chapter much guidance. The goals should be recorded and copies distributed to the chapter and to the advisor. Without recording the goals on paper, it becomes far too easy for the goals to be neglected and placed on the back burner or worse, forgotten. In addition, recording the goals ensures that the goals have been discussed and found to be realistic and attainable by both parties. The process of establishing specific and realistic goals is not always easy. In fact, it takes a considerable amount of time and work. Once the first set of goals is in hand, however, it becomes much easier in subsequent years, for the process of establishing goals becomes a process of evaluating progress on a previous set. The process of goal evaluation and reformation should be the basis of a regular discussion between the chapter and the advisor.

# Expanded Expectations: The Great Advisor

Think back to the first time you said, “Yes!” when someone asked you to serve as a chapter advisor. You may have been excited about the possibilities of shaping young lives. You may have been nervous about the time commitment. You may have been apprehensive about the knowledge required for this leadership position. The good advisor meets the basic expectations of the chapter and inter/national organization. The great advisor discusses expanded expectations with the chapter and works to meet them together. The expanded expectations of chapter advisors are:

## **Communicate, communicate, communicate**

Most often you are the liaison between the chapter and the university and the chapter and the inter/national organization. Don’t wait until problems come up. Be proactive and introduce yourself to the campus professional to establish that relationship. Set up a face-to-face meeting to begin building this important relationship. Discuss mutually acceptable times to call the campus professional at home or on another personal line.

Be sure to email and call the inter/national organization staff and/or your immediate volunteer supervisor for pertinent resources, materials, and training opportunities.

Talk with your specific chapter advisees to see how to best communicate with them. Some students are night owls and respond best to email at midnight. Others have their cell phones with them at all times and regularly check their voice mail. Still others may prefer quick text-messaging for short and quick answers.

## **Lead with integrity**

Follow the “do as I do” philosophy. When inter/national organizations recruit new members for their colonies they are often told, “Recruit in your image.” That means that alumni members must be vigilant about leading with values such as responsibility, trust, honesty, fairness, civility, and caring. Undergraduates have you as a unique connector to the inter/national organization. You represent an individual as well as a leadership position to aspire to. Make yourself worthy of their respect.

## **Be present**

Attend and be an active participant in chapter meetings to create and sustain your relationships with the undergraduates. Negotiate with the chapter on the number of meetings they would like you to attend. You will find it easier to advise them when you have a two-way trusting relationship. Attending at least two meetings a month will help cement those relationships. Discuss how long meetings last. If they are consistently two hours or longer, the chapter leadership may need some coaching on how to manage their meetings.

Attend special chapter events such as Initiation, Founder's Day, alumni events, parent/family events, recruitment, officer training and transition, retreats, etc.

## **Be respectful of the chapter and campus culture**

The chapter you advise may or may not be your chapter of initiation. You may be fresh out of school or more removed from the college experience. You would benefit from asking probing questions about “the way we do things around here” as you determine your style of interacting with students, other volunteers, and campus officials.

## **Get information on your organization’s liability insurance to put your mind at ease**

In order to be covered by your organization's insurance policy, you may need to pay annual per capita dues. Some organizations include this in your alumni dues. Be sure to contact your immediate volunteer supervisor

to discuss your specific responsibilities and liability. Dues vary from group to group but usually average about \$35 per year.

### **Know the boundaries for the chapter – and keep them on file**

The chapter's representative to the undergraduate governing council should have a copy of that organization's constitution and by-laws. If there is a formalized university expectations document, office of fraternity and sorority life standards document, or other policies, these are good resources to have in your files.

### **Know the end goal of advisement**

From a college student development point of view, the main goal of the advisor is to help the chapter and the individual members become accountable for their actions. We are coaching them to be self-sufficient and self-directed adults. Remember, most of our founders created fraternities and sororities at the ripe old age of 16-18 (students were much younger back then). Students today have more resources, knowledge, and support from all fraternity/sorority stakeholders than ever before. They just need direction on where to find these resources and how to make good decisions with the information they have.

### **Know the responsibilities of the Advisory Team**

Some chapters are fortunate to have one involved alumnus to advise them. Others are even more fortunate to have an entire team of volunteers working to support the members in their personal development and the chapter in its organizational development. Know and understand the team's responsibilities to maximize your volunteer time and work smarter, not harder.

### **Basic Advisory Team Expectations**

- Share your expectations of and definitions of chapter success
- Meet monthly as a team for a commitment to effective communication
- Set goals and objectives for the advising team, not the chapter
- Work as a collaborative unit to provide services and resources to the chapter
- Help each other become competent, confident, and caring professionals

### **Help the chapter look to the future**

Remind the chapter that four years (or so) go by very quickly. Before they know it, they will be alumni members...just like you. They should think about what they want to do as a unit to contribute to the long-term health of the chapter. Help them create a meaningful goal setting retreat that they can facilitate on their own or involve others. Connect the skills they are using to the strategic planning used in corporations and volunteer organizations. Help them understand the importance of creating and maintaining an organization that has enough momentum and strength so they can have an organizational home to return to at Homecoming.

Utilize the resources already at your fingertips. One good standard of excellence is your own organization's award criteria or other campus award criteria. Work with other chapter advisors, the campus fraternity/sorority advising professional, and other inter/national resources to develop productive activities for the retreat.

You should also look to the future by planning with the end in mind. Who will replace you as the chapter advisor? What type of succession planning are you modeling for the chapter? Create a solid chapter advisor's file with your own lessons learned, helpful people list, and other notes so your successor can continue your good work. Remember, many chapter advisors are the long-term knowledge base for the chapter. You and others on the advising team will want to know the history, habits, and traditions of the chapter.

# Your Support System

## **The Campus Advisor**

This partner is yet another service provider helping to ensure a positive chapter experience for the undergraduate members.

The focus of this individual is on the big picture. S/he looks at the overall health of the community and works with the undergraduate leaders to empower them with knowledge, skills, and resources to lead their governing councils and chapters. S/he is not responsible for the success or failure of a community. Chapters are student-led, student governed organizations. The campus advisor works to challenge the community with high expectations, new learning experiences, and appropriate sanctions in the event of judicial proceedings.

The campus advisor also works to support the students with caring, concern, and empathy to create a positive fraternity experience for their own members.

## **The Inter/national Organization Staff/Volunteer Supervisors**

The inter/national organization staff work to preserve the overall health of the inter/national organizations' chapters. They work to create resources and experiences to support the chapters. They consult with chapter leaders individually through chapter visits. Staff members offer feedback and sometimes directives to get a chapter on track with the organization's policies and standards. Depending on the resources available, a headquarters staff may consist of a lead staff member (executive director), chapter services/development department, traveling leadership consultants, and a host of other individuals dedicated deeply to the values and mission of the organization.

Some organizations are more volunteer-driven with fewer staff members and a greater number of volunteers supporting the chapters and the members.

Don't their responsibilities sound a lot like the responsibilities of the campus professional? They should. Sometimes the only real difference lies in the proximity of the service providers to the chapters.

## 30 Reminders for Effective Advising

1. Care about the students you advise by showing empathy, understanding, and respect.
2. Establish a warm, genuine, and open professional relationship.
3. Show interest, helpful intent, and involvement.
4. Be a good listener.
5. Establish rapport by remembering personal information about students that you advise.
6. Be available; keep office hours and appointments.
7. Provide accurate information.
8. When in doubt, refer to the college/university student handbook and your advisor's manual.
9. Know how and when to make referrals, and be familiar with referral sources.
10. Don't refer too hastily; but don't attempt to handle situations for which you are not qualified.
11. Have students contact referral sources in your presence.
12. Contact students you advise frequently; don't always wait for students to come to you.
13. Don't make decisions for students; help them make their own decisions.
14. Focus on students' strengths and potential rather than limitations.
15. Seek out students you advise in informal settings.
16. Monitor students' progress toward educational goals.
17. Determine reasons for poor academic performance and direct students to support services.
18. Be realistic with the students you advise.
19. Use all available information sources.
20. Clearly and professionally outline students' responsibilities.
21. Follow up on commitments made to the students you advise.
22. Encourage students to consider and develop career alternatives when appropriate.
23. Keep an anecdotal record of significant conversations for future reference.
24. Evaluate the effectiveness of your advising.
25. Don't be critical of faculty or staff to students.
26. Be knowledgeable about career opportunities and job outlook for various majors.
27. Encourage students to talk by asking open-ended questions.
28. Don't betray confidential information.
29. Categorize students' questions: are they seeking action, information, or involvement and understanding?
30. Be yourself and allow students to be themselves.

(Source: [www.umich.edu/~salead/advisor/handbook.html#roles](http://www.umich.edu/~salead/advisor/handbook.html#roles))

# Greek 101

Drowning in a steaming bowl of alphabet soup? Here is your lifesaver. The Greek community has a language all its own. Here are some common terms you may hear:

**Alumnus/Alumna (plural: alumni/alumnae)** An initiated member who is no longer in college.

**Big Sister or Brother (also called Sister-Mother/Sister-Daughter)** The new member will select or be assigned an initiated member to be his/her big brother or sister. This older member serves as a resource, role model, and problem solver for the new member.

**Badge/Pin** The badge or pin is worn on the chest designating an initiated member of a certain fraternity. A new member or associate pin is usually simpler and is used to designate a new member or associate member of a particular fraternity.

**Bid** A formal invitation to join a fraternity or sorority.

**Bid Day** The last day of recruitment which includes activities at the chapter house.

**Chapter** The local group of the inter/national fraternity or sorority.

**Chapter/Alumnus Advisor** An alumnus who establishes and maintains a close advisory relationship with a chapter and serves as a teacher and counselor.

**Continuous Open Recruiting (COR) or Continuous Recruiting (CR)** Some Panhellenic affiliated chapters continue to recruit and pledge women throughout the school year.

**Faculty Advisor** A member of the faculty or administration who establishes and maintains a close advisory relationship with a chapter and its scholarship program. The Faculty Advisor is not necessarily an initiate of the particular Greek organization.

**Formal Recruitment** The major period of time set aside by the Panhellenic and Interfraternity Councils for meeting potential new members.

**Fraternity** Formally, the name applied to all Greek letter organizations. Informally, the name applied to men's groups.

**Fraternal Information and Programming Group (FIPG)** Publishers of risk management standards that most fraternities and sororities follow.

**Greek Alumni Council (GAC)** The governing alumni association at WPI responsible for promoting and maintaining the well-being of the WPI fraternity and sorority system through a strong and informed alumni body.

**Greek Week** A week of events in which all chapters participate designed to create pride in Greek membership.

**Informal or Open Recruitment** Recruitment period conducted at various times during the year.

**Infraction** Any violation of a rule set by the Panhellenic Council or Interfraternity Council.

**Initiation** A ceremony that brings a new member into full membership.

**Interfraternity Council (IFC)** The governing body of the North American Interfraternity Conference fraternities. There are currently eleven chapters on campus.

**Legacy** A man whose father, brother, or in some cases grandfather is an initiated member of a fraternity. A woman whose mother, sister, or in some cases grandmother is an initiated member of a sorority. Legacy stipulations differ for each sorority and fraternity.

**North American Interfraternity Conference (NIC)** A national organization composed of 63 member men's fraternities, each of which is autonomous as a social Greek - letter society of college men and alumni.

**National Panhellenic Conference (NPC)** A national organization composed of 26 member women's fraternities, each of which is autonomous as a social Greek - letter society of college women and alumnae.

**New Member** A potential new member who has accepted the bid (invitation to join) of a sorority or fraternity.

**New Member Educator** The chapter officer who coordinates the education for the chapter's new members.

**New Member Meetings** Special meetings which may be held each week for the new members; in addition to learning the history of the fraternity, new members may hear speakers on study skills, acquaintance rape, substance abuse, and other important issues.

**Panhellenic Council** The governing body of the two NPC sororities.

**Preferential Bidding** The process of mutual selection between the Panhellenic sororities and the potential new members.

**Risk Management** involves analyzing all exposures to the possibility of loss and determining how to reduce these exposures.

**Quota** Specified number of potential new members each Panhellenic sorority chapter can pledge.

**Potential New Member** An individual participating in the recruitment process.

**Recruitment Counselors** Greek women carefully selected and trained to guide potential new members and answer any questions with regard to Panhellenic recruitment.

**Sorority** A group of women joined together in friendship for leadership and academic purposes.

# The Greek Alphabet

<b>Α</b> <b>Alpha</b> (al-fah)	<b>Β</b> <b>Beta</b> (bay-tah)	<b>Γ</b> <b>Gamma</b> (gam-ah)	<b>Δ</b> <b>Delta</b> (del-ta)	<b>Ε</b> <b>Epsilon</b> (ep-si-lon)	<b>Ζ</b> <b>Zeta</b> (zay-tah)
<b>Η</b> <b>Eta</b> (ay-tah)	<b>Θ</b> <b>Theta</b> (thay-tah)	<b>Ι</b> <b>Iota</b> (eye-o-tah)	<b>Κ</b> <b>Kappa</b> (cap-pah)	<b>Λ</b> <b>Lambda</b> (lamb-dah)	<b>Μ</b> <b>Mu</b> (mew)
<b>Ν</b> <b>Nu</b> (new)	<b>Ξ</b> <b>Xi</b> (zie)	<b>Ο</b> <b>Omicron</b> (om-e-cron)	<b>Π</b> <b>Pi</b> (pie)	<b>Ρ</b> <b>Rho</b> (roe)	<b>Σ</b> <b>Sigma</b> (sig-mah)
<b>Τ</b> <b>Tau</b> (taw)	<b>Υ</b> <b>Upsilon</b> (up-si-lon)	<b>Φ</b> <b>Phi</b> (fie)	<b>Χ</b> <b>Chi</b> (kie)	<b>Ψ</b> <b>Psi</b> (sigh)	<b>Ω</b> <b>Omega</b> (oh-may-gah)

# Group Development

## Stage 1: Forming

In the Forming stage, personal relations are characterized by dependence. Group members rely on safe, patterned behavior and look to the group leader for guidance and direction. Group members have a desire for acceptance by the group and a need to know that the group is safe. They set about gathering impressions and data about the similarities and differences among them and forming preferences for future sub grouping. Rules of behavior seem to be to keep things simple and to avoid controversy. Serious topics and feelings are avoided.

The major task functions also concern orientation. Members attempt to become oriented to the tasks as well as to one another. Discussion centers around defining the scope of the task, how to approach it, and similar concerns. To grow from this stage to the next, each member must relinquish the comfort of non-threatening topics and risk the possibility of conflict.

## Stage 2: Storming

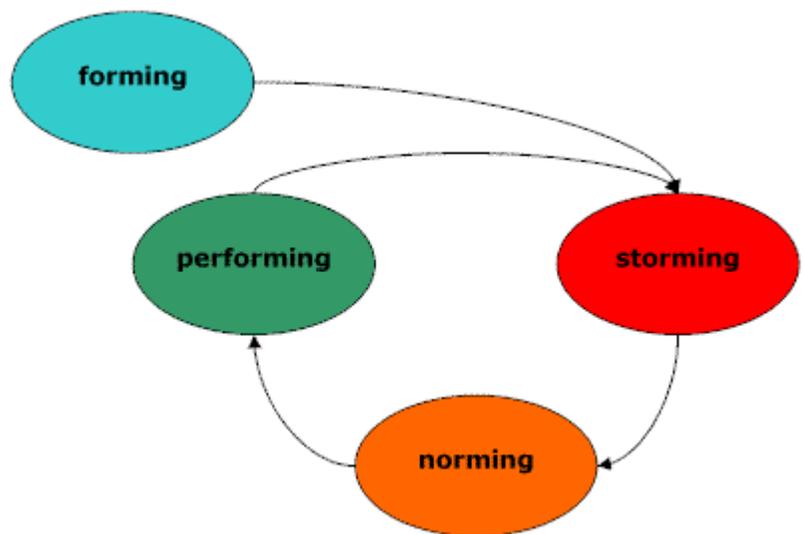
The next stage, which Tuckman calls Storming, is characterized by competition and conflict in the personal-relations dimension and organization in the task-functions dimension. As the group members attempt to organize for the task, conflict inevitably results in their personal relations. Individuals have to bend and mold their feelings, ideas, attitudes, and beliefs to suit the group organization. Because of "fear of exposure" or "fear of failure," there will be an increased desire for structural clarification and commitment. Although conflicts may or may not surface as group issues, they do exist. Questions will arise about who is going to be responsible for what, what the rules are, what the reward system is, and what criteria for evaluation are. These reflect conflicts over leadership, structure, power, and authority. There may be wide swings in members' behavior based on emerging issues of competition and hostilities. Because of the discomfort generated during this stage, some members may remain completely silent while others attempt to dominate.

In order to progress to the next stage, group members must move from a "testing and proving" mentality to a problem-solving mentality. The most important trait in helping groups to move on to the next stage seems to be the ability to listen.

## Stage 3: Norming

In Tuckman's Norming stage, interpersonal relations are characterized by cohesion. Group members are engaged in active acknowledgment of all members' contributions, community building and maintenance, and solving of group issues. Members are willing to change their preconceived ideas or opinions on the basis of facts presented by other members, and they actively ask questions of one another. Leadership is shared and cliques dissolve. When members begin to know and identify with one-another, the level of trust in their personal relations contributes to the development of group cohesion. It is during this stage of development (assuming the group gets this far) that people begin to experience a sense of group belonging and a feeling of relief as a result of resolving interpersonal conflicts.

The major task function of stage three is the data flow between group members: they share feelings and ideas, solicit and give feedback to one another, and explore actions related to the task. Creativity is high. If this stage of data flow and cohesion is attained by the group members, their interactions are characterized by



openness and sharing of information on both a personal and task level. They feel good about being part of an effective group.

The major drawback of the norming stage is that members may begin to fear the inevitable future breakup of the group; they may resist change of any sort.

#### **Stage 4: Performing**

The Performing stage is not reached by all groups. If group members are able to evolve to stage four, their capacity, range, and depth of personal relations expand to true interdependence. In this stage, people can work independently, in subgroups, or as a total unit with equal facility. Their roles and authorities dynamically adjust to the changing needs of the group and individuals. Stage four is marked by interdependence in personal relations and problem solving in the realm of task functions. By now, the group should be its most productive. Individual members have become self-assuring, and the need for group approval is past. Members are both highly task oriented and highly people oriented. There is unity. Group identity is complete, group morale is high, and group loyalty is intense. The task function becomes genuine problem solving, leading toward optimal solutions and optimum group development. There is support for experimentation in solving problems and an emphasis on achievement. The overall goal is productivity through problem solving and work.

#### **Stage 5: Adjourning**

Tuckman's final stage, Adjourning, involves the termination of task behaviors and disengagement from relationships. A planned conclusion usually includes recognition for participation and achievement and an opportunity for members to say personal goodbyes. Concluding a group can create some apprehension - in effect, a minor crisis. The termination of the group is a regressive movement from giving up control to giving up inclusion in the group. The most effective interventions in this stage are those that facilitate task termination and the disengagement process.

*Adapted from:*

*Tuckman, B. (1965) Developmental Sequence in Small Groups. Psychological Bulletin, 63, 384-399.*

*Tuckman, B. & Jensen, M. (1977) Stages of Small Group Development. Group and Organizational Studies, 2, 419-427.*



# **Chapter Two: Utilizing Campus Resources**

# Campus Basics – Getting to the Right Place and Person

## Resources

Here is a general listing of campus resources that could be helpful to you in your advising role:

**Academic Advising Center** – academic advisors help students choose the courses leading them to their professional goals as well as students struggling academically. Students can connect with MASH (Math Tutoring) or the Writing Center through Academic Advising.

**Career Development Center** –this center can help students find work on campus, assist with finding an internship, provide workshops on the job search process, and undergraduate/alumni job-placement services.

**Student Development and Counseling Center** – professionals are available for students to speak with confidentially with on various personal issues such as substance abuse, eating disorders, obsessive compulsive disorder, stress, etc. Many times the sexual assault crisis professionals work in conjunction with this office or have their own department.

**Dean of Students** – envelops the student services area (residential life, judicial affairs, campus activities, recreational sports, wellness, career development, orientation, academic advising, international student services, multicultural student services, campus police, Chartwells, etc.).

**Governing Councils—IFC and Panhellenic** – the most basic purpose of undergraduate-led governing councils is to provide services and resources to its chapters to help them succeed. They may be able to assist by creating roundtable discussion for like-officers, recruitment skill building sessions, a forum for self-governance and adjudication, and other activities.

**Library staff** – can provide tours to chapters and an overview of how to use the technology available.

**Ombudsperson** – the student advocate which investigates complaints from persons who feel they have been unfairly dealt with by the university.

**Registrar** – this department manages the process for and maintenance of official student transcripts.

**Events Office**—this department will assist you in booking space on campus as well as planning events for alumni or students.

**Student Activities**—the source to get your members involved on campus. Here students can learn about upcoming leadership workshops, check out books from the leadership library including teambuilding resources, and check out some of the 140 clubs and organizations on campus. This is where clubs, including Greek organizations, can access their online accounts as well

**Campus Police**—your source for safety on campus. Campus Police officers are willing to come in and give talks to Greek chapters.

Free workshops are offered from nearly every department in Student Life. All you need to do to get a taste of the variety is to walk through campus and look at the flyers and read the student newspaper. You can go to the university website to see what's happening in any given month.

# Resources Specific to WPI

**Campus Fraternity/Sorority Professional:** Emily Perlow  
Phone Number: 508.831.5291 eperlow@wpi.edu

**Dean of Students:** Philip Clay  
Phone Number: 508.831.5201 pclay@wpi.edu

**Academic Advising Center** Dale Snyder  
Phone Number: 508.831.5381 dsnyder@wpi.edu

**Career Development and Placement Center** Jeanette Doyle  
Phone Number: 508.831.5012 jmdoyle@wpi.edu

**Student Development and Counseling Center** Charlie Morse  
Phone Number: 508.831.5540 cmorse@wpi.edu

**Library Staff**  
Phone Number: 508.831.5410

**Office of the Registrar**  
Phone Number: 508.831.5211

**Campus Police**  
Phone Number: 508.831.5433

**Events Office:** Jim Kenary  
Phone Number: 508.831.5613 jfkenary@wpi.edu

Student Activities: Jim McLaughlin  
Phone Number: 508.831.5291 jimocl@wpi.edu

# Helpful Websites for Chapter Advisors

## **BACCHUS/GAMMA Peer Education Network**

[www.bacchusgamma.org](http://www.bacchusgamma.org)

## **Alcohol-free housing**

Substance Free Social and Party Ideas:

[http://www.deltachi.org/resources/reference\\_material/pdf-files/PartyContinues\\_09-05.pdf](http://www.deltachi.org/resources/reference_material/pdf-files/PartyContinues_09-05.pdf)

## **Brotherhood/Sisterhood Building**

Check out Teambuilding Guides from the Student Activities Office

Building Better Brotherhood Manual: [http://www.deltachi.org/resources/reference\\_material/pdf-files/Building\\_Better\\_Brotherhood\\_09-05.pdf](http://www.deltachi.org/resources/reference_material/pdf-files/Building_Better_Brotherhood_09-05.pdf)

## **Generational differences in attitude, communication, perspective**

[www.generationsatwork.com/articles/millennials.htm](http://www.generationsatwork.com/articles/millennials.htm)

[www.millennialsrising.com/](http://www.millennialsrising.com/)

[www.wisc.edu/students/Millennials,%20Mayhem%20&%20Miracles.pdf](http://www.wisc.edu/students/Millennials,%20Mayhem%20&%20Miracles.pdf)

## **National Resource Center for the First Year Experience and Students in Transition**

[www.sc.edu/fye/](http://www.sc.edu/fye/)

## **Organizational development**

The James Macgregor Burns Academy of Leadership at the University of Maryland:

[www.academy.umd.edu/training/index.htm](http://www.academy.umd.edu/training/index.htm)

WPI's Leadership Resources: <http://www.wpi.edu/Admin/SAO/leadership.html>

## **Hazing**

[www.Stophazing.org](http://www.Stophazing.org)

[www.hazing.hanknuwer.com](http://www.hazing.hanknuwer.com)

National Hazing Prevention Week: [www.nhpw.com](http://www.nhpw.com)

## **FIPG, Inc. (risk management resources)**

[www.Fipg.org](http://www.Fipg.org)

## **Fraternal Law**

[www.manleyburke.com](http://www.manleyburke.com)

## **Fire Safety**

[www.seton.com](http://www.seton.com)

[www.burnprevention.org/sep.asp](http://www.burnprevention.org/sep.asp)

[www.homefiresprinkler.org/home2.html](http://www.homefiresprinkler.org/home2.html)

**Principles of Good Practice in Student Affairs**

[www.acpa.nche.edu/pgp/principle.htm](http://www.acpa.nche.edu/pgp/principle.htm)

**Interfraternal Associations**

National Panhellenic Conference: [www.npcwomen.org](http://www.npcwomen.org)

North-American Interfraternity Conference: [www.nicindy.org](http://www.nicindy.org)

Center for the Study of the College Fraternity: [www.indiana.edu/~cscf/](http://www.indiana.edu/~cscf/)

Fraternity Executives Association: [www.fea-inc.org](http://www.fea-inc.org)

Order of Omega: [www.orderofomega.org](http://www.orderofomega.org)

Rho Lambda: <http://www.rholambda.org/>

**Regional Undergraduate Fraternity & Sorority Conferences**

Northeast Greek Leadership Association: [www.ngla.org](http://www.ngla.org)

Undergraduate Interfraternity Institute: [www.nicindy.org](http://www.nicindy.org)



# **Chapter Three: Advising Students**

# Concepts, Skills, Awareness Model Overview

The Concepts, Skills, Awareness Model is one widely used in the student affairs community. It can help you determine learning opportunities to strengthen your own advising skills.

**Concepts** are models, plans, and thoughts related to advising college students. These are the knowledge areas that you need to be effective as a mentor, coach, and role model.

**Skills** are specific competencies needed to empower students, deepen organizational effectiveness, and promote leadership development.

**Awareness** involves topics which you need broad rather than deep knowledge. Being aware of trends affecting fraternities and sororities, college students, and current issues can help you in your advising role.

The Concepts, Skills, Awareness Model can help you determine your learning gaps to create your own training and education plan. The following is a list of possible topics to explore.

## **Concepts**

- College student development
- Working with a successful chapter
- Student leadership development
- Moral development in college students
- The role of the governing council
- The role of the campus fraternity/sorority advisor
- The resources available from the inter/national organization
- Your role within the inter/national organization
- Working with a challenged chapter
- Increasing membership
- Retaining membership
- Total membership development
- Life-long membership/alumni involvement
- Faculty and administration relations
- Neighborhood/community relations

## **Skills**

- Assessment
- Advising
- Coaching
- Listening
- Planning
- Facilitating
- Goal setting
- Managing crises
- Mentoring/coaching
- Working with teams
- Managing volunteers
- Managing finances
- Facilitating change

**Awareness**

Alcohol-free housing

Student stress

The First Year Experience

Generational differences in attitude, communication, perspective

Campus resources available to advisors and students

Inter/national resources

Inter/national conferences and Convention

Organizational development

Student organizations

Workshops available

Guest speakers for fraternities/sororities

BACCHUS/GAMMA Peer Education Network

Fraternity/sorority housing

Corporation board purpose and role

Senior programming

# Student Development Theory: The Basics

Student development theory provides advisors a foundation for understanding the natural maturation and development of the students with which they work. A basic knowledge of the theories and methods of human development and their applications in college settings will help you facilitate the development of your advisees. As some advisors have said, “Now I know why \_\_\_\_\_’s behavior drives me nuts!”

## **In Loco Parentis**

For about the first three hundred years, the theory that dominated thinking about higher education was *in loco parentis*: colleges acting on behalf of parents for the good of their students. As the average age of seventeenth-century freshmen was about fourteen, students were considered children and the institution their parents. Character development (which really meant traditional Christian religious values) was instilled by strict rules and regulations and enforced by rigid discipline. The development of students' *character* was substantially more important to early American colleges than the development of their intellect. Today, *in loco parentis* has been replaced with total student development – encouraging the development of a student's social, environment, moral, leadership, and identity development.

## **Families of Student Development Theory**

Student development theories generally fall into five broad categories; 1) psychosocial, 2) cognitive-structural, 3) person-environment, 4) humanistic, and 5) student development process models.

**Psychosocial** theories address developmental issues or tasks and events that occur throughout the life span. These tasks and events tend to occur in sequence and are correlated with chronological age. Individuals progress from one stage to another by accomplishing related developmental tasks or by resolving crises. This is the "what" or "content" of student development.

For example, William Perry's theory helps us understand how students think in a sequential order. The first five stages in this theory deal with students' intellectual development as they move from a *dualistic* view of the world (black and white, right and wrong) to a *relativistic* view of the world (all knowledge is contextual, "it depends"). The remaining positions deal with student ethical development.

**Cognitive-structural** theories address how individuals reason, think, and make meaning of their experiences.

Development is seen as hierarchical stages with each successive stage incorporating parts of the previous stage. This is the "how" or "process" of student development.

**Person-Environment** theories address behavior as a function of the person and the environment. For example, if you think about the chapters on your campus there may be a beautiful chapter house and the members treat it with respect. Nobody punches holes in the walls, no one thinks of leaving their empty pizza boxes in the hallways. This chapter probably has an influential house director or chapter advisor positively influencing the behavioral expectations of the members and is there to remind them of the value of respect of property. Other chapter houses may be littered with garbage, old clothes, food smeared on the walls from a food fight – these members are equally (and negatively) influenced by their environment. The implicit values are destruction, an “it's not my house” attitude, and basic disrespect. Many of these person-environment theories are used in career planning.

**Humanistic existential theories** share a common philosophy of the human condition. Humans are free, responsible, self-aware, potentially self-actualizing, and capable of being fully functioning. Development is internally motivated. These theorists believe the forces of growth are within the person and are facilitated by self-disclosure, followed by self-acceptance and self-awareness. These theories are used extensively in counseling.

**Student development process models** are either abstract representations of the field of student personnel work or recommended sets of action steps for the practice of student development. They give us the process steps of how to use theories rather than the why, what to do, or how to do it that the theories provide. These models help practitioners put the theories into actual practice.

There are dozens of theories falling into these five families. Many address general populations of traditionally-aged college students; however, more recently theories have emerged which address the differences in development in specific populations such as returning adult students, African-American students, gay/lesbian/bisexual/transgendered students, female students, etc.

*(adapted from [www.utdallas.edu/dept/ugraddean/theory.html](http://www.utdallas.edu/dept/ugraddean/theory.html)).*

# Developmental Needs of Advisees

Advising is a process which links students' needs and educational experiences from freshman through senior years and beyond. This process evolves gradually within the framework of the degree program and the student's level of maturation. Where students are in this progression helps to determine what kind of assistance they need from advisors. The following chart identifies these stages, provides examples of some academic and personal issues within each stage, and gives examples of how advisors may respond.

	Academic	Personal	Advisor's Role
<b>Freshmen</b>	Fearful of failing Unsure of requirements Confused or unrealistic expectations New academic demands Vague career goals	Managing emotions Finding a social fit Exposure to new values Increased financial worries Separation from family Adjusting to life changes Anxious/vulnerable	Be accessible Be a good listener Provide support Give information on requirements, courses Be nonjudgmental Make referrals
<b>Sophomore</b>	More aware of expectations Tired of school Impatient to get into major Pressure to find a major	Mixed confidence level Increased self-awareness Developing support systems Campus involvement More relaxed	Encourage further exploration Help with assessment of skills Focus options on realistic choices
<b>Junior</b>	Settled into a major or desperately seeking one Looking for enhancements (e.g., minor or double major) Developing faculty relations Application of learning	Balance of work, study, and free time More confident Looking beyond college Leadership roles in organizations Romantic involvement	Begin mentor relationship Encourage responsibilities Provide information on graduate school/careers Encourage creativity to enhance degree
<b>Senior</b>	Winding down Applying and integrating knowledge Commencing job search/preparing for grad school Graduation audit	Nervous Stressed Unsure of future Transition to independent adult	Assist with graduation audit Prepare student to make transition Continue discussion of career Continue mentor relationship Write recommendations

*Adapted from <http://www.gmu.edu/departments/advising/advisingbook/page3.html>*

# Motivating and Inspiring the Chapter

Advisors have often asked in despair how they can motivate the chapter. Motivation is one of the most difficult tasks to accomplish within a chapter. All chapters, even outstanding ones, struggle at times with motivation. To motivate is to overcome inertia, to ameliorate general malaise and disharmony. To motivate is to raise people from the doldrums and to help them live up to their potential.

How does one motivate? Not surprisingly, there is no easy, or even difficult, recipe for motivation. Some of the ingredients are obvious: patience, tact, sincerity. Others are elusive and depend greatly on the situation. However, it seems certain that motivation comes more or less automatically if a proper foundation has been set. The advisor must have established himself as a person who is worthy of and receives the chapter's respect. His/her example must be positive. He/she must have substantial rapport. He/she must be regarded as a part of the chapter. With this background, to motivate means to suggest and to convince. If a chapter needs to be motivated to correct a deficiency, it must first be convinced there is one. A sincere and patient conversation, repeated perhaps many times with many different people, is about the only way to start.

The advisor's unique position enables him/her to invoke the wisdom of his/her continuity. He/she can maintain chronological depth, explain future consequences of present actions and allude to mistakes of past actions in a way which often opens the eyes of undergraduates whose frame of reference is naturally more restricted. (And he/she can do all that without referring only to "the way we did it.")

One of the most crucial moments in an advisor's service comes when he/she has tried and tried, and perhaps tried again, and in the end failed. His/her attempts to motivate were the best he/she could muster. He/she has good rapport with the chapter. He/she senses a problem and has explained it well and even obtained agreement from the chapter that the problem exists and needs to be addressed. Yet nothing happens. At that moment, it is especially important for the advisor not to saddle himself/herself with the responsibility for the failure, nor should he/she feel guilty for not having tried hard enough. He/she must remember that the chapter makes the ultimate decision to act or not to act and that his/her role implies his/her helping the chapter run its programs even if he/she may not agree with them. It is especially important that he/she avoid an overriding sense of guilt, for that can immobilize him/her and cause him/her to withdraw when, in fact, he/she bears little or none of the blame.

If nothing else is clear, we can see that an advisor's role and involvement are complex and dynamic. What one advisor does may not be good for another; and to carry the statement further, what an advisor does during one year may not be good for another year since the composition of the chapter changes so rapidly.

Sensitivity to his/her role and frequent discussions with the chapter about mutual expectations and goals will help the advisor remind himself that his or her role is as dynamic as the chapter and may need to change drastically over a very short period of time.

## An Advisor is.....and is Not....

**Friend:** Certainly. The good advisor is a friend to all the men/women in the chapter, realizing simultaneously that he/she is likely to be closer to some than to others.

**Brother/Sister:** In the specific sense of being a brother/sister, we need to recall that an advisor need not be one and, conversely, that being one does not result automatically in a person being a good advisor. In the more general sense, however, a good advisor may be regarded as their older brother/sister by many of the members in the chapter, and he/she may regard them as younger brothers/sisters.

**Father/Mother-figure:** Sure. Some undergraduates need a parent-figure, and there is nothing wrong with the advisor's fulfilling that function if it fits in the relationship. An effective advisor is likely to be sought out by some of the members in the same way they would seek out their parents.

**Director:** Careful. The advisor's role is clearly not to direct the chapter. Motivate, certainly. Lead, perhaps in some circumstances. Cajole, probably from time to time. But directing the chapter is a function which, except in a very rare circumstances, is probably beyond the advisor's responsibilities.

**Leader:** Rarely. Leading singing is one thing. Imparting moral leadership through example is another – and proper. But chances are that if the advisor can be called a leader in the chapter, he/she is too involved.

**Confidant:** Of course. The advisor is likely to be approached by members of the chapter with questions necessitating his/her respecting the confidence of the younger men/women.

**Buddy:** In some cases. But it would be unrealistic, and probably inappropriate, for the advisor to expect to be a buddy to most of the members in the chapter. The effectiveness of an advisor does not rest primarily on his/her popularity, but rather on the respect he/she commands.

**Aloof:** Sometimes. The eager, conscientious advisor will occasionally want very much to be a part of some activity at the chapter or to enter into a heated discussion. He/she should always stop for a minute, asking himself whether participation would not constitute over-involvement. If it would, he/she should remain aloof.

**Authoritarian:** Unlikely to be a successful track to take. An advisor cannot force a chapter to do anything and could probably not justify the notion of being authoritarian on the basis of anything except his/her own needs and ego.

**Authoritative:** Yes, remembering that to be authoritative also means to know when to say one doesn't know.

**Mediator:** Frequently. The advisor will probably find many circumstances in which he/she will be asked to mediate between two disagreeing individuals or groups. In this situation, his/her having established impartiality is a significant factor.

**Counselor:** Yes. Many people even equate advising with counseling. In the context of a university or college, a counselor may be seen as a person who has some special credential entitling him/her to help individuals with major personal problems. Advising may be fully as significant and fully as effective, and a chapter advisor will be concerned not only with the functioning of the chapter as a group, but also with the members as individuals. Through his/her informal contacts he/she is placed in an often ideal position to serve brothers/sisters and pledges/new members as a counselor. Counseling is often nothing more than listening carefully, helping the student be specific and thorough in analyzing the problem, and assisting him/her in developing alternatives and understanding their consequences and relative merits. The purpose of such a counseling relationship should be to help the brother/sister understand himself/herself and gain confidence in his/her own ability to make sound decisions and establish reasonable goals. For that reason, the aim of counseling is not to tell someone what to do, but rather to listen and contribute as the person develops his/her own alternatives, planting appropriate suggestions and questions. Some chapter advisors may fear counseling; they shouldn't. All it really requires is a good ear, some compassion, and common sense. Counseling individual brothers/sisters and pledges/new members is also likely to be one of the most rewarding aspects of an advisor's service. With that said, you are not a certified counselor. Don't be afraid to refer a student to the Student Development and Counseling Center.

# Areas for the Advisor's Concern

Chances are that the normal involvement of an advisor in the affairs of the chapter will bring him/her into contact with virtually every major aspect of its existence; housing, rush, scholarship, and finances are but a few obvious examples. Given the proper circumstances, there are virtually no parts of a chapter's life in which an advisor should not be involved, and all of them are important in assessing the chapter's health and in evaluating possible areas for improvement. The following section is a rather full listing of areas in which the advisor may have responsibilities. The list may be utilized as a checklist for both the advisor and the chapter.

## AREAS INTERNAL TO THE CHAPTER

### **The House Corporation**

In many cases an advisor is a member of the House Corporation. In any event, he/she should possess a working knowledge of the functions and members since it plays such an important part in determining the condition of the chapter. Communication between the chapter and the House Corporation is essential. The advisor may need to play a role in ensuring that this communication takes place.

### **The House**

In many cases, an inadequate or deteriorated physical facility has a profound and detrimental influence on the chapter's morale. An advisor's awareness of the condition and cleanliness of the physical facilities will pay off, and it is important to investigate its relation to problems. For example, if scholarship is poor, lack of proper lighting, the absence of desks and soundproofing may be partially responsible. An unsatisfactory kitchen is ill suited to attracting a satisfactory cook, and food has a substantial influence on morale.

### **Chapter Management**

Whether it is in managing the kitchen or planning a retreat or drafting the newsletter or assigning rooms and roommates, chapter members are constantly engaged in management situations. For his/her own enlightenment as much as for anything else, the advisor can spend a few minutes with each officer each quarter or semester by asking the simple question, "How are things going?" The chapter president may inquire how to lessen the time required for meetings or the treasurer might ask for advice on insurance policies. It's all part of management and all important. This is an area in which the advice of an advisor can be invaluable. Most chapter management situations consist of problems in which the advisor will have had previous experience.

### **Finances and Budget**

It's been said that a healthy chapter and financial problems are not compatible and in fact cannot co-exist. There's much to be said for that viewpoint! Are bills from outside merchants paid on time? Do brothers/sisters pay their bills on time? Are accounts receivable unacceptably high? Is there a proper budget? Is the budget balanced? Many advisors feel the need for specific help on these issues, but it is beyond the scope of this manual to outline proper procedures on the financial operation of a chapter. The advisor should, nonetheless, direct questions to the fraternity or sorority office or to the province officers.

### **Membership Recruitment**

The advisor can be especially useful in ensuring that the chapter realizes the importance of courtesy in acknowledging and following through on rush recommendations from alumni. The advisor can assist the Recruitment Chair in putting perspective on rush and in pointing out how essential a good rush is to a good chapter. The advisor may or may not want to attend some recruitment functions, but a chapter which is proud of its advisor will invite him/her because it is clearly to their advantage to be able to introduce him/her to

potential members. However, the advisor should refrain from speaking for or against any individual potential under any circumstances.

### **New Member Education**

The advisor's perspective on the fraternity or sorority (and on the chapter if he/she is an alumnus) will be a resource the astute new member educator will refer to in developing his/her program. The advisor needs to know the pledges/new members and will often be asked to speak to them at an official meeting on various topics related to and fraternity or sorority life.

### **The Ritual**

In most cases, the advisor has been through the ceremonies contained in the ritual several times. The advisor may be asked to participate in formal pledging or initiation or to help other participants plan the ceremony and commit their lines to memory. He/she can be especially useful in helping pledges/new members, new initiates, and the active chapter understand and appreciate the ritual and realize that its linguistic anachronisms do not render it irrelevant to us.

### **Relationships within the Chapter**

Some chapters have cliques, for within every house there are bound to be various groups and subdivisions. If these groups merely coexist, or if they engage in open hostility with each other, the advisor's expertise as mediator will be very useful. It is essential that the advisor not become attached to, or perceived to be attached to, any one group; that attachment or perception may well be fatal to all his/her efforts. Political neutrality is definitely the best policy and will maximize the possibility of the advisor's offering constructive help to heal breaches between groups.

### **Hazing**

The abuse of pledges/new members is called hazing, and more than one advisor has been completely stumped in dealing with it. No tradition is more difficult to root out, and few are likely to cause disputes as heated. The policy is clear: hazing, or any activity which could be construed as hazing, is strictly prohibited. The practice of hazing is simply inconsistent with the ritual and the objectives of the fraternity or sorority as well as the university and cannot be tolerated.

### **Substance Abuse**

The advisor is likely to face problems with alcohol and drugs in one or two contexts: the individual and/or the group. Most of us have known a brother/sister who, for reasons not clear to anyone (least of all to himself/herself, probably), drinks too much on a regular basis. One of the most difficult challenges for any advisor or friend or brother/sister is to sit down with that person and voice sincere concern about what he/she is doing to himself. Yet is that not our obligation as brothers/sisters? The advisor who sees an individual in such a situation will probably want to try to deal with him/her, either directly if the rapport is sound enough, or through other brothers/sisters. In terms of the group, if the center of a party or gathering is consistently alcohol, then there is a problem. The advisor should also be wary of his/her own consumption of alcohol in the presence of chapter members.

### **Discipline**

It is unlikely that a good advisor will ever be in the position, or allow himself to be put in the position of administering discipline to a chapter member. Yet he/she will be approached by the officers and asked for his/her advice on what to do with a given problem where a brother or pledge is not abiding by the practice or regulations of the chapter. An advisor must be acutely sensitive to a dilemma which chapters often create for themselves: they effect regulations without giving adequate attention to how those regulations will be enforced or to what sanctions will be imposed upon someone who violates them. In this era, our society attempts to heal many ills through litigation, through the passing of laws. This same phenomenon is also evident on college campuses. A well placed question from the advisor ("What will you do if someone breaks that bylaw?") can often prevent development of the dilemma. If adequate thought is not given to sanctions, a

violator may receive no reprimand for his/her act, and the end result is a lack of respect for regulations and bylaws, resulting in an breakdown in the internal discipline and morale of the chapter.

### **Member's Personal Problems**

As previously mentioned, the advisor may well turn into a counselor whether he/she wishes to do so or not. It is only logical that an undergraduate will turn to an older man/woman with whom he/she is comfortable, especially in the absence of family. An advisor should be sensitive to what is often called a "hidden agenda"; a brother/sister begins an ostensibly light and social conversation with something else on his/her mind that he/she hopes to discuss. Especially if an advisor is approached by a member of the chapter with whom he/she normally does not engage in small talk, it may be a sign that he/she wants to discuss something more important. An advisor can often provide the chance with a casual question like "How's everything else going?" or "Are you ready for midterms?"

### **Athletics**

Attending an occasional intramural game is a good way for an advisor to demonstrate his/her support and interest, especially if the game is an important one. Attending varsity sporting events involving chapter members is also a good way to show support and to get to know the chapter members.

### **Social**

Different advisors will have different attitudes and degrees of involvement in the chapter's social programs. As a general rule, appearance at some functions within the chapter's social program over the course of a year will benefit an advisor by giving him/her the chance to get more acquainted with all the chapter members and will reap benefits in terms of visibility. Many advisors find it prudent to "drop in" at a party or other social gatherings for part of the time, not feeling obligated to stay until the bitter end.

### **Counseling for Career, Vocation, Education**

Every advisor has his/her own vocation and his/her own interests which qualify him/her in a unique way to counsel those members in the chapter who share his/her interests. One of the ways in which an advisor can most help a chapter is to act as a source of information and referral for brothers/sisters seeking guidance about their futures. Maybe the advisor could help plan and host a series of dinners and informal conversations featuring alumni who are businessmen, doctors, salesmen, and so on. Perhaps many members in the chapter are aiming toward professional schools; the advisor could help arrange sessions to discuss the process of application and admission. Involvement in this sort of activity is highly recommended for it can result in real assistance to a wide range of brothers/sisters and also adds a note of substance to the advisor's functions.

Many advisors will be approached by brothers/sisters for recommendations and references. No advisor should feel that he/she must accede to such requests unless he/she knows that individual brother/sister well enough to provide a written or oral reference which can back up eloquent praise with specific examples. On the other hand, an advisor who does have a personal relationship with the brother and is convinced that the brother is well qualified for whatever he/she seeks should not hesitate to write a recommendation if the advisor is comfortable doing so. Employers and graduate schools rarely deviate from the principle that the most important thing in a recommendation is evidence that the recommender knows the recommended well enough to back up generalities with specifics.

### **Scholarship**

One of the primary objectives of the fraternity or sorority is to promote the scholastic growth and academic achievement of its members. Unfortunately, chapters frequently neglect their academic obligations and overemphasize their social programs.

The advisor will need to constantly evaluate the brothers/sisters' collective and individual academic standing with the institution. Some brothers/sisters will flunk courses, others will need tutoring, and many of these problems will remain invisible because the undergraduates concerned are embarrassed about their academic

situation. The advisor's goals can include the instigation and promotion of a program emphasizing scholarship. Is there a scholarship chairman? Is he/she effective? Is his/her office viewed with ridicule or respect by the chapter? How does the chapter's grade-point average compare with the all male and the all fraternity or sorority averages at the institution? Does the chapter lose pledges/new members because of poor academic performance? Is it possible for a member to study in the house? These questions are just examples of ones which the advisor can ask rhetorically. Scholarship is one area which is often neglected for it is frequently over-shadowed by other events and crises and because it is enigmatic and often less tangible than we would wish. Yet the chapter in which scholarship is neglected is not a sound chapter. It is important to keep the chapter's role in perspective-the chapter was created because of and is sustained by the college or university. The primary goal of undergraduates, including fraternity or sorority members, is to get an education. The chapter should support this goal by creating and maintaining programs and policies conducive to the pursuit of academic excellence.

### **Liaison with Parents**

The advisor will often come into contact with other groups which figure in the life of the chapter. Visiting parents, for example, are often introduced to an advisor. Some advisors write a short note to parents introducing themselves. If the chapter has a parents' club, developing a strong relationship with the group can be invaluable.

### **The Chapter's Alumni**

Relationships between a chapter and its alumni are often a source of concern and aggravation. Many brothers/sisters feel estranged upon graduation for no attempt is made by the chapter to keep up a relationship. Other alumni move so far away that liaison is difficult. Still others would like to take the initiative to remain involved but truthfully do not know how or what to do. One of the advisor's major responsibilities may be to promote the involvement of the chapter's alumni. The advisor can encourage publication at regular intervals of a newsletter addressed to alumni. Another possibility is a function specifically for alumni and their families hosted by the chapter. Alumni are excellent sources of information concerning graduate schools, employment, careers, and other topics about which an advisor may personally know little, and in most cases they are more than willing to share it.

It is the rare chapter which could claim that its relationship with its alumni does not need improvement and strengthening. Too often a chapter will seek out its alumni only in a crisis or when it needs money. The advisor can help place relationships with the chapter's alumni on a stable footing, promote their association with the undergraduates, and offer a base for fund raising when and if it is appropriate.

### **Liaison with the College or University**

It is important and useful for the advisor to develop familiarity with the administration of the institution at which the chapter is domiciled. His/her relationships with the chapter will often be enhanced if he/she is able to relate it to the institution of which it is a part. Some chapters feel isolated within the institution and will benefit from an advisor's promotion of involvement in campus affairs. If the advisor personally knows the administrator who works with fraternities, many problems can be prevented before they occur. Perhaps an occasional meeting of advisors of all the fraternities and sororities on campus will result in a beneficial exchange of ideas. The advisor might be the representative from the fraternity on Greek Alumni Council. It's important that the advisor understand campus-wide practices relating to membership recruitment, hazing, scholarship, risk management, and so on. The institution offers many services which could benefit the advisor and chapter such as: tutoring, help with fund raising, and physical facilities for use during a province gathering are just examples. The advisor might wish to arrange a subscription or other regular access to the campus newspaper, the reading of which will keep him/her up to date on campus affairs. While the lion's share of the advisor's time should be spent with the chapter, the advisor should spend a few hours, especially if he/she is new, meeting with various officials on campus.

## **AREAS EXTERNAL TO THE CAMPUS**

Similarly, the advisor may serve as a link between the chapter and the province and local alumni from other chapters. The advisor is a resident of the community, and his/her contacts within it will be useful for the chapter which wants to arrange a community service project or contacts with resources regarding employment. Here again, the advisor is a liaison, and he/she can expand the horizons of the chapter well beyond the group itself.

## **THE INTER/NATIONAL FRATERNITY OR SORORITY**

One of the advisor's responsibilities is to promote the fraternity's or sorority's objectives within the chapter. That includes stressing its importance for the future lives of brothers/sisters when they become alumni, knowing and publicizing the services offered by the national fraternity or sorority to the chapter (and to the advisor!), and making sure the chapter is represented at fraternity or sorority conventions and leadership conferences.

Communication with the fraternity or sorority headquarters on the part of the chapter and the advisor is one subject which deserves emphasis. The fraternity or sorority headquarters has an obligation to keep the advisor informed, and periodic communication should occur with the fraternity or sorority headquarters, either directly or through the leadership consultant assigned to the chapter. A good way for an advisor to familiarize himself with the fraternity or sorority and its services is to attend national and regional leadership conferences. Consultants can help establish the advisor's importance by emphasizing his/her role to the chapter. Whenever the chapter seeks help from the consultant, for example, an appropriate question from the consultant to the chapter is "What does your advisor think about that?" Through this sort of reminder, the consultant emphasizes to the chapter that its first source of information often ought to be the advisor, and the consultant's observations about the chapter will give the advisor a perspective he/she may otherwise lack.

Advisors are encouraged to seek help from the fraternity or sorority headquarters whenever it seems appropriate, especially in keeping abreast of programs and services which will help him/her and the chapter.

# Summary

This manual contains a great deal of information, and a new advisor may feel somewhat overwhelmed. To keep things in perspective, let us remind ourselves that no advisor can be all things to a chapter, that all advisors are different, and that all chapters are different. This manual is intended to expose the advisor to many of the questions and problems which he/she may encounter, not to imply that he/she should be a master at dealing with each. A periodic review of his/her own progress by an advisor will be helpful in assuring that he/she feels competent in his/her service, and this summary can best be offered in the form of a series of questions the advisor can ask himself.

1. Do I know all the brothers/sisters and new members by name?
2. Have I attended meetings of the chapter or the executive committee or both on a regular basis?
3. Do the chapter and I understand what we expect from each other, and are we meeting those expectations?
4. Am I satisfied with my relationship with the officers of the chapter?
5. Do I maintain adequate communication with and receive support from the national headquarters?
6. Do I believe that the chapter communicates adequately with me, and vice versa?
7. Have I been approached by brothers/sisters and new members at least occasionally for help with personal problems?
8. Am I promoting the objectives of the fraternity or sorority?
9. Is the chapter a better one because of my association with it?

If the advisor is uncomfortable, in all honesty, with any of his/her answers to these questions, then he/she may want to analyze the reasons for the discomfort and treat them as areas for improvement.



# **Chapter Four: Facilitating Self-Regulation**

# Facilitating Self-Regulation

Nevitt Sanford is a college student development theorist best known for his work illustrating the concepts of challenge and support. In order for students to develop there must be sufficient challenge present. A student's response to too little challenge would be going to college with one's high school friend, living with him/her in the residence halls, and then joining the same fraternity/sorority...and joining all of the same campus organizations.

Challenge can be achieved through one-on-one "tough topics" discussions with advisors, a new and different learning experience, a leadership class, a challenging leadership situation, etc. The student is personally stretched and developmentally challenged. He or she moves from black and white, either-or thinking to more gray areas. The student grows to know himself/herself better and opens up to new experiences.

However, if the challenge is too great and there is an absence of appropriate support, a student will not develop and may retreat back to earlier stages of development. For example, a student who is challenged too much by the new college environment as a freshman/transfer student may go back to his/her high school clique for comfort. He/she may even drop out of school. Support is found through familiar situations, a safe emotional place, and comfortable risk-taking.

Self-regulation is a concept that is appropriately challenging for college students. They are learning about their behavioral boundaries through membership expectation discussions. They are receiving training and information related to risk management and personal accountability. They are discovering what is appropriate and inappropriate as members of their fraternity/sorority. They are finding out what it means to govern themselves as an undergraduate organization of peers with alumni stakeholders. They are learning about meeting and volunteer management. They are also finding out about the difficulties and rewards of taking care of their own business.

***There are two aspects to self-regulation – proactive action and reactive action.***

Proactive action involves many elements. The following list includes many opportunities for discussion with undergraduate members.

# Proactive Self-Regulation

## Expectations Documents

Most inter/national organizations have simple documents outlining the expectations and responsibilities of its members. Some refer back to their Creed or Ritual as their membership commitment document. Using any of those documents and simply having a conversation with the chapter's leadership team about their expectations of the general membership would be a proactive conversation.

The North-American Interfraternity Conference coordinated an interfraternal Commission on Values and Ethics consisting of representatives from various interfraternal organizations which developed nine basic expectations of fraternal organization membership. The National Panhellenic conference has an NPC Panhellenic Compact in their Manual of Information. WPI also has a Greek Relationship Statement. And, as stated earlier each inter/national organization also has membership expectations.

Ask the chapter to reflect on the following:

- What would the chapter's basic expectations or code of conduct be for themselves?
- How would their expectations measure against the documents?
- What would be the overlap?

As the chapter advisor you could have the leadership team develop a chapter expectations document and then share the following resource to do that comparison.

The documents listed above can be found on the following pages.

# **Nine Basic Expectations for Fraternal Members: A Statement of Fraternal Values and Ethics by the NIC Commission on Values and Ethics**

## **Basic Expectations**

In an effort to lessen the disparity between fraternity ideals and individual behavior and to personalize these ideals in the daily undergraduate experience, the following Basic Expectations of fraternity membership have been established:

I

I will know and understand the ideals expressed in my fraternity ritual and will strive to incorporate them in my daily life.

II

I will strive for academic achievement and practice academic integrity.

III

I will respect the dignity of all persons; therefore, I will not physically, mentally, psychologically or sexually abuse or haze any human being.

IV

I will protect the health and safety of all human beings.

V

I will respect my property and the property of others; therefore, I will neither abuse nor tolerate the abuse of property.

VI

I will meet my financial obligations in a timely manner.

VII

I will neither use nor support the use of illegal drugs; I will neither misuse nor support the misuse of alcohol.

VIII

I acknowledge that a clean and attractive environment is essential to both physical and mental health; therefore, I will do all in my power to see that the chapter property is properly cleaned and maintained.

IX

I will challenge my members to abide by these fraternal expectations and confront those who violate them.



## NIC Standards for NIC Fraternities

Chapters agree to and support open expansion on their respective campuses.

Member organizations are insured with liability coverage.

Each associate/pledge/new member has a minimum high school GPA of 2.3 for first semester freshman year and (whichever is appropriate per NIC member decision)

- minimum college GPA of 2.25 thereafter;
- or has a GPA at or above each campus all-men's average thereafter

Annual cumulative GPA of (whichever is appropriate per NIC member decision)

- at least a 2.5 for each chapter
- or at or above each campus all-men's average

The associate/pledge/new member program shall last no longer than twelve weeks and encourages a program lasting less than twelve weeks.

Fraternity-chapter women's auxiliary groups (i.e. "little sisters") are not allowed.

Risk management policies that address alcohol use, fire safety, hazing, and sexual assault/abuse.

Alcohol free at all rush/recruitment activities including formal, informal and summer/break recruitment activities.

Alcohol free pledge/associate/new member programs.

Language allowing for immediate chapter emergency, temporary suspension by individual fraternity.

Each member will communicate its values through its ritual at least annually or as prescribed by its policies.

Each member organization will communicate the importance of its undergraduate members participating in educational programming (whether campus, national fraternity or independently led) covering any of the following: academic achievement, alcohol consumption, career preparation, civic engagement, hazing, leadership development, sexual assault, and values and ethics.



# National Panhellenic Council (NPC) Standards

*Our chapters will enhance and promote each member's development and learning by:*

## **POSITIVELY AFFECTING INTELLECTUAL DEVELOPMENT**

Each member group of the National Panhellenic Conference places high value on education, academic performance and intellectual development. The following minimum standards for chapters are:

- Meeting or exceeding the campus All Women's Average.
- Providing academic programming to new members and members, co-sponsoring programming with another Greek and/ or campus organization or attending campus-sponsored programming that may include but not be limited to teaching study skills, providing tutoring, and recognizing scholastic achievement.
- Developing positive relationships with university faculty by seeking their assistance with the chapter's academic programming and scholarship goals.

## **INSTILLING THE VALUES OF THEIR ORGANIZATIONS AND THEIR HOST INSTITUTION**

Each member group of the National Panhellenic Conference:

- Integrates their values, missions and standards throughout their collegiate chapter organizational and programming structure.
- Educates their chapter members on policies pertaining to the issues of alcohol and substance abuse, underage drinking, and all inter/national policies pertaining to it.
- Encourages non-alcoholic social activities.
- Requires a policy of alcohol-free facilities for all of their housed chapters.
- Provides a standards board structure by which chapters hold their members accountable for their behavior.

The following minimum standards for chapters are:

- Providing information on underage drinking and alcohol and substance abuse at least once a term.
- Enforcing its inter/national organization's clear policies on alcohol and social event planning guidelines/policies.
- Abiding by all federal, state/province and local laws related to alcohol and substance use.
- Providing at least one (1) values education program annually.
- Partnering with the university to provide a healthy and safe collegiate experience for chapters that is grounded in the core values and mission of both the host institution and the inter/national organization.

## **DEVELOPING LEADERSHIP SKILLS AND ABILITIES**

Each member group of the National Panhellenic Conference places high value on the development, support and mentoring of leaders. The following minimum standards for chapters are:

- Providing at least one (1) leadership development program annually, co-sponsoring a program with another Greek and/or campus organization or attending a campus-sponsored program.
- Requiring at least one (1) chapter officer to attend the inter/national organization's annual Convention/Leadership Conference.
- Encouraging chapter members to utilize their leadership skills for the benefit of other campus organizations, activities and/or projects.

- Having at least one (1) local alumna serving as an advisor. In communities where local alumnae are not available to serve as advisors, a chapter shall rely on a faculty advisor. An adviser and chapter leader shall periodically engage in dialogue with university officials.

**DEVELOPING POSITIVE RELATIONSHIPS (BROTHERHOOD/SISTERHOOD)**

Each member group of the National Panhellenic Conference places high value on respect for others, human dignity, cultural diversity and self-worth. The following minimum standards for chapters are:

- Adhering to it's inter/national policies regarding hazing.
- Executing a new member program consistent with the inter/national organization's values that positively introduces new members to the Greek community.
- Providing at least one (1) program annually on the value of human dignity, co-sponsoring a program with another Greek and/or campus organization or attending a campus-sponsored program.
- Participating in at least one (1) campus sponsored program annually that promotes the campus' multicultural climate.
- Providing a minimum of one (1) health and wellness program annually, co-sponsoring a program with another Greek and/or campus organization or attending a campus-sponsored program.

**DEVELOPING CITIZENSHIP THROUGH SERVICE AND OUTREACH.**

Each member group of the National Panhellenic Conference places high value on community and philanthropic service. The following minimum standards for chapters are:

- Engaging in a minimum of one (1) community service project of hands-on assistance each term.
- Complying with the fire/safety inspection regulations (housed chapters) of it's inter/national organization and host institution.
- Acknowledging and promoting positive relationships with the greater university community by engaging in regular communication and dialogue that informs and solves problems when needed.

# WPI's Greek Relationship Statement

The relationship between WPI and the fraternity and sorority system is one of mutual respect, cooperation, understanding and trust. This trust is based on mutual goals, the expectations of WPI, the Community, the Greek membership and the responsibilities of each in this relationship.

WPI has the obligation to:

- continue its commitment to foster the Greek system;
- provide staff, leadership training and educational programming and the necessary funding for such endeavors;
- to advocate on behalf of the Greek community as a liaison between internal and external constituencies;
- provide assistance and training for the self governance system; and
- provide a system of judicial review for cases which IFC and Panhel feel is inappropriate for their disposition and provide a system of judicial review for offenses that might lead to suspension or revocation of University recognition.

The fraternities and sororities have an obligation to:

- maintain a strong scholastic emphasis which includes attending and participating in educational programming sponsored by the University;
- respect the rights of the campus community and the neighborhood;
- comply with the rules of conduct included in the Campus Code and the policies that govern the Greek system;
- minimize the risk of liability and harm to people and property and maintain an accountability for actions of the chapter;
- ensure sound new member and initiation practices;
- support the Interfraternity and Panhellenic Councils and maintain a national affiliation in good standing;
- maintain an active relationship with an advisory person or committee such as chapter advisors or house corporations; and
- participate in philanthropic activities;

To aid each chapter in living up to its ideals as well as those of the University, each chapter should conduct an annual self evaluation and planning program. Criteria should include:

- demonstrated support for the Academic Mission of WPI;
- demonstration of respect and responsibility toward neighbors;
- avoidance of situations which do not conform to all applicable laws of conduct including hazing and alcohol and drug abuse;
- a knowledge of insurance and liability issues and the responsibility to minimize the risk of liabilities including the maintenance of a safe and clean habitat that conforms to building codes; and
- abiding by reasonable and safe standards for social events.

The relationship between WPI and the fraternity and sorority system requires open and honest communication bound by a spirit of goodwill. Together, they serve to strengthen, and therefore benefit Greek life and our campus community. As the representative of my Chapter, I accept the personal responsibility for familiarizing myself with this Statement and the ideals of my fraternity or sorority and for doing my best to conduct myself in accordance with this Statement.

# Educational Programming

Effective leadership teams anticipate problematic behavior, activities, and events. Leaders work to lessen their exposure to risk, conflict, and other issues. Discuss the topic list below with the chapter's leadership and advising teams to help the students plan and program for themselves. They can invite campus personnel, alumni members, and community members to speak to the chapter. They can also practice peer education by leading discussions and workshops on their own.

- ◆ Academic performance
- ◆ Alcohol and other drugs
- ◆ Date rape education
- ◆ Declining membership numbers
- ◆ Dues payment
- ◆ Eating disorders
- ◆ Hazing
- ◆ Health issues
- ◆ House fires
- ◆ Housing issues
- ◆ Involvement in the chapter
- ◆ Lifelong commitment (alumni involvement)
- ◆ Member education
- ◆ Senior involvement
- ◆ Social justice issues (sexism, racism, etc.)

## Goal Setting

The old quotation still rings true: "If you don't know where you're going, how will you know when you get there?" Undergraduate leaders are often so busy with the mundane, daily chores of leadership that they don't take the time for proactive planning and goal setting.

Some leadership teams set goals but fail to involve the entire membership, thus missing out on opportunities for the general members to get excited about reaching the chapter's goals together. They also miss out on key leadership development opportunities through committee work aimed at the chapter's goals.

Help the chapter plan a goal setting session. Remember, people support what they help to create. Give the general members a chance to set the direction for the organization and help them build some personal pride in accomplishing group goals. You will be strengthening their chapter management and leadership skills.

## Awards Programming

Sometimes students (and advisors) forget that inter/national and campus awards programs are a form of proactive self-governance. Awards recognize individuals and organizations deemed "excellent." Leaders can set higher standards for the chapter by using the award applications to guide the chapter goal setting sessions. Chapter leaders aiming for recognition through awards are goal-oriented, shaping the behaviors of their members and the programming of the chapter.

# Reactive Self-Governance

## **Chapter Judicial Board**

This is obviously the least favorite aspect of leading and advising a chapter! Businesses spend millions of dollars training (and retraining) employees to manage conflict, supervise employees, sanction behaviors, and work with other personnel and human resources issues. So, it should be no surprise that conflict management and self-governance issues are difficult for undergraduates to tackle.

No matter what they're called – standards committees, honor boards, membership review committees, etc. They are an important, even critical, structure for self-governance. We can't just educate members. They will make mistakes. Some will choose to act against policies and stated membership expectations. Members will find ways to keep internal judicial boards busy.

Chapter Standards Boards exist to investigate and resolve violations of the chapter bylaws, policies, code of conduct, and the constitution and bylaws of the organization. They provide a system of due process and fairness for members to be heard. The boards provide a way for chapters to take care of their own membership issues without an external body's intervention.

Participating in peer discussions can be a very powerful learning experience. There is nothing like having someone an undergraduate respects telling him/her to straighten up. Careful coaching and advising will help chapter members practice this life skill of conflict management.

In some cases, a campus professional, inter/national organization staff member, or volunteer will need the additional support of alumni members to be involved as an appeals body. They may also need alumni support in the event the chapter members and leaders are unable to adjudicate on their own. These specific steps will be outlined in your own organization's documents.

## **Governing Council Judicial Board**

Chapter standards boards should take care of internal chapter business addressing individual behavior such as non-dues payment, alcohol-related incidents, etc. The chapter's fraternity/sorority governing council takes care of chapter misconduct and organizational issues related to their own Constitution and by-laws.

Governing councils often address incidents related to chapter-sanctioned activities such as violations of risk management policies, group hazing, damage done to property by the chapter, etc.

Many people falsely believe these board hearings are like trials with lawyers for the defense and prosecution. Students prepare opening arguments, gather witnesses, and prepare closing arguments like trials. They are then surprised when the case is presented in a less formal, but still professional manner without the questioning of witnesses and evidentiary discussions.

An important learning and moral development turning point can occur. Sometimes students are so angry at being caught that they try to argue their way out of their judicial hearing. As the chapter advisor, you have an opportunity to make this a critical learning moment. If they willingly and knowingly broke policies they must learn to admit their mistakes and consider their own punishment. If they do not understand their mistakes, they can learn more about the policy, the purpose, and their wrongdoing.

After a peer review board has heard a case, they mete out educational and punitive sanctions as their way of governing the community. Sanctions may come in the form of fines, mandatory participation in workshops, sponsorship of workshops, or probation from certain chapter benefits (intramurals, participation in special events, etc.). Prepare the students for the peer sanctioning process.

The Greek Advisor and/or Dean of Students would be good resources for a full understanding of the steps involved in the campus judicial process. This is good information for all student leaders and their advisors to hear at the same time so they can ask appropriate questions about policies and judicial procedures. They should understand the concept of due process. Everyone should have a good understanding of the appeals process as well.

Information about the WPI Judicial Process for Student Organizations can be found here:

<http://www.wpi.edu/Admin/SAO/Orgs/Recognition/judicial.html>

Information about the IFC Judicial Process can be found in the Appendix within the IFC Constitution and Bylaws.

Information about the Panhellenic Council Judicial Process can be found in the NPC Manual of Information.



# **Chapter Five: Working Through Crises**

# Working Through Crises

You signed up for a meaningful volunteer commitment to working with students. You were excited about empowering them with information and resources to help them strengthen the chapter and to have a good leadership experience. Very few, if any, chapter advisors volunteer just to manage crises.

But, crisis management is the ultimate example of reactive self-governance. Invest time now in discussing crises and “what if” situations. Help the students create an implementation plan to assist them as they work through the difficulties of these situations and you will be boosting their self-confidence and preparing them for the worst.

Immediate crisis situations may involve:

- Fire
- Death of a member
- Serious accident

Short-term crisis situations may involve:

- Destruction of property
- Alcohol/drug abuse
- Hazing
- Sexual assault
- Bias-related violence
- Eating Disorders

This chapter will provide you with conversation tools and resources for crisis preparation with your advising and chapter leadership teams. Everyone thinks “this won’t happen to us.” Hopefully it won’t. But, in the event of an emergency or tragedy, your members – undergraduate and alumni – will feel more in control of the situation with proper planning. Additionally, this chapter offers a guide for referrals - a critical component to proactive advising and support of a chapter and its members.

As you develop your crisis management plan, use FIPG’s Risk Management Manual, and your own inter/national organization’s supplementary resources. The FIPG Manual is available at [www.fipg.org](http://www.fipg.org).

# Crisis Management: Preparation/Training

*Before* anything happens, help the undergraduates think through the resources available to them, their immediate plan of action, and their leadership/communication hierarchy in the event of an emergency. Use the worksheet as a discussion tool to work with the chapter leadership team and the alumni advisors who would be naturally involved in the resolution of the crisis.

## 1. "What if...?"

Plan for a crisis by asking "what if?" in a calm executive board meeting. Planning gives you time to make well-reasoned, unhurried decisions about crisis responses.

Discuss the Chapter Discussion Worksheet: Our Chapter's Responses as a team to prepare for the emergency discussions.

Then use the Eight Steps to Discuss for Crisis Management Planning for the training/discussion. Take notes as a team and then organize them in a step-by-step fashion.

## 2. Create a Phone List

Create a simple phone list to post in all public areas of the chapter facility (if applicable). See Emergency Phone Numbers to Post in the Chapter Facility.

As a discussion/training piece, create another list outlining different types of emergencies and the communication/contact plan for each. Use this chapter as a discussion tool.

Create a permanent phone list which includes the phone numbers of the chapter president, advisor team, house corporation president, the Greek Advisor, Dean of Students, and media outlets (if necessary). This should be in the hands of every chapter officer and advisor.

## 3. Information Network

Develop a communication system to inform every member of the chapter quickly. Chances are fairly good they'll be stopped by students and the media outside of the chapter facility or, if they're wearing letters, on campus.

## 4. Determine the Facts

- What happened?
- When (specific date and time)?
- Where?
- How?
- What was the damage? Injury?
- Who was involved?
- Applicable inter/national fraternity/sorority policies
- Applicable campus policies

## 5. Brief Your VIPs

Decide what information needs to be shared with appropriate VIPs. Then, work out the plan. Brief the individuals pre-determined on the phone list.

## **6. Prepare the President**

Prepare the president to truthfully answer tough questions with the media. Connect the president with an attorney if appropriate. This should be done in a coordinated effort with campus and inter/national fraternity/sorority representatives.

## **7. Inform the Membership**

Train/educate the general membership. Help them understand their role in the event of an emergency. Let them know the only person to speak to the public and/or media is the chapter president.

# Chapter Discussion Worksheet: Our Chapter's Responses

**Together as the leadership and advising team to the chapter, discuss the following questions before providing additional handouts, resources, and training. This will provide you with an understanding of the preparedness of the chapter for crises.**

## **Common Emergencies:**

- Personal injury
- Mental/physical health issue
- Eating disorder
- Legal
- Fire
- Property damage
- Automobile accident
- Risk management issue
- Natural disaster
- Suicide/Death

**Who is the crisis management leader in each case?**

**What are the critical elements of a crisis plan in the event of an emergency?**

**Who should be contacted?**

First:

Second:

Third:

# Preparing Students: Eight Steps to Discuss for Crisis Management Planning

## **1. Define the Crisis**

- Obtain clarity and understanding
- Be as specific as possible
- Reach an agreement that the crisis being defined is really the problem

## **2. Gather Information**

- Discuss the issues and concerns related to the crisis

## **3. Diagnose and Analyze the Causes**

- Brief your VIPs (determine who these individuals are)
- Perform a focused analysis
- Select areas of chapter management/programming for modification based on the analysis

## **4. Propose Solutions**

- Brainstorm and make a list of as many alternative solutions as possible

## **5. Discuss the Solutions**

- Evaluate the merits of each alternative solution
- Rank alternative solutions from most desirable to least desirable

## **6. Decide on a Solution or a Series of Solutions**

- Choose a solution that seems feasible, i.e., has potential for success
- Choose a solution that the chapter can actually implement

## **7. Plan Action Steps**

- List detailed steps for implementing solutions
- Plan specific steps that you as individuals can take

## **8. Evaluation**

- Evaluate our way of working together
- Express your feelings and opinions about the way you are working together
- Plan ways in which you can improve your chapter leadership/advising relationships

# Emergency Phone Numbers to Post in the Chapter Facility

<u>NAME</u>	<u>PHONE NUMBER</u>
EMERGENCY	911

Campus Security/Police:

City/Town Police:

Fire Department:

Campus Counseling Service:

Chapter President:

Room

Cell

Work

Chapter Advisor

Home

Work

Cell

Inter/National Headquarters

Campus Fraternity/Sorority Professional:

# Guide to Referrals and Resources

Most people recognize the need to refer, but many are uncertain about how to do it. Whenever you are in doubt about whether or to who to refer a member with a question or a problem consult the Greek Advisor and/or the Student Development and Counseling Center.

## **When to Refer**

1. When a member presents a problem or a request for information which is beyond your level of competency.
2. When you feel that personality differences (which cannot be resolved) between you and the member will interfere in his/her progress.
3. If for some reason the individual is reluctant to discuss the problem with you.
4. If after a period of time you do not believe your communication with the individual has been effective. Don't wait until it is too late for anyone to help.

## **To Whom to Refer**

Your knowledge of agencies that can be of service to students is of primary importance. You should be certain to refer a student to the office that will best serve him/her. Do not depend upon someone in another office to ensure that a student gets to where he/she could have been sent originally. It is obvious that a student becomes discouraged when referred from office to office without a real effort to determine where he/she can receive the assistance desired.

If you are not certain where to refer a student, find out before you send him/her off walking all over campus. Referrals should be considered as indications of competencies rather than inadequacies of the referring individual. If you are still unsure, call the campus fraternity/sorority professional. You don't have to share the details of the individual involved, just ask in general who to contact for the issue. Referring a member to the appropriate office demonstrates to him/her that you have his/her best interests at heart.

## **How to Refer**

Although it may be helpful to refer an individual to a specific person, this is not always possible as busy as some counselors are. Familiarity with the personnel and the function of each agency will help you explain the agency to the individual and assure him that, although s/he may see anyone of several people, all are competent.

Do not transmit information about the individual to the referral agency when s/he is in your presence. This may project the feeling that his particular problem is being known to everyone on campus.

When the individual has returned from the referral, do not pump him/her for information. Though s/he may not want to share his experience with you it's helpful to convey your feelings of concern for his/her general welfare. If you merely inquire about whether the appointment was kept, s/he may volunteer whatever information is necessary.

Do not expect immediate help for particular symptoms. Changing basic attitudes and feelings, gaining academic skills, or learning to handle everyday problems may be a process that moves slowly. Do not expect miracles to be performed on cases you refer.

Finally, respect the individual. The basic approach to all helping and referring is one of fundamental respect for the individual and the belief that it is best for people to work out problems in their own way. You and the

referral agencies are helpers in this process by providing a variety of alternatives for assistance but on the individual's own terms. Your chapter member may choose to ignore or accept the help available – your job is to see that he becomes aware of this help and that he has the maximum opportunity to utilize it.

*(Adapted from staff manual for resident assistants, Wichita State University)*



# Appendix

# Advice from Advisors to Advisors and Chapters

## Advice to the Chapters about their Advisor

*Next, we present some advisors' responses to the question: "If you were asked to give one piece of advice to the CHAPTER (any chapter) in relation to its advisor, what would you say?"*

Keep the advisor posted as to your activities – including financial, academic, and social – and ask the advisor when needed, but do not expect the advisor to become involved in the day-to-day making of decisions.

Learn what the word "advisor" means and expect no more or no less of your advisor.

If you don't use me, it's your choice, but I'm here of my own volition, and it's because I want to give back a little of what I took out. Use me.

Pick a person with available time and interest to devote to serving and inspiring the brothers/sisters and pledges/new members.

The brothers/sisters should give the advisor a chance to help them. Have them let the advisor know that they want him/her to attend meetings (regular and pledge); an advisor's counsel can be valuable.

Recommend to any advisor that his/her responsibility is to get the active chapter so independent that his/her job is no longer necessary. He/she then becomes strictly a support person, only there as the need arises.

Get one or more advisors and make sure they get educated about their role by going to training programs sponsored by the national fraternity/sorority.

Keep your advisor informed, and develop rapport with him/her. It is hard to offer unsolicited advice, and it is impossible to help if one is not acquainted with the fact that a problem exists. The advisor should be encouraged to be present occasionally for dinner, at many of the chapter meetings, at most of the executive meetings, and, above all, to know each of the brothers/sisters personally.

Respect your advisor for the amount of time, whatever it may be, that he/she has to spend with the chapter. Appreciate the time element especially because it is one person's way of saying thanks for what the fraternity/sorority has given him/her. Don't ever take your advisor for granted for it is the fastest way of losing him/her and his/her interest and involvement. Be attentive to exactly what the advisor does and doesn't do. Clearly define the role you want your advisor to take and keep him/her within those bounds, making sure that the chapter holds up its end of the contract. Constantly be aware of your advisor's involvement, invite him/her to functions you want him/her to attend and don't assume he/she will be there, and don't assume anything else. Be considerate and establish ground rules for office visits, telephone calls and other communications. And, most of all, never expect your advisor to do a job someone else should be doing – it happens too often and never should. Find your advisor's special interests and use his/her talents in that field. Work hard to find enough advisors with diversified interests to assure that you have someone to go to in time of need. And, finally, make your advisor and his/her family feel a part of the fraternity or sorority by noting anniversaries and celebrations and making sure that the entire family is included in as many functions as possible – this simple cordial act will help make up for some of the sacrifices that the family is making to allow your advisor to spend time with you.

### **Other Advisor's Advice to the Advisors**

*Finally, in wishing the advisor well and in the hope that he/she will find his/her association with the chapter rewarding and fulfilling, we offer some advisors' responses to the question, "If you were asked to give one piece of advice to other CHAPTER ADVISORS, what would it be?"*

Know the brothers/sisters and be ready to assist in many areas! You cannot be a "buddy."

Be sure that you are prepared to commit the time necessary to do the job right. You can't do it alone.

Don't become too involved in the day-to-day operations of the chapter. Rather, let this thing called a fraternity or sorority be a learning experience as it was and always has been intended. Allow the chapter to make those inevitable mistakes although sufficient guidance should be provided to prevent major catastrophes.

Ask other advisors on your campus how to do the job. Don't wait for problems; anticipate them.

Don't control the chapter; guide it.

Don't forget that the chapter is run by its active membership. You may offer advice, but the ultimate decisions are up to the chapter. Even if you don't think its programs are the best, try to help.

Try to stop by the house weekly if you can. Maintain a brotherhood/sisterhood attitude, not a parent-child one, to get the job done.

You cannot be an effective advisor if you do not know the pulse of the local chapter. Sometimes it is difficult to stay on the sidelines due to close working relationships, but I tried the standoff approach this year and it just did not work. I couldn't relate to the problem situations without being around and seeing all sides to every situation.

Advise, don't dictate.

Stress the importance of the fraternity or sorority as far as the future is concerned. Try to have the members keep in touch or even involved after they leave the chapter.

Strive to institute concrete programs concerning scholarship.

Get to know your actives as individuals; be alert to personal concerns and problems.

Our advisors tend to get involved only when problems arise and do nothing when things are running smoothly. Keeping in touch at all times is important in catching problems before they become major.

Let the brothers/sisters run the chapter.

Get involved on a weekly basis with all facets of chapter operations.

Constantly remind the chapter it is a part of a national fraternity or sorority. Chapters get so involved with their own role on the campus that the fraternity or sorority seems like a distant relative.

Get to know the brothers/sisters and pledges/new members early – don't wait until they're in leadership positions.

Remember you are an advisor, not a ruler. Also, you are an equal brother/sister to those whom you provide guidance.

Make your presence felt throughout the chapter, recognize the active members, and be able to communicate on their level. But do not intimidate the membership or expect it to seek permission for all of its activities. In other words, be interested and available, but don't dictate policy.

Learn as quickly as possible who makes the chapter move. They will not always be the officers.

Stay impartial.

Find out what is expected by the national fraternity or sorority and relate that to the local chapter. Also get to know what type of people generally make up the house, what they are trying to achieve, and how they plan to get there.

Do not be an advisor in name only. Be with the brothers/sisters often and participate in many of their activities. Be a friend when needed.

When you go to the first few meetings, watch and listen. Don't tell the brothers/sisters how you did it when you were in school. If they ask for advice, give it as a suggestion, and don't get upset if they don't accept it. Talk to them at their level, not yours.

Always keep the lines of communication open. Make certain the active chapter realizes you are always available if your assistance is needed, but do not thrust your ideas on the active chapter so that the brothers/sisters do not learn to think and solve their own problems.

Attend national conventions and national and regional leadership conferences.

Stay in touch and expect the worst. Even the simplest activities can generate significant problems. It is also usually more productive to work with the officers in helping formulate plans to resolve problems than to orate during meetings. The brothers/sisters in the collegiate chapter are doing the best they can, and they need assistance in resolving problems, not an advisor who constantly harps at them.

Know what is expected of you by asking the chapter for a clearly defined list of expectations and responsibilities for an advisor. This should be worked out with sessions including the advisor and executive committee. Once those roles are determined, then be firm and be careful not to assume additional responsibilities that someone in the chapter should be accomplishing.

Never feel that the success or failure of the chapter falls on your shoulders! Despite numerous things that might happen, both good and bad, the chapter is only as good as its members and they are the ones responsible for the overall operations. You are an advisor and advisor only: You are not an undergraduate and are offering your talents and concern for their benefit. In the same respect, don't let alumni attitudes ever convince you that you "make or break" the chapter; the undergraduates do that. All you can do is advise and counsel.

Most of all, be ready to enjoy your experience as an advisor, for the benefits you reap will be far more than you've ever invested. The association with a group of outstanding young men has the potential to be extremely rewarding. Although there will always be low and high points, and the reward may be found in numerous small satisfactions added together; the overall experience can only be positive.

# Advisor Expectations Activity

(adapted from Beta Theta Pi Fraternity)

**Directions:** Each officer and advisor should respond to the following items on a scale of 1-5 with regard to how important the function is. Upon completion, the advisor and office should review the document to identify common expectations and clarify differences.

**Scale:**

- 1 Essential
- 2 Helpful
- 3 Nice, but advisor doesn't have to
- 4 Prefer advisor not to do
- 5 Absolutely not advisor's role (5)

**The advisor is expected to:**

Explain college/university policy when relevant to the discussion and depend on the office to carry it through their leadership. [ 1 2 3 4 5 ]

Help prepare the agenda before each meeting. [ 1 2 3 4 5 ]

Meet with IFC officers at least once each month in person. [ 1 2 3 4 5 ]

Speak up during discussions with relevant information. [ 1 2 3 4 5 ]

Exert influence with officers between meetings. [ 1 2 3 4 5 ]

Take an active role in formulating the goals of the officer and the committee. [ 1 2 3 4 5 ]

Attend all IFC activities. [ 1 2 3 4 5 ]

Require officers to clear expenditures before financial commitments are made. [ 1 2 3 4 5 ]

Request to review the budget during each term and assist with the budget. [ 1 2 3 4 5 ]

Keep the officers aware of the stated objectives, policies, and bylaws when planning events. [ 1 2 3 4 5 ]

Veto a decision when it violates University policy. [ 1 2 3 4 5 ]

Let the officer work out problems, including making mistakes, and doing it the "hard" way. [ 1 2 3 4 5 ]

Insist on a written plan prior to each activity by those officers responsible for planning it. [ 1 2 3 4 5 ]

Take the initiative in creating teamwork and unity. [ 1 2 3 4 5 ]

Take an active part in the orderly transition of responsibilities between the old and new officers during each transition. [ 1 2 3 4 5 ]

Serve as a consultant. [ 1 2 3 4 5 ]

Other comments or suggestions:

# Alumni Recruitment Ideas

*Adapted from UCLA Greek Life Alumni Resources*

Adding to the alumni/ae ranks... Maintaining alumni/ae relations programs that are effective, while increasing your advisement pool.

## **Ideas for involving and increasing volunteers:**

- 1) Work with the undergraduate chapter to have a solid alumni relations program and active chair in place that focuses on the basics.
- 2) Maintain a local alumni database.
- 3) Invite interested alumni to board meetings and advisory board gatherings.
- 4) Create specialized positions for people based upon interest and skill.
- 5) Maintain a website that focuses on the needs/interests of alumni.
- 6) Keep a record of and track all alumni that attend events and activities.
- 7) Use the National Headquarters and Regional Officers to identify active volunteers that re-locate to your area such as past staff members, or active alumni that have a proven record of involvement.
- 8) Make sure to include and involve alumni outside of your own chapter.
- 9) Use the Greek Life website [www.wpi.edu/+Greek](http://www.wpi.edu/+Greek) to connect alumni to the University's programs and resources.
- 10) Invite Fraternity and Sorority Relations staff into advisory/board meetings to provide updates and campus climate information.
- 11) Conduct chapter specific trainings and sessions that are engaging and informative to prepare alumni as volunteers.
- 12) Recognize alumni for their contributions on an annual basis at the peer level and student level.
- 13) Profile your active alumni in your National magazine to gain volunteer exposure.
- 14) Find a liaison from each generation of your chapter's existence to conduct outreach.
- 15) Conduct special initiations to gain additional volunteers (i.e. community leaders, faculty and staff, parents, etc.).
- 16) Get involved in pre-planned alumni activities with the Greek Alumni Council.
- 17) Increase the "alumni" presence in the chapter facility (if housed) with archive photos on permanent display.
- 18) Pair undergrads with alumni to foster interaction and networking.
- 19) Conduct a phone-a-thon with undergrads and advisors to all chapter alumni.
- 20) Reach out to alumni on pertinent occasions (local/national founding day, University homecoming, big games and campus events, etc.).
- 21) Get alumni involved in and/or conduct your senior ceremony as prescribed by ritual in order to set a tone for future involvement and lifetime connection.
- 22) Utilize the Alumni Association or marketing professionals to know your "tough" markets (i.e. 60's, 70's, senior vs. younger, etc.) and how to reach them for involvement.
- 23) Plan events by age groupings (i.e. 20/30's clubs, over 50's club, etc.)
- 24) Invite Alumni Association leaders to your events as participants or guest speakers to highlight the importance of the campus alumni network.
- 25) Involve families in your events and activities on occasion to foster a strong connection with extended family beyond fraternity/sorority.

# Motivating People to Volunteer

- Be motivated yourself. Sincerity succeeds over technique every time.
- Be clear on what you want people to do. Use written job descriptions whenever possible so that you are telling the same thing in the same way to each potential volunteer.
- The more specific you can be, the better. If you ask, "Who wants to volunteer?" how can someone decide on the basis of no information? On the other hand, if you ask, "Who wants to prepare for the legislative hearing next month?" you allow people to self-screen their interests.
- Use titles for volunteer assignments. The word "volunteer" is a pay category, not a function! Would you apply for a job called "employee"?
- Do not speak with a 'forked tongue.' Do not suck people into assignments by minimizing the work to do be done. Be careful of phrases like: "this will only take a few hours a month" or "try it for a while and then we'll see." If you need someone with availability several hours a week or for a full year, say so. It may take longer to find someone to say yes, but once you have that person you'll have the right person.
- Share deadlines. When does the work have to be finished? What are the internal deadlines prior to the final one?
- Define the training and supervision the person will have. Many people are cautious of being thrown in to sink or swim. If they believe they will have help while they learn the ropes, they may be more likely to give something a try. Also, it is reassuring to know that you do not expect them to start the job fully informed or trained.
- Identify and express the benefits to the volunteer from accomplishing the task. Every job has "payoffs" and it is legitimate to discuss these. In fact, in the best volunteer situations, the giver receives as much benefit as the recipient does.
- Explain why you are approaching the particular person -what skills or personality traits he or she has that makes her/him a good candidate for the position.
- Paint an upbeat picture of the work. Volunteering is a leisure time activity. You are not competing with salaried employment when you recruit volunteers; your competition is jogging and time with the kids! So the volunteer work should be fun at some level (and remember that everyone defines fun differently).
- Don't have mental conversations. The way to recruit volunteers is to ask people!

*From Susan Ellis and Energize*

# 101 Ways to Recognize Volunteers

Continuously, but inconclusively, directors and coordinators of volunteer programs discuss the subject of recognition. There is great agreement as to its importance but great diversity in its implementation. Listed below are 101 possibilities gathered from hither and yon. The duplication at 1 and 101 is for emphasis. The blank at 102 is for the beginning of your own list. It is important to remember that recognition is not so much something you do as it is something you are. It is a sensitivity to other persons, not a strategy for discharging obligations.

1. Smile.
2. Put up a volunteer suggestion box.
3. Treat to a soda.
4. Reimburse assignment-related expenses.
5. Ask for a report.
6. Send a birthday card.
7. Arrange for discounts.
8. Give service stripes.
9. Maintain a coffee bar.
10. Plan annual ceremonial occasions.
11. Invite to staff meeting.
12. Recognize personal needs and problems.
13. Accommodate personal needs and problems.
14. Be pleasant.
15. Use in an emergency situation.
16. Provide a baby sitter.
17. Post Honor Roll in reception area.
18. Respect their wishes.
19. Give informal teas.
20. Keep challenging them.
21. Send a Thanksgiving Day card to the volunteer's family.
22. Provide a nursery.
23. Say 'Good Morning.'
24. Greet by name.
25. Provide good pre-service training.
26. Help develop self-confidence.
27. Award plaques to sponsoring group.
28. Take time to explain
29. Be verbal.
30. Motivate agency VIPs to converse with them.
31. Hold rap sessions.
32. Give additional responsibility.
33. Afford participation in team planning.
34. Respect sensitivities.
35. Enable to grow on the job.
36. Enable to grow out of the job.
37. Send newsworthy information to the media.
38. Have wine and cheese tasting parties.
39. Ask client-patient to evaluate their work-service.
40. Say 'Good Afternoon.'
41. Honor their preferences.
42. Create pleasant surroundings.
43. Welcome to staff coffee breaks.
44. Enlist to train other volunteers.
45. Have a public reception.
46. Take time to talk.
47. Defend against hostile or negative staff.
48. Make good plans.
49. Commend to supervisory staff.
50. Send a valentine.
51. Make thorough pre-arrangements.
52. Persuade 'personnel' to equate volunteering with work experience.
53. Admit to partnership with paid staff.
54. Recommend to prospective employer.
55. Provide scholarships to volunteer conferences or workshops.
56. Offer advocacy roles.
57. Utilize as consultants.
58. Write them thank you notes.
59. Invite participation in policy formulation.
60. Surprise with coffee and cake.
61. Celebrate outstanding projects and achievements.
62. Nominate for volunteer awards.
63. Have a 'Presidents Day' for new presidents of sponsoring groups.
64. Carefully match volunteer with job.
65. Praise them to their friends.
66. Provide substantive in-service training.
67. Provide useful tools in good working condition.
68. Say 'Good Night.'
69. Plan staff and volunteer social events.
70. Be a real person.
71. Rent billboard space for public praise.
72. Accept their individuality.
73. Provide opportunities for conferences and evaluation.
74. Identify age groups.
75. Maintain meaningful files.
76. Send impromptu fun cards.
77. Plan occasional extravaganzas.
78. Instigate client-planned surprises.

79. Utilize purchased newspaper space.
80. Promote a 'Volunteer-of-the-Month' program.
81. Send letter of appreciation to employer.
82. Plan a 'Recognition Edition' of the agency newsletter.
83. Color code name tags to indicate particular achievements
84. Send commendatory letters to prominent public figures.
85. Say 'we missed you.'
86. Praise the sponsoring group or club.
87. Promote staff smiles.
88. Facilitate personal maturation.
89. Distinguish between groups and individuals in the group.
90. Maintain stable working conditions.
91. Adequately orientate.
92. Award special citations for extraordinary achievements.
93. Fully indoctrinate regarding the agency.
94. Send Christmas cards.
95. Be familiar with the details of assignments.
96. Conduct community-wide, cooperative, interagency recognition events.
97. Plan a theater party.
98. Attend a sports event.
99. Have a picnic.
100. Say 'Thank You.'
101. Smile

*Source: Vern Lake, Volunteer Services Consultant.*

# 24 Ways to Boost Member Motivation

*(Adapted from an article in Delta Tau Delta's magazine)*

1- Permanently discontinue your use of words like "I" "me" and "my" and replace them with words like "we" "us" and "our". For example, don't say "I think this needs to happen," and ask "What sort of things do you think we should do?"

2- Take time to write little notes of thanks whenever someone does something for the benefit of the group. It doesn't matter if you wish they had done more! Take the time to recognize the little contributions because they add up to a lot of time saved for you! Mail these notes to people, they love the mail.

3- Ask someone else to lead the next meeting. Sure, you are the president, but become a "regular member" for one night and give someone else a taste of the big chair. Support that person in this temporary role.

4- Give people meaningful work. If you always ask people to do the nuisance jobs you don't want, they won't be motivated to do things for you. Take a chance. Give a crucial role to someone you've never delegated to before.

5- Never take the credit (give that to your fellow members) when things go right, but always take the blame when things go wrong. That's the mark of a humble leader.

6- Invite a key member out to dinner. Don't talk business, just have fun. You need to spend the time to maintain those personal relationships with people.

7- Have a "seniors appreciation night" mid-way through the year to recognize those seniors who are staying involved in their final year.

8- When a member misses a meeting, ask that person if he would host an executive meeting the next week in his apartment, room, etc.

9- Don't hold your next meeting in a stuffy meeting room. Do it in a Pizza Hut, or in a McDonald's, or some other fun location. Make things a little more casual. You'll be surprised how much you can get done when people are relaxed and having fun together.

10- Buy a few bags of bite-sized candies, or a bunch of Jolly Ranchers, and bring them to your next meeting. Whenever someone makes a positive comment or contributes to the meeting, give him a piece of candy. If you have some left over at the end of the meeting, ask people to say nice things about others around the room. If Kevin says something nice about Tom, then Tom gets a piece of candy, and so forth.

11- Be sure everyone in your group is doing something at all times. Is every person involved in a meaningful way in some activity the group is doing?

12- Ask members to visit other campus organizations as your liaison. Maybe you don't have time to sit in on all student government meetings, but that's a great liaison responsibility for an up-and-coming new member. It earns respect for your group, and it gets a new person involved in a meaningful way. Before you start a meeting, pass the gavel around the room and give everyone a minute or two to say what's on their mind, something significant that's happened to them this week, a favorite new joke, whatever. People like to hear themselves talk.

14- Put a classified ad in your student newspaper every week, thanking a member who has made a contribution to the organization.

- 15- Be sure that for every serious topic on your meeting agenda there is at least one fun topic.
- 16- Don't always do serious depressing programs. Do some fun things, even if the educational message is a lighter one. Go for a few of the crazy, silly ideas. Those are the things that people remember.
- 17- Always, always, always bring a camera to your events. Get photos of your people doing good things. Then get double prints and give the extras to the people. They will put them up in their rooms, give them to friends, etc. You can also send the photos in to the fraternity magazine or your campus newspaper.
- 18- Go to your local businesses and seek out rewards for your best members. Imagine how nice it would be if your chapter president gave you two free tickets to a movie, or tickets to a baseball game, or a coupon for 50% off a dinner, or a free ice cream cone. You'll have to pound the pavement a little and sell area business people on the value of your members' efforts. When the event is over, talk about it only in positive terms.
- 19- If the event is a little lower than you had wished, too bad. Don't cry over spilled milk. Concentrate on all the good things that happened and talk about the success you'll experience next time you do it. Talk in terms of improvement, not failure or shortcomings. Remember, no one likes to be associated with a failure!
- 20- Always work to recruit new members, There's nothing like the enthusiasm of a new member to keep everyone motivated.
- 21- Pay attention to people's significant others. Those people are important to your members, so if your group is going out to dinner, be sure to have them invite their significant others along. Make those significant others feel welcome and included.
- 22- Send a note to your advisor's supervisor and let that person know how important your advisor's efforts are to the group.
- 23- Remember birthdays in some small way, a sign on their door, a special dinner, taking over one of their duties for the day, etc.
- 24- Send as many members as possible to a leadership conference on your campus and outside like Convention or your Regional Leadership Conference. This sort of training will help people be better leaders in your group.

# Preparing Your Chapter House for Summer Break

Before you know it, it is the last week of school and you are finishing finals! Summer break is the time your chapter house is at risk for a serious claim. It is imperative you take the time to PREPARE you chapter house for summer break.

***The leading risks to a chapter house during summer breaks from our research are:*** Vandalism/Theft, Water Damage, Fire and all are categorized as avoidable.

***What can you do to avoid these types of losses?***

- Prior to the end of the semester, inspect each room, document tenant damage and collect payment from their security deposit. Documentation in this area can clarify any issues with the carrier in the event of a claim.
- Thoroughly clean the property, remove potential fire hazards and safely store combustibles.
- Schedule a dumpster pickup for immediately following move-out as dumpster normally get full with students emptying there rooms.
- Unplug unused appliances.
- For members living in the house over the summer:
  - Have each sign a housing agreement.
  - Appoint someone to oversee daily maintenance, collect rent and pay bills. Consider hiring a professional property manager to work in conjunction with a resident manager.
  - Assign someone to care for the lawn and external property. ***Unkempt lawns will be cut by WPI's Plant Services at a cost of \$250.00***
  - Ensure regular dumpster pick-ups are scheduled through the summer.
  - Have a local alumnus periodically check on the house and residents over the summer.
  - Remove any lumber, mattresses, and other debris away from the house. These items are an open invitation to arsonists.

***If the chapter house is unoccupied over the summer, make sure the following are done:***

- Securely lock the property and limit access to only designated alumni or undergraduates.
- Have a responsible alumnus, undergraduate or professional property management company check the property daily to ensure a loss has not occurred. A consistent daily presence will deter thieves and vandals. Hiring a professional property management company is strongly recommended.
- Advise local police or campus security the property will not be occupied. Ask them to patrol frequently.
- If it will not affect the function of your sprinkler system or other systems requiring water, turn the water off at the main supply line and bleed the water lines.
- Hire a mature caretaker to reside in and look after the property in exchange for free rent. Be sure the caretaker has the following information:
  - Alumni Contact
  - Information from a local company, such as ServiceMaster, that can respond to emergency repairs and/or can secure the property from sustaining further damage.
  - Insurance claim reporting information.
- When not in use, remove all garden hoses and store them in an appropriate place. Many vandalism claims involve someone placing a garden hose in the house and turning it on.
- Repair all broken windows to prevent rain and vermin from entering the chapter house.
- Have a roofing contractor inspect the roof, provide a written recommendation and repair any immediate concerns.
- Service your HVAC to ensure it is working properly and does not present a fire hazard.
- If the property will not be occupied in the fall, contact your agent to ensure you are meeting the conditions required by your policy.

***What are the benefits of being prepared for Summer Break??***

- You can avoid the expense and the time associated with an insurance claim as well as restoring the area damaged.
- A large loss can risk losing your tenants for the fall due to an uninhabitable house.
- Water Damage, when left unaddressed, combined with heat and humidity can lead to mold growth.
- Protect your legacy and history from thieves and vandals. A price can be put on everything except sentimental value.

If you take a look at the loss history of FPMA, it is easy to see why the preparation recommend can make a big difference. In reviewing the claims history since 2000, here are the facts:

- Since April 1, 2000, \$4,842,389 has been paid out on losses during this four month period of time. This represents 43% of all payments from April 1, 2000 to April 1, 2004!
- Each year, fire has been the leading risk factor with the majority of the serious fires occurring during summer break. In fact, in the summer of 2003, 1.4 million dollars was paid in claims due to fire in chapter houses occupied by members. In all the fires this past summer, the common denominator was lack of leadership within the chapter house.
- Vandalism is the second leading cause of loss. Since April 1, 2000, over \$500,000 has been paid out due to vandals entering an unsecured chapter house.

Listed below are the top four losses in terms of number of occurrences:

1. Theft/Vandalism– 43%
2. Water – 46%
3. Fire – 18%
4. Wind – 17%

Only one peril on the list is unavoidable, wind.

Most incidents involving water damage could have been minimal if someone had been paying attention to the chapter house. The plumbing issues creating the damage often went unchecked for days, weeks and even months. As a result, what would have been a few hundred dollars in clean up and a small plumbing bill turned into a costly claim!

**WPI Contact Numbers:**

Campus Police: 508.831.5433  
 Plant Services: 508.831.5500  
 Network Operations: 508.831.5115  
 Student Activities: 508.831.5291

**City of Worcester Contact Numbers:**

Poison Control: 1-800-682-9211  
 Fire Department: 911  
 City Police: 911

# Summer Contact Information

*(Complete this listing for all applicable and post in the chapter house as well as distribute to chapter and building corporation officers)*

<b>Contact</b>	<b>Name</b>	<b>Phone</b>	<b>Email</b>
Chapter President			
Chapter Vice President			
Chapter Treasurer			
Chapter House Manager			
Summer House/Property Manager			
Summer Treasurer			
Building Corporation President			
Building Corporation Vice President			
Building Corporation Treasurer			
Building Corporation Property Manager			
Dumpster Service			
Property Maintenance Company			
Plumber			
Electrician			
Lawn Care Service			

# Winter Break Checklist

- Routine maintenance completed on furnace/boiler
  - HVAC Contractor:
  - Date Completed:
- Furnace on and thermostat set at or above 60 degrees
- Make sure all hoses are removed from exterior water spigots/faucets
- Drain water lines in lawn sprinkler system where appropriate
- Open the indoor faucets slightly to allow water to trickle, moving water does not freeze as easily
- Leave the doors to cabinets that contain water lines open, this will allow heat to enter the area
- All rooms inspected and non-essential appliances and electronics have been unplugged
- Caretaker selected or hired to complete daily inspections:
  - Name:
  - Telephone #:
- Caretaker required to walk-through the house daily to confirm no loss has occurred, furnace is operating, premise is secure and all walking areas are free of ice, snow and debris which may create a hazard
- Caretaker provided with:
- 

## 1. Alumni/House Corporation Contact

Name: Telephone #:

## 2. Emergency Response Contact

Name: Telephone #:

## 3. Insurance claim reporting information

Insurance Company or Agent:

Policy #: Claim Reporting #:

- Chapter house is securely and all necessary valuables are locked
- Contact the local police department or campus security to check on the chapter house periodically
- Chapter house thoroughly cleaned prior to extended break, confirmed heat registers are not blocked and combustible materials are safely stored (Not next to or in the same room as the hot water heater and HVAC system!)
- Windows have been inspected and all broken glass repaired
- Exterior doors are well insulated appropriately, close and latch completely
- Inspect the hot water heater and exposed water lines and drain pipes for slow leaks
- Downspouts are attached and secured with extension from foundation, preventing water damage
- Clean gutters and downspouts to ensure proper roof drainage, improper roof drainage can cause ice damming to occur, which can cause interior water damage
- Make sure downspouts do not drain onto the driveway, sidewalks, or patios and fully displace water away from foundation and other walking areas
- Exterior of chapter house cleaned and security/safety lighting checked
- Fireplace and chimney serviced, cleaned and checked for defects or debris
- Tenant's rooms checked for the following:
  - Unnecessary damage, any damage discovered should be documented
  - All nonessential appliances and electrical devices unplugged
  - Heat registers are not blocked by personal belongings
  - Suite door is locked for security

*Completed by:*

*Date Completed:*

# WPI Anti-Hazing Policy

In December 1987, the anti-hazing legislation, Chapter 269, Sections 17 through 19, was amended by the Legislature in Chapter 665 of the Acts of 1987. The amendment increases the criminal penalties for hazing infractions and alters the manner in which institutions notify individuals of the law.

*Specifically, WPI is required to inform groups, teams or organizations of the provisions of M.G.L. Chapter 269, Section 17, 18 and 19. A club officer must read Sections 17, 18, and 19 of this law and pass out a copy to each member of the organization. Once you have shared the information with your organization:*

1. Print out the anti-hazing act signature page and complete the bottom portion.
2. Print out the club signature sheet and have all of your members sign it.
3. Return both forms to the Student Activities Office. These materials must be submitted on a yearly basis to SAO for Recognition purposes. The due date for these forms is **October 1**.

You will need Adobe Acrobat Reader to view and print the forms, which are in .pdf format.

Not only is hazing against the law, but it is a practice which diminishes the integrity of individuals and their organizations. Hazing is clearly defined with the sections of the law, and has no place in our society, particularly at an institution of higher education.

WPI is committed to emphasizing that all organization activities be made constructive, educational and safe. Therefore, in support of the university's commitment to the mental, emotional and physical well-being of every student, it is the policy of the University and the Commonwealth of Massachusetts that "hazing" in any form be prohibited, and its practices in any fashion be condemned.

## **Commonwealth of Massachusetts An Act Prohibiting the Practice of Hazing**

*Chapter 269 of the General Laws is hereby amended by adding the following three sections:*

**Section 17.** *Whoever is a principle organizer or participant in the crime of hazing as defined herein shall be punished by a fine of not more than \$3,000 or by imprisonment in a house of correction for not more than 1 year, or by both such fine and imprisonment.*

*The term "hazing" as used in this section and in sections 18 and 19, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.*

**Section 18.** *Whoever knows that another person is the victim of hazing as defined in section 17 and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than \$1,000.*

**Section 19.** *Each institution of secondary education and each public and private institution of post secondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations.*

*Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgment stating that such group, team or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen. Each institution of secondary education and each public or private institution of post secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full time student in such institution a copy of this section and sections seventeen and eighteen. Each institution of secondary education and each public or private institution of post secondary education shall file, at least annually, a report with the regents of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its students. The board of regents and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report.*

# What Organizations Can Do: Alternatives to Hazing

**Why Look for Alternatives?** Some students who haze contend that hazing results in positive outcomes for the group (e.g., increased closeness), the individuals who are hazed (e.g., personal growth from overcoming challenges), and the persons who do the hazing (e.g., pride in continuing traditions). But these positive outcomes can be achieved through non-hazing activities that avoid the negative effects that often result from hazing.

**Positive Strategies for Achieving Group Unity:** Strong group unity and a sense of individual accomplishment are important for groups throughout society to achieve. Many businesses, for example, invest considerable resources to foster effective group processes and enhance individual motivation. And they generally do so through positive, encouraging strategies that build people up rather than tearing them down.

**Carrying Constructive Strategies Forward in Life:** Let's say you are a proponent of hazing. Now imagine that you have graduated and are in your first job as a sales representative for a major corporation. At a staff meeting your boss asks for suggestions on how to strengthen the functioning of the sales team. You recommend that he blindfold the team members, make them form a line, and then scream insults and threats at each of them. Would you argue that such an exercise would lead to increased sales? Wouldn't it be better if you could recommend a set of constructive, group-building strategies that you learned as a member of a group while in school?

**Is Failure to Change a Failure of Imagination?** Some members of groups that haze say that one of the biggest barriers to changing their practices is that they don't know what else to do that would accomplish their goals. On one hand, if the desired goals include making others endure the pain and degradation you went through, then there are no real alternatives. On the other hand, if the goals are to increase group unity, promote individual growth, instill positive values, and foster an identity with the group, then there are options. Employing alternatives to hazing doesn't mean holding hands in a circle singing Kumbaya. A program of activities aimed at replacing hazing will likely need to incorporate some level of challenge or intensity. It may also need to incorporate non-hazing mechanisms of self-governance for holding new members accountable to the expectations of the group.

**Alternatives: What Else Could Be Done?** Please keep this in mind as you plan activities. Some of the activities listed below may seem more relevant to all-male groups than all-female groups. Similarly, some may be more relevant to fraternities and sororities than other organizations.

- Activities cannot include consumption of alcohol by new members.
- Traditions can be created as well as inherited. While the first year of an activity doesn't constitute a tradition, future cohorts of members will see it that way.
- Some group activities can be non-hazing or hazing, depending on how they are done. For example, having new members do skits can be a non-hazing activity. But not if members verbally degrade the performers or throw food at them. Similarly, scavenger hunts are not inherently forms of hazing (as any day camp counselor can tell you). But when the list includes things that must be stolen or would likely be humiliating or embarrassing to obtain, then it becomes hazing.
- Having current members participate along with new members in certain activities, such as cleaning the chapter property, can shift the activity from being hazing (i.e., servitude) to non-hazing.

### **Community Service & Philanthropy**

Divide the new members into two groups with current members as team leaders and conduct a clean-up on a Saturday morning. Serve meals once a week to homeless community members, or distribute food through the local food pantry. Require new members to perform a set amount of community service hours in support of community agencies. Have the new members appoint leaders within their group to develop a plan through the Community Service Center located on the third floor of the Campus Center. New members collect money to the International Red Cross' disaster relief efforts.

### **Service Learning Trips**

New members and selected current members spend spring break working in a southern inner-city or rural community building a home with Habitat for Humanity. Use the first half of the spring semester to plan the trip and learn about the community you will be serving. Have current members with construction skills conduct workshops for new members to enhance their abilities.

### **Mentoring**

Set up a "big brother/big sister" mentoring program. Assign the mentor responsibility for teaching about the values of the organization and monitoring the new member's participation and academic performance (to ensure minimal expectations are met). Have mentor take new member out to dinner or to an athletic or cultural event at least three times.

### **Entertainment**

Put on a talent show. Include categories such as karaoke singing, instrumental music, skits, impersonations, and magic tricks. Since it is not the new members' responsibility to entertain the members, have willing members from each year participate and entertain each other.

### **Share Common Activities**

Have new members join members for meals 2-3 times a week. Have new members sit by themselves and talk freely with each other. As initiation day approaches, invite them to sit with current members once a week symbolizing their gradual entry into full membership.

Have new members sit comfortably in a circle for two hours in a dark room with only a single candle for light in the center of the circle. Provide the group with discussion questions that they are expected to talk about. Start with non-threatening questions or incomplete statements (e.g., "If I had a billion dollars, I would . . .") and end with more probing ones (e.g., "I'm afraid that . . ." or "If I could live my life over I would . . ."). Option: have each member write a question on a card and put it in a question box. Select one question at a time and discuss it.

Hold study hours in which new members are expected to be present and studying with current members. At the end of a study period, order pizzas. Divide new members into two teams. Give them each a box full of miscellaneous materials. Give them one hour to devise a competitive game using all of the items (only rules: everyone must plan and no one can get hurt). Have the two teams compete against each other.

### **Road Trips**

Have members go with new members for a weekend of skiing or travel to Boston for a networking meeting with alumni. Rent a bus for the trip.

### **Rituals**

Hold formal initiation rites that have a quality of solemnity. Formal attire, candlelight, and symbolic actions (e.g., taking an oath or signing a document) may be integrated into the ritual. Invite alumni to address the

new member group as part of the initiation. Have representatives from the new member group speak about the meaning of their experience and hopes for the future.

### **Accountability Practices**

Have each new member meet with his or her mentor weekly to review the new member's knowledge of the group and its members.

Provide written guidelines for new members outlining the expectations of the group. Hold new member review panels periodically in which a small group of members discusses the new member's progress with him or her. If deficiencies or a lack of commitment is noted, the panel places the new member on probation.

In serious situations, the organization determines whether or not to terminate the relationship with the new member.

### **Outdoor challenges**

Have Student Activities staff lead new members through teambuilding exercises.

### **Athletic competitions**

Have new members compete in basketball, volleyball or softball against current members or other groups.

Have new members compete against current members in bowling at Gompei's Gutters (catch: everyone must use the opposite of their dominant hand).

Have new members compete against members in laser tag or paint ball.

**History and Values Exercises:** Have new members learn about the history underlying values of the organization. Divide them into groups and have them prepare PowerPoint presentations about the organization. Make the presentations preparation for the work world: have current members dress formally. Invite alumni to attend. Have new members conduct 20 minute interviews with subsets of current members to learn about their backgrounds and beliefs. Hold new member meetings in which each new member delivers a report on his/her interviews in order to "introduce" the members who have been interviewed. Have current members and alumni speak to current members about the values of the group and what they hope the new members will contribute and receive as part their experience.

*Adapted from: <http://www.hazing.cornell.edu/organizations/ideas.html>*

# 100 Ways to Create Good Members without Hazing

1. Participate in a Ropes Course.
2. Teambuilding Activities (can be facilitated by NME or campus professional – there are hundreds of these activities that you could use).
3. Participate in and/or plan a Community Service Project.
4. New Member Surprise Party hosted by members.
5. Have a Resume Writing Workshop presented by Career Development Center.
6. Attend Educational Speaker of new members' choice and discuss as a chapter.
7. Leadership Book-of-the-Month/Semester Club facilitated by new members.
8. Invite Faculty Advisor to lunch with new members.
9. Have a Discussion about the Relevance of the Creed today.
10. Study Skills Workshop presented by the Learning Center.
11. Successful Alumni Speaker to talk about how their fraternity/sorority gave skills to succeed.
12. Arts and Crafts for a Cause.
13. Participate in a Recruitment Workshop.
14. Invite IFC/PHA Officers to Speak about Community Governance.
15. Invite Greek Advisor to speak about lifetime membership.
16. Dinner and a Movie.
17. Shadow an Officer and assist in planning of a program/event.
18. Create a vision and goals for the organization.
19. Plan a fundraiser to pay for initiation fees.
20. Include new members in chapter meetings.
21. Include new members in regularly scheduled chapter activities.
22. Discuss fraternal values and how they apply (or don't apply).
23. Plan and present a speaker on a health/wellness topic.
24. Require active membership in at least one organization outside the group.
25. Evaluate the process during and after new member education.
26. Host a Parents Weekend activity.
27. Have consultant or national visitor talk about national programs.
28. Discuss what "national" does for "us" with dues money.
29. Attend a Panhellenic or Interfraternity Council meeting.
30. Participate in all-Greek events (e.g. Relay for Life, Up 'til Dawn).
31. Review parliamentary procedure and its purpose.
32. Ask leadership experts to discuss issues such as motivation and group dynamics.
33. Have new members take the Meyers-Briggs Personality Type Inventory and discuss.
34. Ask a faculty member discuss ethical decision making.
35. Ask a faculty member to facilitate a conversation on diversity in fraternities and sororities.
36. Ask campus health educator to do a presentation on eating disorders or depression, etc.
37. Ask university police to discuss the prevention of violence against women.
38. Ask the Greek Advisor to describe what the college offers fraternities/sororities.
39. Plan a philanthropy project for a local charity.
40. Have a contest for who can recruit the most new members to join and reward the winner with a fully-paid membership badge or initiation fee.
41. Members and new members make "secret sisters/brothers" gifts for each other.
42. Discuss risk management and liability with the university counsel.
43. Brainstorm ways to recruit new members to present to chapter.
44. Have an all-campus or all-fraternity/sorority community "Meet Our New Members" Picnic.
45. Have new members play on the chapter intramural team.
46. Plant a new member class tree.
47. Sponsor a big/little academic challenge with free textbooks to the winner.
48. Have a candlelight/pass the gavel ceremony about what fraternity means to me.

49. Have a senior Student Affairs administrator talk about history of fraternities/sororities at the university.
50. Brainstorm ways to improve scholarship (other than study hours).
51. Attend theatrical production or athletic event of the new members choosing.
52. Ask the library to give a lecture on effective research methods.
53. Attend a program or event another organization is sponsoring.
54. Have a discussion about membership standards and expectations.
55. Have a chapter goal-setting retreat.
56. Ask new members to accompany members to regional leadership conferences.
57. Attend the campus Leadership Conference or workshops.
58. Deconstruct past hazing activity to determine intent and brainstorm alternatives.
59. Write a "letter to the founders" to thank them for the opportunity (not to be shared)
60. Attend an Executive Board meeting.
61. Have new members help the Executive Board develop an icebreaker for each meeting
62. Develop a leadership "wish list" or time line of chapter and campus activities
63. Invite the Greek Advisor to speak about the rationale and benefits of the Chapter Excellence Plan.
64. Invite the Career Development Center to explain their services.
65. Develop a faculty advisor appreciation gesture.
66. Chapter and new members collaborate on a house improvement project.
67. Develop an event with a non-Greek organization that requires new members to ask the Student Government Association for additional allocations or to apply for a campus grant.
68. Have new members develop a list of ways to end chapter motivation issues.
69. Ask the Mayor to discuss city issues and how the group can help.
70. Ask the Elections Commissioner to discuss politics in the city/county/nation.
71. Require members to register to vote. Give an incentive to those who do.
72. Require members below a 3.0 to attend a study skills program.
73. Develop a program that allows you to begin calling them "new members..." rather than "pledges".
74. Discuss the founding of the group and how the organization has evolved over time while maintaining the vision. If it hasn't, how can the group return to its' roots?
75. Attend TIPs Training.
76. Review the history of hazing, the evolution of Greek new member education and the direction f/s recruitment is headed.
77. Discuss the "old way" of pledging versus the "new way" with a panel of alumni, administrators and council officers.
78. Develop or co-sponsor a program or event with another sorority if you're a women's group or a fraternity, if a men's group.
79. Have a professional discuss the "Millennial Generation" and how groups can better recruit based on this research.
80. Offer a discount or reimbursement of part of the initiation fee if a new member completes Alternative Winter or Spring Break. Extra money if completes Greek Alternative Spring Break.
81. Give highest new member GPA recipient a plaque or \$25 gift certificate to nice restaurant.
82. New member who develops best recruitment plan (or scholarship plan) gets a free \_\_\_\_.
83. Ask Undergraduate Interfraternity Institute (UIFI) graduates to speak about lessons learned and opportunities to attend.
84. Do a chapter fundraiser to send a new member to the North-American Interfraternity Conference's FuturesQuest Program or UIFI.
85. Have a discussion about why new members wear pins and not members.
86. Attend WPI GAC Leadership Conference
87. Check a book out of the Greek Resource Library to read and have a chapter discussion about.
88. Allow new members time for themselves to do and be what they want. Don't monopolize their time.
89. Have a weekly forum for the new members to discuss their feelings.
90. Invite another group to develop a program to benefit the entire Greek Community.
91. Invite a Dietician to discuss dietary fads – pros and cons.

92. Ask each member to list the offices/chairs they would be interested in. Have them list five things they would do differently about each. Compile results without names attached and have a constructive conversation.
93. Develop one memento of the new member class to present to the campus.
94. Eliminate the creation of pledge class “paddles”, no matter their use. They’re symbolic of hazing. Come up with an alternative.
95. Ask a professor to do a workshop on etiquette.
96. Have lunch together once a week in a dining hall with the entire sorority/fraternity.
97. Invite faculty advisor to new member meetings.
98. Visit the national headquarters.
100. Question each activity and evaluate the program each semester with the help of the advisor and Greek Advisor.

*Developed by Allison Swick-Duttine, Coordinator of Greek Affairs & Leadership Development, Plattsburgh State University of New York*

# Expectations for Gatherings at Greek Chapter Houses

1. All Laws of the Commonwealth of Massachusetts, including those pertaining to health, safety and the possession and consumption of alcohol must be strictly adhered to at all times.
2. Alcohol is allowable only at closed functions (invitation only). Functions may not be advertised if alcohol will be present.
3. Only beer and beverages of less than 5% alcohol by volume, contained in single serving containers of no more than 12 oz., will be allowed. Non-alcoholic beverages must also be available at all events.
4. Functions involving alcohol are not allowed on weeknights at any chapter house.
5. No more than two guests are allowable for each chapter member in attendance. Total attendance is not to exceed limits of existing fire and safety codes for the building as a whole or for any one room.
6. Guests must be invited prior to the event and a typed list with all the invitee's names will be present at the door for check-in. Only those guests listed may be permitted entry to the event.
7. During functions when alcohol is present, each member and guest must carry an identification card issued by a governmental agency which includes that person's picture and date of birth. Acceptable forms of identification include official driver's licenses, Massachusetts alcoholic beverage purchase card, passport or military identification card.
8. All guests must be 18 or over to be at an event in a chapter house when alcohol is present.
9. All guests who are 21 or older will be given a wrist band which must be worn at all times during the event. Only persons 21 years of age or older who are wearing a wrist band will be allowed to consume alcoholic beverages.
10. All events are "bring your own beverage". Guests who are 21 years of age or older are allowed to bring one six-pack of beer to be turned in at the door for tickets. Beer, and other approved beverages, will be distributed by the chapter in a controlled manner using appropriate risk management techniques and then only to guests who are 21 years of age or older and wearing a wristband.
11. Under no circumstance may a fee be charged for entry to an event or to obtain alcohol at an event.
12. Minors may not be served alcohol or bring alcohol to any chapter house or other campus activities or location.
13. Chapters must effectively control access to premises when alcohol is served.
14. University officials, including Campus Police, will be allowed prompt entry into chapter houses when they have health or safety concerns.
15. Violation of policies will result in judicial proceedings which may include the following sanctions for the chapter house as outcomes:
  - **Social Probation**  
A period during which a chapter may not sponsor any social functions, on or off campus, where alcohol is present.
  - **Recognition Probation**  
A period of review during which a chapter will be notified of specific concerns and must comply with requests for remediation by a specific date.
  - **Recognition Suspension**  
A period during which a chapter is no longer a member of the WPI Greek system; is not entitled to participate in rush; may not use WPI's name; and is no longer considered as a recognized student organization. Recolonization is not guaranteed, and is subject to the current recolonization procedure on file in the Student Activities Office.
16. All violations of the above expectations will be reported the chapter's national headquarters.
17. Individuals who violate these expectations are also subject to sanctions.