



New Member/ Intake Manual

Welcome

Congratulations on becoming your chapter's New Member Educator/Intake Coordinator! You have an exciting opportunity to shape the future leaders of your chapter and to really teach them the skills, give them the knowledge, and influence their beliefs as members of your organization. You have an important role of educating your new members on your chapter's history, and teaching new members how they can continue the traditions of your chapter. In addition, it is your responsibility to welcome your new members into your organization.

In this manual, you will find essential material that will provide you with information to build a well-rounded new member education program. It includes material that outlines policies and procedures, suggested activities, and copies of all required forms. Furthermore, there are materials on what constitutes hazing and suggested alternative activities. WPI's takes a firm stance on hazing and a copy of the policy is included in this manual.

The Student Activities Office is here to support you in building a successful New Member Education/Intake program to promote leadership, scholarship, community service, and brother/sisterhood within the fraternity/sorority community. We are eager to help you succeed as the New Member Educator/Intake Coordinator. Please contact the Student Activities Office if you have any questions or need assistance.

Contact information: Student Activities Office, Campus Center, room 327, 508-831-5291, sao@wpi.edu

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Designing Your New Member Education/Intake Program

Important First Steps—Required Forms

Before new members can join or be given a bid, it is first important to make sure they are academically eligible. This can be done by having new members log onto TechSync (wpi.edu/+techsync), going to the Get Involved portal, and having them complete the *Academic Release Form for Fraternity/Sorority Potential New Members*.

Upon completing this form, the Student Activities Office staff will check their grades and confirm with your chapter president/recruitment chair that he/she is academically eligible. Eligibility is determined as follows:

- Any first year students & transfer students wishing to participate in New Member Recruitment MUST PASS 2/3 of their courses. Students wishing to participate in Formal Recruitment in B-Term and taking the semester-long math course must have earned 2/3 credits, not including the semester long course, as no grade will have been earned in the course at the time of Formal Recruitment.
- Upperclass students must have passed an average of 2/3 of their courses & must be in good standing academically.

Second, once they are deemed eligible and have been given and accepted a bid, you need to have them join your organization's TechSync portal and have him/her complete the *Greek New Member Registration Form*. This will add them to your chapter's roster and give your chapter permission to see their grades for the duration that they are a member. This step must be completed 48 hours or less after they accept a bid to join your organization.

Identifying Your Guiding Principles and Outcomes

Relationship Statement for WPI and the Fraternity/Sorority Community

First, it is important to understand the expectations that guide the work you will do with your new members. The *Relationship Statement for WPI and the Fraternity/Sorority Community* is relevant because as part of the fraternity/sorority community, it is your responsibility to uphold the mutual agreement. It's important to teach new members what it means to be a part of the WPI Greek community and what's expected of them. This can serve as a framework for that conversation.

The relationship between WPI and the fraternity and sorority community is one of mutual respect, cooperation, understanding, and trust. This trust is based on mutual goals, the expectations of WPI, the community, the fraternity/sorority chapters, and the responsibilities of each in this relationship.

WPI is responsible for:

- *continuing its commitment to support and develop the fraternity/sorority community;*

- *providing administrative resources and funding for advisement and programming related, but not limited to academic support, leadership development, career advancement, and chapter management;*
- *advocating on behalf of the fraternity/sorority community as a liaison between internal and external parties; and*
- *providing assistance and training for the self-governance system, and providing a judicial process for cases that WPI and/or the fraternity/sorority self-governing bodies determine to be outside the self-governing bodies' jurisdiction, specifically, but not limited to, offenses that might lead to suspension or revocation of university recognition based on criteria set forth by the institution.*

The fraternities and sororities are responsible for:

- *establishing and maintaining strong academic standards that exemplify and strengthen WPI's educational mission;*
- *fostering positive relationships within the WPI community and encouraging participation in activities that cultivate well-roundedness of members;*
- *respecting the rights of the WPI community and surrounding neighborhoods;*
- *complying with the Campus Code of Conduct and other WPI policies, including those of the fraternity/sorority self-governing bodies;*
- *minimizing the risk of liability and harm to people and property, adherence to all inter/national risk management policies, and maintaining accountability for the actions of the chapter and its members;*
- *ensuring that new member and initiation practices satisfy all inter/national standards of the respective chapter;*
- *promoting a sense of respect and dignity for all members within the fraternity/sorority community;*
- *supporting the fraternity/sorority self-governing councils and maintaining good standing with an inter/national organization and WPI;*
- *maintaining an active mentoring relationship with an advisory individual or committee; and*
- *supporting a culture that encourages lifelong personal and professional development.*

To ensure that each chapter is living up to its ideals as well as those of the University, each chapter shall conduct an annual self-evaluation and planning program. The criteria for this evaluation are articulated in the WPI Chapter Excellence Plan and Annual Report.

The relationship between WPI and the fraternity/sorority community requires open and honest communication bound by a spirit of goodwill. Other organizations that play a vital, supportive role for the fraternity/sorority community includes the Division of Student Affairs, house corporations, chapter advisors, intern/national organizations, fraternity/sorority self-governing bodies, Greek Alumni Council, faculty advisors, and parents. These organizations and individuals, together, serve to strengthen, and therefore, benefit fraternity/sorority life and our campus community.

Let's start off with the basics....

As you begin the process of building your new member/intake program, take a few moments to reflect on your current new member program. This will help you think about what your new members should know about your chapter as well as setting chapter expectations.

- What are your chapter's values? How do these topics fit in with your inter/national organization's values?

- What goals do you hope to accomplish during your new member/intake program?
- What should new members *know, believe* or *do* during their new member process?
 Know:

 Believe:

 Do:
- How do you teach your organization’s values to your new members?
- What are items you hope to improve upon in your new member education/intake program?
- Are there any activities that elicit a negative reaction from your new members/candidates or outside community members? Why?

Designing Your New Member Education/Intake Plan

Step 1 - Audit your organization’s new member program. Consider using the audit below. What works? What doesn’t have the best outcomes? What are the intended and unintended messages new members may be receiving?

New Member Education/ Intake Coordinator Audit

This worksheet is provided as a tool to assist you in self-evaluating your current membership intake practices and identifying areas needing change. Please rate your current new member program as honestly as possible.

	Poor Excellent				
New members know the history of your organization	1	2	3	4	5
Our new member’s GPAs improve as a result of our new member program	1	2	3	4	5
Our new members informally hang out with our membership	1	2	3	4	5
Our membership seeks out opportunities to get to know new members	1	2	3	4	5

Our new members have a big brother/sister or mentor during their new member process	1	2	3	4	5
Our new member/intake program demonstrates pride in the organization	1	2	3	4	5
Our new member/intake program demonstrates the value of Brotherhood/sisterhood	1	2	3	4	5
Our new member/intake program demonstrates the value of Scholarship	1	2	3	4	5
Our new member/intake program demonstrates the value of Leadership	1	2	3	4	5
Our new member/intake program demonstrates the value of Citizenship	1	2	3	4	5
Our new member/intake program demonstrates the value of Service	1	2	3	4	5
We provide a calendar of new member/intake activities to all new members upon beginning the new member/intake period	1	2	3	4	5
We involve the entire brotherhood/sisterhood in our new member/intake education program	1	2	3	4	5
We hold regularly scheduled new member meetings	1	2	3	4	5
Our alumni/ae play an active role in our new member/intake program	1	2	3	4	5
Our new members/candidates understand what it means to be a member of our organization	1	2	3	4	5
Our new members know the date of ritual (i.e. initiation)	1	2	3	4	5

Follow up questions from audit...

List 3 events/components you like about your new member/intake program that you want to continue? These are your organizations 'Best Practices'.

- 1.
- 2.
- 3.

Why are these events/components positive for your organization? Why are they considered the best?

List 3 things you could stand to change in your new member/intake program.

- 1.
- 2.
- 3.

How can you alter them to make 'best practices'?

List anything that has to stop:

How are you going to ensure that they stop?

Comparison of Tradition and Membership Development Programs

Assimilation (Member Development)

Emphasis is on the individual - Each person is considered to be unique - having different values, needs, and skills. Each new member is assessed individually. Identifying talents and weaknesses as they relate to the chapter.

Chapter unity is stressed - New Members already have so much in common that they will NATURALLY be attracted to one another. The REAL challenge is to integrate them into the CHAPTER.

New members are drawn into "whole chapter" activities—If the purpose of a new member program is to create good members, then help them get to know the rights, responsibilities, and realities of being a member --e.g., service on committees, participating in goal setting.

Responsibility for the success of the new members falls on each member - Each chapter member exercises the right to select new members and each is therefore responsible for helping throughout the assimilation process.

The goal of new member lessons is not simply to memorize the material, but to understand and be able to apply it.

Development continues for the duration of affiliation - Members are aware that there are always new skills to be learned as "active brothers" and fraternity officers. Just because a person is initiated doesn't give him the right to "coast" while others do the work. The chapter provides members with opportunity for growth, e.g. workshops and seminars.

Prime motivators are pride, acceptance, understanding, and the emergence of self-respect and confidence - Members are responsible for setting a good example for the new members to follow; expectations are planned and established early; and regular individual new member evaluations are used to assess progress throughout the new member period.

Rites of Passage (Traditional New Member Program)

Emphasis on the group - Attitude of "what's good for one is good for all." Equal / same treatment based primarily on tradition and the convenience of the brothers.

"New member class unity" stressed - The chapter makes a "big deal" out of the new members as a single unit, requiring/encouraging group pranks, projects, etc. Meetings, discussions, and goals are separate from the brothers.

New members participate mainly in new member activities. In traditional programs, new members are "sheltered" or "protected" from participation in chapter decision making and goal setting for fear they can't "handle it" or that it might "scare them away."

The new member trainer is responsible for the success of the New Members - After recruitment, active members generally wash their hands of responsibility for new members, and the New member educator is left alone to prepare and enculture the new members.

New member lessons are characterized by rote memorization.

Growth and learning end with initiation - Initiation signals "you've finally arrived," "Made it," and survived. Somehow scruffy new members miraculously turn "cool" and "acceptable" overnight.

Prime motivators are fear and intimidation - These tactics may have fairly good short term results, but wait until you "put down the whip" or turn you back.

Step 2 - The next step to building your new member program is to define your chapters' goals and values. This cannot be stressed enough. If you want to improve your program, you cannot simply move things around. The first step is not rearranging, adding, renaming, or saving. You must be willing to change before you can begin to create.

Ready, Set, Go!

Now that you have thought about your organization's values and the process you want to take to adjust the program, the next step is to establish specific learning outcomes based on your answers to the questions above. Often New Member Educators/Intake Coordinators will list activities and then try to identify what outcome they accomplish. This is backwards, akin to banging a square peg in a round hole, trying to justify why an activity has meaning. Instead, you want to determine your outcomes and then choose activities that achieve those outcomes. First, a quick lesson on learning outcomes:

What is a learning outcome?

1. A final product or end result; consequence; issue
2. A conclusion reached through a process of logical thinking.

Choosing learning outcomes: What end result do you wish to see in your new members? What do you hope your new members learn about becoming a brother/sister? What conclusion do you wish them to reach through the process?

When developing outcomes....*Ask yourself this:*

1. What goal is sought?
2. For which people?
3. How is this going to affect my organization?

Keep In mind:

- What actions will be taken to **accomplish** your outcome and how will you **measure** its progress?
- How will you know if your outcome or goal has been met?
- Outcomes should be measurable. For example, "New members will be able to explain why the creed is important in guiding member behavior." In this case, they either can or cannot explain the meaning of the creed so you know if you have achieved your outcome.

Sample Learning Outcomes

- New Members will be able to explain the meaning of the five symbols on the fraternity crest
- New members will understand the importance of community service as a core value of the fraternity
- New members will be able to develop a PowerPoint presentation and make a presentation to a group
- New members will know the steps to plan an event on campus
- New members can identify three campus academic support resources

Now it's your turn

Take a few minutes to develop your learning outcomes for your New Member/Intake Program. Additional flow charts will be available for your use. Follow this flow chart to see how to incorporate your chapter's learning outcomes within the Greek Life and WPI community outcomes.

WPI Learning Outcomes

1. Have a base knowledge in mathematics, science, and humanistic studies.
2. Have mastered fundamental concepts and methods in their principal areas of study.
3. Understand and employ current technological tools
4. Be effective in oral written and visual communication
5. Function effectively both individually and on teams.
6. Be able to identify analyze and solve problems.
7. Be able to make connections between disciplines and to integrate information from multiple sources.
8. Be aware of how their decisions affect and are affected by other individuals separated by time, space, and culture.
9. Be aware of personal societal and professional ethical standards.
10. Have the skills, diligence, and commitment to excellence needed to engage in lifelong learning.

WPI Fraternity/Sorority Community Learning Outcomes

1. Intellectual growth
2. Communication skills
3. Self esteem
4. Clarification of values
5. Career
6. Leadership
7. Ability to relate to others
8. Spiritual awareness
9. Social responsibility
10. Civic mindedness
11. Critical thinking
12. Fitness and wellness

Note that several of WPI's outcomes are also achieved in through fraternity membership

Your Chapter

Write your learning outcomes for your new member/intake program.

- 1.
- 2.
- 3.
- 4.

Suggested Outcomes of a New Member/Intake Program

- **Encourage individual development-** The new member program helps promote a well-balanced person and presents opportunities for social, intellectual, moral, and leadership development.
- **Promote adjustment to college life-** For many, the transition from high school to college is a difficult one. The new member program should include an orientation to the campus, as well as provide guidance and aid in adjusting to the academic community.

- **Build respect for the individual-** New member programs should provide understanding and appreciation for individual diversity. Learn about self and others, one's culture, other cultures, and the surrounding community.
- **Stimulate intellectual growth-** Scholarship is the primary responsibility of the new member, and the new member program should encourage scholastic achievement. Participation in the new membership program should not cause an individual to suffer academically.
- **Promote an understanding of the fraternity or sorority-** Fraternity and sorority membership entails responsibility and requires knowledge of the organization and operation of the fraternity. Teach values of the organization (i.e. leadership, character, commitment etc.). The new member program should provide instruction about chapter organization, inter/national organization, officer and member responsibilities, and all other aspects of chapter organizations.
- **Promote social graces-** The program should include training in social and business etiquette. Create opportunities for lifelong networking.
- **Provide an environment for the free exchange of ideas between all members-** The greatest potential offering of any fraternity/sorority is the opportunity for members to learn to live and work with people of many different backgrounds. The program should create an environment that is free of animosity and hostility, where the thoughts and ideals of individuals can be openly exchanged. Provide experiential learning in the area of organizational, programmatic and chapter management
- **Promote friendship-** This is the reason that individuals join a fraternity or sorority. Friendship cannot be taught or commanded, it can only be acquired.
- **Promote and foster a life-long dedication to service-** Involvement in service not only contributes to the community, but it also helps fraternity/sorority members connect with issues impacting the community around the university.

These Are Not OK Learning Outcomes of the New Member/Intake Process

- To prove one's worth as a member
- To require useless memorization of material
- To break one down to rebuild new members in a new image
- To have slaves to clean up after you
- To waste the new members' time
- To see if they are 'worthy' to be initiated

Step 3 - Now you are ready to make changes. Nothing is sacred! Be ready and willing to get rid of any part of your program that does not align with your chapters' values. Empty your mind of plans.

Step 4 - The first step should be a simple list of everything that a member needs to know before initiation. This should be ideas based, not activities based!! For example, "Knowing and Understanding the Creed" should be on your list, "Saying the Creed with your big

brother” should not. This is important because you are designing a program **based on objectives and ideas, not on activities!!**

Topics to Cover in the New Member/Intake Program

- Values of the organization
- Getting involved on campus
- Time management strategies
- Fraternity/sorority history
- The importance of community service
- Campus resources
- Wellness—how to be balanced, physically and mentally well
- Membership standards
- National fraternity resources
- How your Standards Board works
- Attendance policies
- Relationship Statement for WPI and the Fraternity/Sorority Community
 - <http://www.wpi.edu/offices/sao/relationship.html>
- Expectations for Fraternity/Sorority Gatherings
 - <http://www.wpi.edu/offices/sao/gatherings.html>
- You also want to make sure that you include an event or communication with parents. New member parents can be the greatest supporters if they understand what their son or daughter is doing. Make sure to have clear and transparent communication.

Make sure to find out the dates for:

- Hazing Prevention Week Speaker
- Step Up! Bystander Training
- WPI GAC Leadership Conference

These are required for new members to attend.

Step 5 - Next, group your activities into similar categories and arrange them in a logical progression. Assign each group of activities to a meeting or a week. Your program’s length should be determined by the number of activities. There is no minimum amount of time that a new member must be involved before initiation; however, there is a 12-week maximum according to NIC.

What is a Reasonable Length for a New Member/Intake Program?

WPI supports the North American Interfraternity Conference in its maximum 12-week new member education program. All programs have to fall below the 12 week standard. Most chapters can cover the important information in 6-9 weeks.

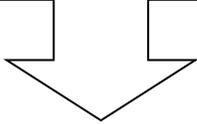
During a given week, it is reasonable to have:

- 1 business meeting a week
- 1 activity a week
- 1-2 informal hang out times per week (optional for new members based on their schedules)

It is **not reasonable** for there to be an activity or meeting every day of the week during the new member/intake period. If your program exceeds the commitments listed above, please consider sitting down

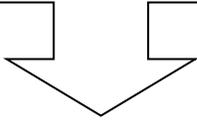
Outcome

Example: Teach new members about the chapter's history



Action

Example: Have new members create a presentation about the chapter's history



Assess

Example: Ask specific questions about chapter's history such as founding

Quick Review...

Outcome (Noun)

1. A final product or end result; consequence; issue.
2. A conclusion reached through a process of logical thinking.

Action (Noun)

1. Something done or performed; act; deed.

Assess (Verb)

1. To estimate or judge the value, character, etc., of; evaluate: to assess one's efforts.

Greek Life Outcomes

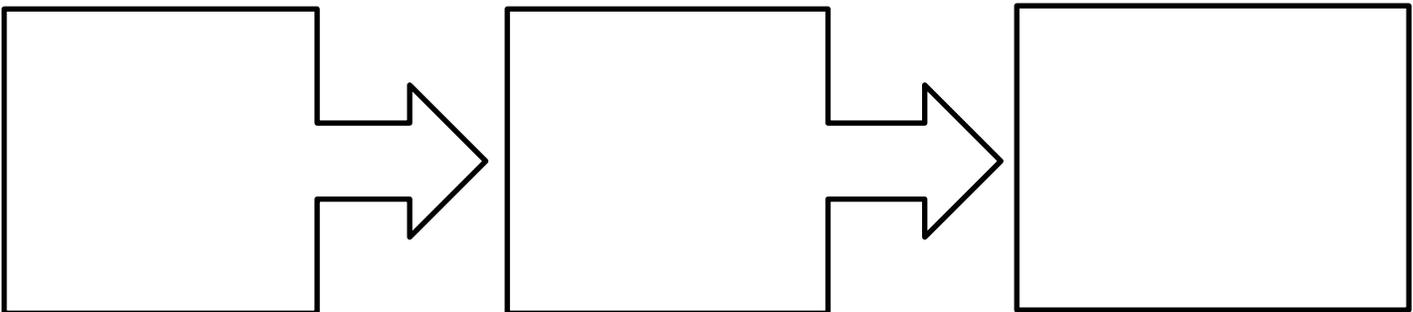
- Intellectual growth
- Communication skills
- Self esteem
- Clarification of values
- Career
- Leadership
- Ability to relate to others
- Spiritual awareness
- Social responsibility
- Civic mindedness
- Critical thinking
- Fitness and wellness

Now you try....

Outcome

Action

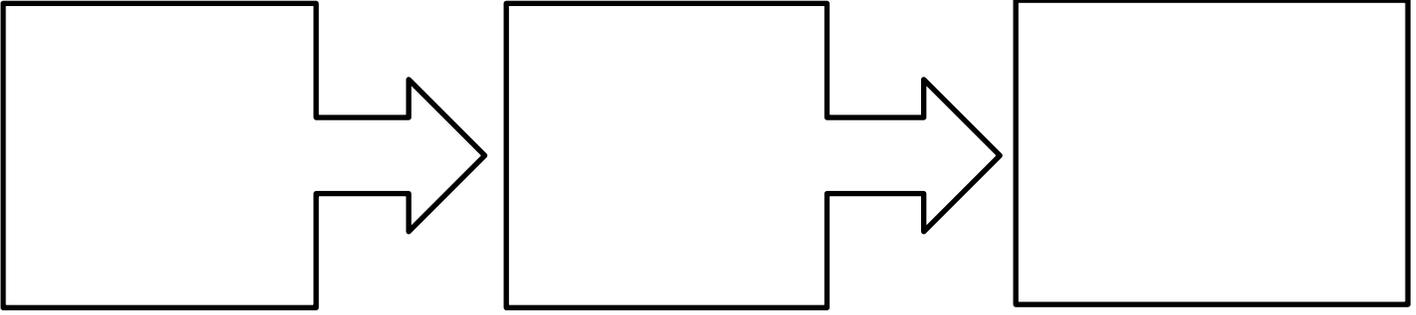
Assess



Outcome

Action

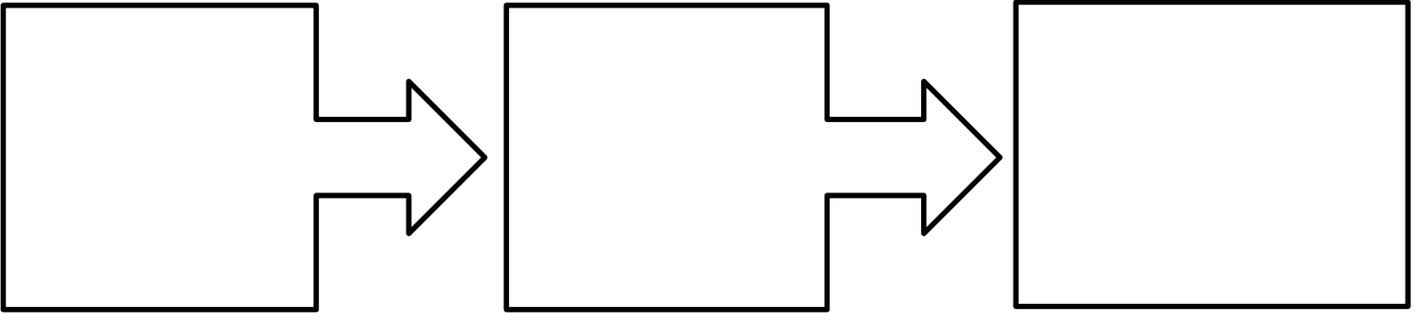
Assess



Outcome

Action

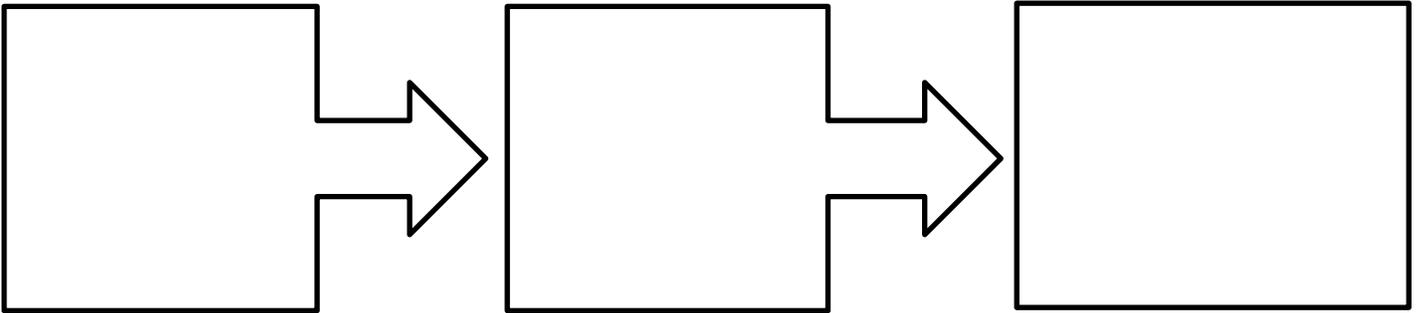
Assess



Outcome

Action

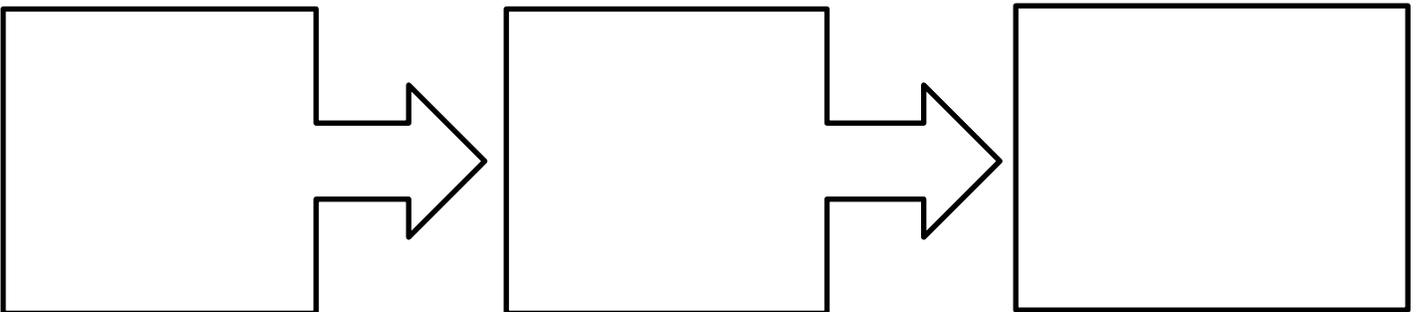
Assess



Outcome

Action

Assess



Step 8 - When you create your syllabus, it should match the detailed version you created for yourself, not just the general framework. You should list out all of the activities you plan on doing in each meeting. It should also include the dates and times of all of the meetings, deadlines and amount of all fees, and the date, time, and place of initiation. Your new members need to know what to expect and how much time to set aside!

Step 9 - Make it clear to participants that all activities should be “challenge by choice,” meaning that individuals should feel comfortable to not participate should the activity be too challenging for them. Please remember, something that is overly challenging does not help people learn. It actually results in the opposite—they shut down.

Guidelines for Acceptable Activities

Too often we hear from students that it’s tough to figure out what is hazing and what is not hazing. Hazing is really about power. Most hazing activities help one group or person in the chapter exert power over others. If you are unsure if an activity is ok, your general thermometer is the answer to this question:

Is the activity designed in such a way that members exert power over new members as a condition of their new member status?

If yes, then you may be on the path toward an activity that is not positive. Here are some items that are considered unacceptable by WPI. This is not an inclusive list.

Unacceptable Activities	Clarification and/or Description
Marching	<u>Defined as:</u> walking linked arm in arm, stepping/stomping loudly in unison, dipping and/or chanting/singing. Exception: unless included as part of a structured show (probate or step).
Walking in line	<u>Defined as:</u> walking one in front of each other in a line or walking in an intentional structured formation.
Social probation/code of silence	<u>Defined as:</u> 1) not being able to socialize and/or speak with friends, family, professors, employers etc. 2) not being able to attend social events such as parties, programs, etc.
Greetings	<u>Defined as:</u> formalized and exaggerated ways in which current members are addressed (may include skits, songs, prose, etc.) that imply respect, admiration, and/or appreciation.
Cross pledging	<u>Defined as:</u> allowing potential new members to be viewed, questioned, come into physical contact, etc. by members of another organization.

Sleep deprivation	No activity should go past midnight nor begin before 8am. New members should be afforded a minimum of 6 hours of uninterrupted sleep.
Verbal and physical threats, physical contact or violence, physical activity	Physical activity includes but is not limited to exercise routines, workouts, running etc.
Dietary restrictions/forced consumption	Forced consumption of any substances, this included, but is not limited to alcohol, food, and drugs.
Power hierarchies	Defined as: a member of the organization 'with power' can coerce new members 'without power' to engage in specific actions. <i>Example: chapter members in leadership role forcing new members to engage in specific behaviors because they have a leadership role.</i>
Manual servitude	Doing favors or tasks for members.

Debating "Frat-tastic" Logic

As a New Member Educator/Intake Coordinator, you will encounter members who will resist change in behaviors because "we have done it for years." Here are some ways to combat the 'lingo' and ways to support your statements.

When Someone Says...	You Might...
It's tradition...	Since when? Did your founder's start it? Is it something that has been officially produced and sent out to all chapters by the fraternity headquarters?
It is important for a good member to know the fraternity's history...	Why don't we advertise it? Why don't we put it in our brochures and posters? Why don't we videotape it and show it during the next recruitment program? Why are we afraid to explain it to prospective members? Why are we afraid to discuss it when with parents? Why do we hide it? Why do we lie about it? Why do we deceive our new members regarding hazing and "hell week"? Why, if hazing is premised upon deceit, lies and deception, do we claim it develops respect?

<p>If you really want to haze, here are the top ways to “legally” haze...</p>	<p>All new members...</p> <ul style="list-style-type: none"> • Must have a minimum 3.5 of better Grade Point Average (GPA) • Must do a minimum of 5 or more community service hours per week • Cannot lie • Must actively participate or be present during all intramural events • Must be involved in another student organization on campus and they must hold a leadership position • Must run for office within their chapter • Must know parliamentary procedure • Must know and use proper etiquette at all times • Are required to attend all classes • Can’t drink unless they are of age • Must know their professors personally and meet with them regularly
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Step 10 - During the new member program, lead a discussion following each activity in the new member/intake program to talk about what everyone learned. Help make connections with your organization’s values. This is the most important part of the activity! Sample questions include:

- What was challenging about this activity?
- What did you learn about yourself?
- What would you do differently if you could do it over?
- What did you learn about the group?
- How does this relate to being a new member in this organization?
- How can you take what you learned and apply it to the fraternity/sorority?

What to Do When New Members Aren’t Being Accountable

Sometimes you will have new members who are not doing the reading from the new member manual or attending events. First and foremost, it is important to understand why the new member is not meeting the expectations as this will determine your response to the situation. Is he or she struggling academically? Is he or she dealing with a personal issue? Perhaps her or she is having trouble balancing the additional commitments to the fraternity/sorority? Or perhaps he or she does not feel connected to the organization?

Here are a few steps you can take to address accountability issues:

- At the beginning, provide written guidelines for new members outlining the expectations of the group. These guidelines should clearly explain important dates, expectations, and responsibilities. Often being clear on the front-end can help eliminate problems later.
- If a problem arises, meet with the new member to express that expectations are not being met and ask the new member what is going on. Depending on the situation, refer the new member to the

appropriate campus resources (i.e. Academic Advising, Student Development and Counseling, etc). Be clear what the new member needs to do to meet expectations. (For example, please do not be late to future meetings without letting me know in advance).

- Let the new member's big brother or sister know what is happening and ask him/her to talk to the new member as well.
- Have each new member meet with his or her big brother/sister/mentor weekly to review the new member's progress on the issue.
- If you have large groups of new members not meeting standards, consider publically rewarding the new members who are meeting the standards. Remember that you can compel better performance with rewards rather than penalties (i.e. for those who have finished their essay, there is ice cream in the dining room. If you have not finished it, you have this time to finish it. When it is done, please join everyone else in the dining room for ice cream).
- 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. Write out a contract that the new member signs that has clearly measurable expectations and what the consequences will be if the new member fails to meet the standards (for example, if a new member comes late one more time to a meeting, he or she will not be eligible to be initiated this semester).
- In serious situations, the organization determines whether or not to terminate the relationship with the new member. This should only happen after conversations and clear performance benchmarks have been established with the new members. Don't let the first time you have a conversation with the new member be when you are telling him/her they are being asked to leave the organization.

Step 11 - Finally, it is important to know how to assess whether you have accomplished your desired learning outcomes. Consider crafting a survey at the end of your program to measure whether new members have indeed learned the things you want them to know, believe, or do.

IMPORTANT

If any of your activity involves travelling off campus, please make sure your organization is in compliance with the WPI Travel Policy: wpi.edu/offices/sao/policies.html



New Member/Intake Programming Ideas

Why Look for Alternatives?

Some organizations who have contended 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 (see the next page for more ideas). It may also need to incorporate non-hazing mechanisms of self-governance for holding new members accountable to the expectations of the group.

Please keep this in mind as you plan activities:

- 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.

Activities to Make Your New Member Program Hard but Not Hazing

You want your new members to grow and learn through affiliation with your organization and at the same time, you want them to feel like they worked hard to achieve something great—the privilege of wearing the letters you value. You want to challenge them. How do you do that in a way that isn't hazing? Below are a few ideas for activities you can plan that challenge new members to work together, test their personal courage, and teach them new skills.

Please note: Do not do any of the climbing or winter activities without a trained guide or facilitator with you. Contact information is provided for contacting these facilitators listed.

Sample Goals of a New Member Program

- Encourage individual leadership development
- Promote adjustment to college life
- Build respect for the individual
- Stimulate intellectual growth
- Promote an understanding of the fraternity or sorority
- Promote social graces
- Provide an environment for the free exchange of ideas between all members
- Promote friendship

Outcome: Leadership Development

- Raft building exercise in the WPI pool: Reserve the pool for this exercise. Have new members write the creed of the organization on a piece of tissue paper. Then challenge the new members to build a raft using foam noodles and rubber bands and other floatable objects. All of the new members need to ride on the raft across the pool while holding up the creed so it doesn't get wet. For a good size new member class, consider breaking the new members into competing teams. Materials for the raft may be "purchased" from the "store" and decisions as what to buy, how much to buy, and how to build the most successful, efficient, and sea-worthy craft is at the discretion of each team. How successful teams develop and carry out a winning strategy becomes a potentially powerful metaphor for excellence, leadership, and effective teamwork within the organization. Teams can be purposefully created: new members vs. initiated members; seniors/freshmen vs. juniors/sophomores, etc.
- Go cross country skiing together (<http://www.bu.edu/outdoor/conferences/teambuilding/index.html>). People have to stay together, it's physically tiring, and people need to work together.
- 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.

- Leadership styles test—have new members learn about their leadership style and styles of others. Contact the Student Activities Office, sao@wpi.edu, for access to leadership tests and quizzes.
- Forced choice exercise (http://ctb.ku.edu/tools//sub_section_tools_1201.htm). Choose differences that are controversial---pro-life, pro-choice, etc. Have them debate. This is a great way to talk about 1) conflict and how you resolve it and 2) that your chapter accepts people for their differences.
- Take an ice climbing course through Plymouth State (<http://www.plymouth.edu/venturecenter/>).
- Ask each new member to be responsible for identifying someone in the chapter they think is a leader and interviewing him/her.
- Help new members learn about conflict management and how to deal with conflict. Contact the Student Activities Office, sao@wpi.edu, for resources.
- Do a chapter fundraiser to send a new member to the North-American Interfraternity Conference’s FuturesQuest program or UIFI leadership programs (www.nicindy.org).
- Borrow the Project Adventure teambuilding kit from the Student Activities Office. There are tons of challenging team builders for your new members to try. Contact sao@wpi.edu for more information.
- Web activity: Using string, setup a web in between two poles in a large room. There should be plenty of holes, but make sure they are big enough. The entire class must put everyone through the web without touching the string, but each hole can only be used a certain number of times (depending on class size). This is a great problem solving activity that also builds teamwork and leadership skills.
- Plan a philanthropy project for a local charity.
- Send new members to a regional leadership conference.
- New member who develops the best recruitment plan (or scholarship plan) gets free dues for the term.
- Have new members shadow an officer for the week.



Outcome: Self Knowledge

- Go rock wall climbing at the YWCA (<http://www.ymcaworcester.org/>) or Central Rock Climbing (<http://www.centralrockgym.com/>).
- Have new members go for a 1-2 hour walk with their big brother/sister. Ask them to talk about what the fraternity means to them, how they will be better because of it, and how they will make the fraternity/sorority better because of their membership.
- Have each new member pair with another new member and get to know him/her over lunch, etc. Over the holiday break, have him/her design a binder or clipboard or something that represents who he/she is as a person. Have them include important information about the chapter inside (ex. House rules, bylaws, calendar of events, etc.). Have new member present their gift to the new member they were assigned at a new member meeting. You could also do this with big /little brothers or sisters, too. (This also has the following outcomes: presentation skills, creativity, learning about other people, relationship building.)

- Write the parents of all the new members and ask them to send a letter of support to their son/daughter as a surprise. Read them or give them to new members during the final week of the new member program.
- Have an expert come in and have the new members learn to meditate—this is hard! Learning to quiet your mind is VERY challenging.
- Have them write an essay about what values they think the fraternity/sorority letters represent based on the organization's actions and values before initiation—see how close they get. That will tell you if the chapter is living its values in a visible way to others.
- Plan a day of reflective silence for all members on a non-class day. This is designed to help all members spend time reflecting on the fraternity and what it means to them. Ground rules: individuals strive to avoid unnecessary conversation during the day by spending time by him/herself reflecting. Meal times should be times in which people may freely speak to anyone. This activity is not designed to be punitive if someone speaks or to restrict access to technology use; it is designed to be a personal challenge to spend time really focusing on internal reflection. It would not be acceptable to restrict members from speaking to anyone outside the group or to penalize someone who does speak. Remember, all of these activities are challenge by choice.
- Select a book as a group and read it during the new member period with occasional discussions.

Outcome: Brotherhood/Sisterhood Relationship Building

- Do a GPS adventure with clues to various locations. At each location, a mental or physical teambuilder is conducted by a trained facilitator. (Sargent Center: <http://www.bu.edu/outdoor/conferences/teambuilding/gps/index.html>) (Also develops team building, leadership, and conflict management).
- Play Assassins—but not when anyone is in class. It is important the new member activities not disrupt one's ability to get an education.
- Involve the big brothers/sisters in more things. For example, can they come to the new member meetings? Why not plan events and activities as part of the weekly meeting where new members and big brothers/sisters work together as a team. Ex. give them some ethical dilemmas to talk through, or an activity where they learn about their leadership style.
- 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 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. (Also teaches self-knowledge).
- Yellow page theatre for all members (learn confidence, creativity, thinking on the fly, and it's fun). Break the members into groups and give each group some ridiculous props from Goodwill, and have them pick three random pages from the phone book—they then have 30 minutes to put together a skit based on the topics on the yellow pages and with their assigned props.
- Have a talent show.
- Have a campfire and have every member talk about why they joined the fraternity.
- Have new members interview a graduate member about what they gained from the fraternity/sorority.
- Have new members compete in basketball, volleyball, or softball against current members or other groups.

- Have new members compete against current members in bowling (catch: everyone must use the opposite of their dominant hand).
- Have new members compete in laser tag or paintball.
- Have the new members create a game show using fraternity history. Have them present the show with the chapter members as participants. They are much more likely to retain the information because they are teaching it and it also is a great refresher for members. (Also teaches presentation skills, self-confidence, and organization).
- Floating Stick: Get a long (10 feet) stick that the new member class must lower to the ground. Each person's fingers must be in contact with the stick at all times. Pinching or grabbing the stick is not allowed - it must rest on top of their fingers. If anyone's finger is off, the task must be restarted. At the beginning the stick will rise up quickly, but with some teamwork they might actually get it to the ground.
- Riddle: Send out a riddle an hour before the regular meeting time. The new members and their big brother/sister must get together to the riddle, which leads them somewhere on campus. Once there, you can have a discussion about that location on campus and the history or resources available there.
- Go paintballing and mix up the new members on teams with the members.



figure out

Outcome: Accountability

- Require new members to do 3 hours of community service a week during the new member experience. Have them pick a cause as a class and do that—ex. work at the Mustard See (a local soup kitchen) once a week (they learn time management, responsibility, event management, etc.). Go to the Community Service Center on the third floor of the Campus Center for service ideas.
- Talk to new members about bystander behavior. If you are with another member and he is doing something wrong, what do you do? Do you have a responsibility to stop him? When? How do you do that?
- Have the President come to the new member meeting to talk about the 5 year vision for the fraternity/sorority. Then ask the new members to come up with a plan for how they will help achieve the 5 year vision.
- Have each “family” within the fraternity/sorority cook breakfast for the chapter. Give a prize for the best breakfast.
- Ensure that house clean-ups are for all members, not just new members.
- 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.
- Ask new members to write a “letter to the founders” to thank them for the opportunity to join the fraternity.
- Have lunch together in the dining hall with the entire organization.
- Have members attend new member meetings and participate.

Want more ideas? Have an idea that should be on here?

Contact Emily Perlow, Director of Student Activities, at eperlow@wpi.edu, to schedule a meeting. The Student Activities staff would be happy to help you design customized experiences based on your new member program outcomes.

Sampling of Alternatives

Complete the worksheet below to see what alternatives you can come up with...

Instead of this....	Try this.....
Having only new members to clean the house	Schedule chapter members with new members on cleaning the house together
Asking new members to get every brother/sister's signature	Have current member plan potlucks or dinner meetings with new members
Punishing new members for incorrect information about your founders	Have the new members create a PowerPoint presentation on your chapter's history and present to the chapter members
Blindfolding your new members and have them sit in a room alone	<i>(Fill in your alternative)</i> _____
Scavenger hunts	<i>(Fill in your alternative)</i> _____
Forcing your new members to carry an object with them at all times in their bags or guard an object from the members	<i>(Fill in your alternative)</i> _____
Withholding sleep from your new members	<i>(Fill in your alternative)</i> _____
Forced consumption of alcohol	<i>(Fill in your alternative)</i> _____
Calling new members down to the chapter facility in the middle of the night	<i>(Fill in your alternative)</i> _____



Hazing Information

Hazing Policy at WPI

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** and **February 1** if new members have joined since the October 1 date.

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.

State Law: Commonwealth of Massachusetts Anti-Hazing Policy

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, New Members 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, New Members, 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.*

Hazing —

any act that compromises the dignity of another;	calisthenics;	forcing new members to wear the same attire all week long;
causes embarrassment or shame to another;	manual servitude;	exposure to the elements;
causes another to be the object of malicious amusement or ridicule;	degrading names;	asking new members to steal, destroy, or vandalize property;
line-ups;	blindfolding;	forcing new members to sleep in the basement or on the floor for a week;
sleep deprivation;	limiting access to a new member's friends;	limiting contact with people outside of the organization;
call downs;	taking away student IDs, watches, wallets, or cell phones;	kidnapping new members;
interviews;	wake ups using loud sounds or music;	treating individuals as lesser.

Myths & Facts About Hazing

Adapted from www.stophazing.org

Myth #1: Hazing is a problem for fraternities and sororities primarily.

Fact: *Hazing is a societal problem. Hazing incidents have been frequently documented in the military, athletic teams, marching bands, religious cults, professional schools and other types of clubs and/or, organizations. Reports of hazing activities in high schools are on the rise.*

Myth #2: Hazing is no more than foolish pranks that sometimes go awry.

Fact: *Hazing is an act of power and control over others --- it is victimization. Hazing is pre-meditated and NOT accidental. Hazing is abusive, degrading, and often life-threatening.*

Myth #3: As long as there's no malicious intent, a little hazing should be O.K.

Fact: *Even if there's no malicious "intent" safety may still be a factor in traditional hazing activities that are considered to be "all in good fun." For example, serious accidents have occurred during scavenger hunts and kidnapping trips. Besides, what purpose do such activities serve in promoting the growth and development of group team members?*

Myth #4: Hazing is an effective way to teach respect and develop discipline.

Fact: *First of all, respect must be EARNED--not taught. Victims of hazing rarely report having respect for those who have hazed them. Just like other forms of victimization, hazing breeds mistrust, apathy and alienation.*

Myth #5: If someone agrees to participate in an activity, it can't be considered hazing.

Fact: *In states that have laws against hazing consent of the victim can't be used as a defense in a civil suit (this includes Massachusetts). This is because even if someone agrees to participate in a potentially hazardous action it may not be true consent when considering the peer pressure and desire to belong to the group.*

Myth #6: It's difficult to determine whether or not a certain activity is hazing--it's such a gray area sometimes.

Fact: *It's not difficult to decide if an activity is hazing if you use common sense.*



Forms and Resources

Fraternity/Sorority New Member Advancement Grant

The goal of the Fraternity/Sorority New Member Advancement Grant is to provide support for fraternities and sororities to design and implement new member activities that strengthen the organization and teach valuable skills and beliefs to new members. The goal of these activities is to prepare new members to effectively lead their organizations in the coming years. All activities must be consistent with the values of the organization and tied to educational outcomes identified in the application. The grant is for up to \$10 per new member, not to exceed \$300. Each organization is eligible for one mini-grant per year.

Applications are due three weeks before the event takes place. Submit completed applications to Emily Perlow, Director of Student Activities, at eperlow@wpi.edu. You will be notified by e-mail if your grant request has been approved.

Evaluations: Once approved, in order to receive funding, the following must be submitted to Emily Perlow, Director of Student Activities, and Student Activities Office, no later than 2 weeks after the event.

- Documentation of the event's cost (invoices, receipts, etc.)
- Documentation that the event occurred (photographs)
- Evaluation form completed by original applicant
- Completed evaluations from all participants

Name of Organization: _____

Name and Title of Individual Applying: _____

E-mail Address: _____

What are the outcomes you would like to achieve with your event? (Ex. new members will learn to appropriately deal with conflict):

Please describe the proposed activity (attach additional sheets if necessary):

Date: _____ Time Begins: _____ Time Ends: _____

Location of Event (Full Address): _____

How many new members will participate? _____ How many members? _____

What is your event itinerary?

How will you evaluate if your event is successful?

What questions will you ask the new members following the event to connect the values of the organization with the reason you did the event/activity?

What costs are anticipated for the event? (Attach additional sheets if necessary)

Description	Cost
	TOTAL:



**Fraternity/Sorority New Member Advancement Grant Evaluation Form
(To be completed by the original grant applicant following the event)**

Name of Organization: _____

Name and Title of Individual Applying: _____

Date of Activity: _____

How did you align the organization values with the learning that took place at the event?

How well did this activity accomplish the learning outcome(s) you identified for the new members?

If you were do to do this activity again, what would you do differently?

Please outline the costs for your event. Make sure to attach receipts/invoices.

Description	Cost
	TOTAL:



**Fraternity/Sorority New Member Advancement Grant Participant Evaluation
(To be completed by all activity participants and submitted with evaluation)**

Activity: _____

Date: _____

What did you learn about yourself?

What was challenging about this activity?

What would you do differently if you could do it over?

What did you learn about the group?

How does this relate to being a new member in this organization?

How can you take what you learned and apply it to the fraternity/sorority?

What do you hope to contribute to your fraternity/sorority?

Screen Shot of Academic Release Form for Potential New Members

Available on TechSync (wpi.edu/+techsync) under the Get Involved portal

Academic Release Form for Fraternity/Sorority Potential New Members

Academic Release Form for Fraternity/Sorority Potential New Members

Contact Information

Box #

ID#

Fraternity/Sorority

If you are completing this form for a specific fraternity/sorority, please indicate this by choosing the organization from the drop down below. Note: No fraternities and sororities will see which organization(s) you choose.

Alpha Chi Rho
Alpha Gamma Delta
Alpha Phi
Alpha Tau Omega
Alpha Xi Delta
Lambda Alpha Upsilon
Lambda Chi Alpha
Phi Gamma Delta
Phi Kappa Theta
Phi Sigma Kappa
Phi Sigma Sigma
Sigma Alpha Epsilon
Sigma Phi Epsilon
Sigma Pi
Tau Kappa Epsilon
Theta Chi
Theta Nu Xi
Zeta Psi

Terms and Conditions Checkbox

In an effort to support the academic mission of WPI, the Interfraternity Council (IFC) and the Panhellenic Council (Panhellenic) require those individuals wishing to join a fraternity or sorority at WPI to be making "satisfactory academic progress" by the end of the term preceding the extending of a "bid" (official invitation to join a fraternity or sorority and signed by the IFC or Panhellenic). A first year student or transfer student must pass 2/3 units for Term A in order to receive a bid at the end of fall term or wait until he/she has passed 4/3, 6/3 or 9/3 units in the terms that follow. Bids are not official unless signed by the IFC or Panhellenic Recruitment Chairperson. Please indicate below if you authorize the Registrar's

Office to release your name on a list intended to determine your academic eligibility for joining the WPI Greek system. Note: A "yes" response does not obligate you in any way to participate in a WPI Greek organization.

I Agree

Academic Release Form for Fraternity/Sorority Potential New Members

Resources

Screen Shot of Greek New Member Registration Form
Available on TechSync (wpi.edu/+techsync) under your organization's portal

Greek New Member Registration Form

Fraternity/Sorority New Member Registration Form

Fraternity/Sorority

Alpha Chi Rho
Alpha Gamma Delta
Alpha Phi
Alpha Tau Omega
Alpha Xi Delta
Lambda Alpha Upsilon
Lambda Chi Alpha
Phi Gamma Delta
Phi Kappa Theta
Phi Sigma Kappa
Phi Sigma Sigma
Sigma Alpha Epsilon
Sigma Phi Epsilon
Sigma Pi
Tau Kappa Epsilon
Theta Chi
Theta Nu Xi
Zeta Psi

Contact Information

Please provide your campus address

Student ID Number

Student ID Number

Box #

Class Year

Enter as 20XX

Home Mailing Address--Street Name

Home Mailing Address--City

Home Mailing Address--State

Home Mailing Address--Zip

Mailing to Parents

I give permission for the Campus Center & Student Activities to send correspondence to my parents regarding the benefits of Greek Life.

Yes
No

Academic Release

As a member/new member of the fraternity/sorority listed above, I give permission for the Office of the

Registrar at Worcester Polytechnic Institute to provide a copy of my official grade report each term to the Director of Student Activities, Chapter President, Scholarship Chairman, Advisors, and Inter/national representatives of this chapter to be used for academic performance evaluation and academic improvement programming purposes. I realize that this is necessary in order to determine "Good Standing" with my organization and/or eligibility for initiation, officerships, etc. I also realize that my grade reports may not be revealed to a third party without my prior written consent. I release this information to the specific entities named above as long as I am enrolled at Worcester Polytechnic Institute and am a member of a Greek letter organization.

I agree
I do not agree

Date / Time

<http://www.wpi.edu/offices/sao/nohaze.html>

I accept the invitation of the organization listed above to become a new member of its chapter at WPI and understand that by signing this acceptance, I am bound to follow the WPI Code of Conduct policies as well as associated policies pertaining to Greek chapters and Greek members. I also acknowledge that I have received and read a copy of the Anti-Hazing Policy.

I Agree

Campus Resources

Student Activities Office (*Greek Life Programs/Leadership Programs/Campus Events/Clubs and Organizations*)
Phone: 508-831-5291
Email: sao@wpi.edu

SIGMA (Students Promoting Growth in Member Activities)—plans Hazing Education and Prevention Week and other educational activities.
Email: stophazing@wpi.edu

Campus Policy & Public Safety
Emergency (EMS): 508-831-5555
Routine: 508-831-6111
Email: police@wpi.edu

Community Service Office
Phone: 508-831-6806
Email: community-service@wpi.edu

Career Development Center
Phone: 508-831-5260
Email: cdc@wpi.edu

Healthy Alternatives
Phone: 508-831-5243
Email: healthyalternatives@wpi.edu

Student Development & Counseling Center
Phone: 508-831-5540
Email: sdcc@wpi.edu

Other Resources Available

WPI hazing website: wpi.edu/+stophazing

Hazing Hotline: 1-888-NOT-HAZE

Hazing Prevention: hazingprevention.org

Stop Hazing: stophazing.org

Looking for teambuilding ideas and exercises?
Check out the WPI leadership library in the Student Activities Office, 3rd Floor, Campus Center.