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Dear Chapter Advisor,

Thank you for accepting the duties of advising a Greek chapter at California State University, Stanislaus. As you are probably aware, this is a job that entails much more than many people realize. As an advisor you will spend countless hours meeting with chapter members and officers and working to improve the chapter in the areas of scholarship, leadership, friendship, community service, and making sure to live up to the ideals of the organization’s ritual.

During your time as an advisor, you may be faced with many dilemmas and challenges that you do not feel prepared to handle. The mission of Greek Life at California State University, Stanislaus is to improve the quality of student life at CSU Stanislaus and to support fraternal ideals by assisting the fraternity and sorority councils, chapters, officers and members in developing a community that challenges its members to live and lead according to their own organization’s creeds and principles. In concurrence with that mission, we are providing you with this manual that should be helpful to you as an advisor.

Please know that I am here as a resource for you and that our office will be happy to assist you as you use your time and efforts to bring about progress in the chapter you are advising. While working together, we can create an environment that will enhance the success of our chapters and their members. Hopefully, each of you will enjoy your experience as an advisor and experience benefits that will far outweigh the effort you contribute.

Sincerely,

Tiffany Darling Gelbaum
Greek Advisor
INTERFRATERNITY COUNCIL (IFC)

The North-American Interfraternity Conference or NIC (formerly known as the National Interfraternity Conference) has a long and storied history as a body that has assisted fraternal organizations to work together. On November 27, 1909, 26 fraternities met to discuss critical issues facing fraternities at that time. A formal organization was completed in 1910. In 1931 the organization's name was changed from Interfraternity Conference to National Interfraternity Conference. In 1999, the leadership again changed the name to North-American Interfraternity Conference to celebrate the membership of brothers in Canada.

Today, the NIC has 66 member organizations with 5500 chapters located on 800 campuses in the United States and Canada with approximately 350,000 undergraduate members.

The Interfraternity Council, commonly called IFC, is the governing body for the 4 inter/national fraternities (either current or former members of the NIC) on the CSU Stanislaus University campus. IFC unites every fraternity man regardless of individual affiliation.

IFC is led by the members of the IFC Executive Board who oversee all programs and activities. The purpose of IFC as stated in their constitution is to:

1. Establish a set of standards and guidelines to which each fraternity will adhere.
2. Foster a positive and beneficial relationship between the fraternities and CSU Stanislaus by promoting interest between the two entities.
3. Foster a positive and beneficial relationship between the fraternities and CSU Stanislaus ensuring cooperation between the two entities.

IFC offers leadership opportunities and a way to serve the Greek community. The IFC Executive Board is composed of the IFC President, Administrative VP, VP of Risk Management, VP of Recruitment, VP of Public Relations, Secretary, & Treasurer. These positions are elected every fall by the IFC Council of Presidents.

IFC holds Council of Presidents meetings every other week during the semester.

Each chapter is represented by the chapter president. The main responsibility of these delegates is to carefully consider all IFC business, report back to their respective chapters, and vote on IFC business such as recruitment rules and other various guidelines. The chapter president or his designee casts the vote for the fraternity on all business matters.
PANHELLENIC COUNCIL

NPC is the National Panhellenic Conference, which is comprised of 26 women's fraternities nationally. The College Panhellenic Association is the governing body for two NPC sororities at CSU Stanislaus. Panhellenic unites every sorority woman regardless of individual affiliation. Every chapter member is a member of Panhellenic and that makes Panhellenic the largest women's organization on campus.

Each chapter is represented by one voting delegate. The main responsibility of each delegate is to report all Panhellenic business back to their respective chapters and vote on Panhellenic business such as recruitment rules, educational programming, and other various guidelines. The Panhellenic Delegate casts the vote for the sorority on all business matters.

The two Panhellenic chapters function on a rotating schedule for Panhellenic officers of the Panhellenic Council. Panhellenic Council holds meetings every week during the semester.

Panhellenic provides the opportunity for all sorority women to come together for social, educational, and philanthropic purposes. It is an organization that was established with the main purpose of:
1. Fostering Interfraternity relationships
2. Assisting collegiate chapters of the NPC member groups
3. Cooperating with colleges and universities in maintaining the highest possible scholastic & social standards.

Scholarship is a great concern to Panhellenic and it stresses the importance of scholarship in sorority life. The Panhellenic Council at CSU Stanislaus exemplifies true community spirit by donating time and effort to benefit the welfare of others. The CSU Stanislaus Greek system works together as a group to accomplish major philanthropic projects throughout the year. Each month, the Panhellenic Council sponsors a wellness event. In addition, each sorority performs its own, individual fundraisers to benefit the organization of their choice. Working together on such projects not only benefits worthy causes, but also fosters personal growth and unity.

GREEK LIFE UNITED

Greek Life United is an All-Greek Council that represents every Greek organization at California State University, Stanislaus. All chartered Greek organizations are required to attend Greek Life United Meetings during the fall and spring semesters, as well as attend Greek Life United retreats in the winter and summer.
# Current Chartered Greek Organizations

## Interfraternity Organizations (IFC)

<table>
<thead>
<tr>
<th>Organization</th>
<th>Abbreviation</th>
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<tbody>
<tr>
<td>Kappa Sigma</td>
<td>ΚΣ</td>
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<tr>
<td>Theta Chi</td>
<td>ΘΧ</td>
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<tr>
<td>Tau Kappa Epsilon Colony</td>
<td>ΤΚΕ</td>
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<tr>
<td>Nu Alpha Kappa</td>
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## National Panhellenic Conference Organizations (NPC)

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<tr>
<th>Organization</th>
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<tbody>
<tr>
<td>Alpha Xi Delta</td>
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<tr>
<td>Phi Sigma Sigma</td>
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## National Association of Latino Fraternal Organizations, Inc. (NALFO)

<table>
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<tr>
<th>Organization</th>
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<tbody>
<tr>
<td>Alpha Pi Sigma</td>
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## Regional/Local/ Multicultural Sororities

<table>
<thead>
<tr>
<th>Organization</th>
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<tbody>
<tr>
<td>Delta Phi Gamma</td>
<td>ΔΦΓ</td>
</tr>
<tr>
<td>Lambda Sigma Gamma</td>
<td>ΛΣΓ</td>
</tr>
<tr>
<td>Sigma Omega Phi</td>
<td>ΣΩΦ</td>
</tr>
<tr>
<td>Upsilon Kappa Delta</td>
<td>ΥΚΔ</td>
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<tr>
<td>Phi Lambda Rho</td>
<td>ΦΛΡ</td>
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## Local Multicultural Fraternities

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<tr>
<th>Organization</th>
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<tbody>
<tr>
<td>Chi Delta Beta</td>
<td>ΧΔΒ</td>
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## International Music Fraternities

<table>
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<th>Organization</th>
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<tr>
<td>Phi Mu Alpha (Men)</td>
<td>ΦΜΑ</td>
</tr>
<tr>
<td>Sigma Alpha Iota (Women)</td>
<td>ΣΑΙ</td>
</tr>
</tbody>
</table>
The Relationship Between the Inter/National Organization and the Fraternity/Sorority Advisor

*Taken from chapter 10 of the Association of Fraternity Advisors’* Advising Fraternities and Sororities

*By: Angela Guillory, Sigma Kappa
Sue Kraft Fussell, Association of Fraternity Advisors
Joel Rudy, Phi Kappa Tau*

Joel Rudy and Angela Guillory share their experience in the fraternal world with us by answering questions posed to them by the editors. Their comments provide insight regarding the important role of the inter/national organization and the value of fostering a mutually beneficial relationship between the inter/national organization and the fraternity/sorority advisor.

The benefits of membership in a fraternity or sorority extend beyond the chapter experience to the inter/national organization that supports the undergraduate chapter and the development of the optimal fraternal experience. Professional staff members in concert with volunteer leaders work towards excellence in programs and services, often with limited resources. Understanding the role of the inter/national fraternity/sorority is critical to our work with students, as strong relationships will bring us closer to our mutual goal of a positive experience for undergraduate members. This chapter departs from the others in this volume in that its teachings emanate from the perspectives and words of two fraternity/sorority veterans: Angela Guillory, Sigma Kappa National President and former Assistant Dean of Students, Tulane University; and Joel Rudy, Vice President and Dean of Students Emeritus, Ohio University and Executive Vice President and Chief Operating Officer, Phi Kappa Tau. The collective wisdom offered by Joel and Angela can teach us volumes about how to maximize the role of the inter/national organization in the life of the local chapter, and how to fully utilize the resources of headquarters staff and volunteers. An acknowledgement: This chapter is not intended to answer every question that exists about the nature of the inter/national fraternity or sorority. It does not specifically address the inherent differences among NPC, NIC, NPHC and NALFO groups. Rather, its aim is to enlighten the reader on the essential relationship between the campus and the inter/national organization. First, a primer on three basic ideas to get started.

**Understanding Differences:** Just as every fraternity and sorority may not have a chapter advisor living in the same town as the chapter, not every fraternity and sorority chapter has an inter/national headquarters in a large brick building in Indianapolis. While many organizations have professional staff members (numbering from 1 to 40+) and a space they call their own, there are others that outsource their management functions or are operated solely by volunteers. As you will read below, taking the time to understand the organizations on your campus is critical to creating a positive working relationship.

**Governance:** This area, too, cannot be generalized. For some organizations, the governing authority rests in the elected volunteer leaders that serve terms of two years or more. Other organizations invest authority in the undergraduate body, which serves as the final arbiter of fraternity policy. Most all have boards of trustees that set the direction of the organization, leaving operations and administration to staff members. Again, investing in knowledge about the organizations on your campus will aid your understanding of the dynamics at play in your setting.

**Relationships:** The overarching theme of this chapter is relationships. Inter/national fraternities and sororities are not “things to read about or study” but rather people with whom we work. Once this concept is embraced, progress in assisting chapters can be made and mutual goals reached. With that said, let us turn the teaching over to Angela and Joel.
What are the primary roles of the inter/national staff members and the inter/national, regional, or local (volunteer) officers?

Angela: Staff members provide various types of services. Generally, staff members maintain chapter financial and membership records; produce all national publications; serve as the group’s mailing house; create and monitor websites; schedule national, regional and state meetings, leadership conferences and conventions; maintain archival documents; supervise and schedule chapter consultants; develop and implement training programs for student and alumni/ae leaders; and provide legal counsel. Volunteers are charged with the direct supervision of collegiate and alumnae chapters, as well as local alumnae boards. This includes policy implementation and interpretation, day to day guidance and advice, goal setting and supervision of all other chapter functions.

Joel: This is an area where differences are apparent between and among organizations. Generally speaking, the staff role is one of administration and implementation. The volunteer role is one of direction, planning and fiscal policy. If it runs the way it should, in my opinion, the volunteers should take on the role of organizational wisdom, while the administrators (staff) should handle implementation, day to day issues and compliance with fraternal as well as host institution policies.

What are the most crucial things that a campus fraternity/sorority professional should know or be aware of in order to have an effective working relationship with an inter/national fraternity or sorority?

Angela: To begin, men's and women's fraternities/sororities are structured differently. I can speak for the NPC women's organizations. The most crucial thing an advisor should be aware of is that there is a varied level of alumnae volunteers who take great ownership in the well being of a chapter. Thus, when major changes are going to take place in the campus fraternity/sorority community or within the institution, it is wise for the fraternity/sorority advisor to not only communicate with the collegiate president of the chapter but to also include the local chapter advisor and province/regional contact prior to any final decision. This will allow everyone involved with the chapter the opportunity for feedback. If at all possible, copying the inter/national headquarters is always wise. If these bases are covered, a more informed conversation can ensue no matter what the proposed change, idea or ruling.

Joel: The advisor should know who their primary contact will be at the inter/national office and what authority that individual has in helping to address problems and programs. In addition, find out what the position of the inter/national organization is when it comes to working together with the host institution. What do they expect of you, the fraternity/sorority advisor? And, what do you expect of the inter/national organization?

In the eyes of the inter/national fraternity or sorority, where does the campus fraternity/sorority advisor fit into the equation for success?

Angela: The fraternity/sorority advisor is an important part of the equation. The campus administrator serves as an advisor to the council(s) and can play an important role in ensuring fair and equitable outcomes in all matters from recruitment to Greek Week. The fraternity/sorority advisor can be a tremendous asset when armed with resources from the various umbrella organizations (such as the NPC Manual of Information), and he/she can be a conduit for success when reaching out for assistance to the various inter/national staff members and volunteers that are willing and available to assist them in their roles. The fraternity/sorority advisor is part of a team of adult advisors working with the collegians. Open and honest communication and working toward a “win-win” result will ensure that collegians are having the best possible fraternal experience.

Joel: This varies from organization to organization, but much depends on the mutual initiative taken in getting to know one another during good times as well as bad times. There are some fraternity/sorority executives as well as university administrators who feel that fraternity/sorority advisors are low persons on the administrative totem pole, and as such have little authority to deal with critical issues. Oftentimes potential problems are couched in legal terms or definitions and shifted to legal counsel, rather than kept at a level where reasonable discussion, compromise, and resolution may occur. I believe this approach
rests in part within the fraternal world and the lack of professional self-esteem within the advising profession itself, as well as with the university administrative structure and internal perception of the position of fraternity/sorority advisor. Both need to change and all need to understand that the fraternity/sorority advisor is an advisor and advocate for the students he/she oversees, as well as a representative of the institution he/she serves as employee. A difficult, but critical role indeed.

What are the inter/national organizations’ expectations of staff/volunteer representatives (i.e. chapter consultant, regional director, etc.) when they visit a chapter... in terms of training, advisor recruitment, policy enforcement, etc.?

Angela: Organizations vary, however generally speaking they may perform a myriad of tasks to include: training of collegiate officers and chapter advisors, advisor recruitment, hands-on recruitment of new members, chapter education on any given topic, policy enforcement (this may differ from group to group), financial analysis, problem solving, goal setting and facilitation of workshops.

Joel: These representatives are expected to meet with chapter officers and key chapter leaders. They should meet with the council president, fraternity/sorority advisor and ideally, pay a courtesy visit to the dean. They should discuss problems and strengths with the chapter leadership from behavior to financial and risk management. They should provide resources and serve as a speaker and/or program presenter to help with understanding inter/national policies and expectations. They are to be an advocate for the chapter, though not in an adversarial way, with the host institution or inter/national office. They may also be responsible for contacting local alumni and keeping them involved. The overriding responsibility of all staff is to convey the responsibility we all have within our organizations, namely to hold in trust the principles and values of our fraternity for those who preceded us and for those yet to come.

What hopes does the inter/national organization have for the partnership between the organization and the institution or campus fraternity/sorority advisor?

Angela: The overall hope is to provide a positive fraternal experience for the chapter. So, the partnership between the inter/national organization and the institution or campus must be one of honesty, openness, trust and respect. To that end, communication is key to success.

Joel: I believe most fraternal organizations have high hopes for developing meaningful, productive and honest partnerships with our host institutions. It has to be mutual however, and the emphasis needs to be on a spirit of cooperation. When policies are being promulgated by either entity they should be shared before they are finalized. We do not have to agree, but we should be informed. Also, I believe that there needs to be greater emphasis on the part of the host institutions to understand and encourage the role of the inter/national offices in their relationship with the host institution. There are distinct advantages of having inter/national offices on the campus but I do not believe they are maximized. There should be a sharing of responsibilities for the chapters, a sharing of the pride, a sharing of the discipline, a sharing of the learning. In essence, a sharing of the expectations.

How might a campus fraternity/sorority advisor best deal with the differing philosophies of various inter/national organizations related to the relationship with the institution, their role with the campus chapter, etc.?

Angela: Understanding the differences and respecting that each inter/national organization is a private organization, just like each university/campus has a differing philosophy, is the best way to be an effective advisor. Each group should be treated differently if necessary. The National Panhellenic Conference, however, provides a manual that identifies the common ground that the member organizations share. This is very helpful in working with each member group within the Panhellenic community. It gives the fraternity/sorority advisor a place to begin.

Joel: It is important to recognize and acknowledge with the respective inter/national offices that there are differences and that there needs to be a willingness to teach one another what these differences are. I know there are several campuses that develop list-serves with the inter/national groups represented on their campus and this truly helps in keeping everyone informed. There should also be a concerted effort to avoid
surprises. If something occurs that would be of interest to the other there should be immediate communication. No secrets. Openness and willingness to seize educational moments and opportunities before simply attacking or disciplining a group or institution are essential characteristics of a strong relationship.

**What are the most common obstacles to an effective working relationship between an inter/national organization and a campus fraternity/sorority advisor?**

**Angela:** The biggest obstacle is being territorial. It’s important to refer back to the partnership components in working toward a “win-win.” Claiming that 'they are university students first, and fraternity/sorority members second' or 'they are our members and our responsibility’ will not result in a positive outcome. Withholding important information germane to working toward resolution can also be an obstacle. Other factors such as holding grudges from past experiences, being prejudiced toward one or another chapter and not communicating honestly can serve as obstacles when working toward a partnership.

**Joel:** In my opinion the most common obstacles are a lack of understanding of respective roles and definitely a lack of trust, and that goes both ways. This can and must be resolved by developing interactive relationships, via participation in each other’s leadership schools and/or other programs. These present opportunities for solid relationships to be formed. There must be mutual respect and appreciation for respective responsibilities.

**What current trends are affecting the way the campus fraternity/sorority advisor works with the inter/national organization, and/or the expectation of a working relationship between the two entities?**

**Angela:** The first trend that comes to mind is the implementation of university/college standards documents or relationship statements. This trend is forcing the collegians to provide even more documentation to prove the quality of their programming which in turn is adding to an already over programmed student. At times these documents require private organization information which is not available to the host institution. Institutions considering such documents are encouraged to evaluate the need and purpose and engage in a conversation with respective inter/national organizations prior to proceeding. The second trend is the increase of mandatory council or institution programming. Again, requirements are being placed on chapters that already have adequate programming usually required of the inter/national organization. Judicial rights might be seen as another area of increased focus. Collegians who may be in violation of fraternity policies may also be pursued by the university/college judicial boards. This obviously jeopardizes the private organization status of the inter/national organizations and will often times cause relationship issues between the two groups. For example, four chapter seniors are brought to their chapter’s standards council for hazing. The chapter and inter/national organization appropriately deal with the members. The university finds out about the incident or the sanctions and begins its own investigation. Is it the inter/national organization’s responsibility to provide the documentation they have obtained from the students to the university? Most inter/national organizations will work with the university to assist in an investigation, however revealing judicial records and private proceedings of fraternal judicial boards violates the student’s rights. Hopefully, the university will support the sanction imposed by the inter/national organization. When that is not the case, partnership, compromise and communication will be the only components for success.

**Joel:** There are some fraternal organizations that take the issue of freedom of association to its extreme, rather than concentrating on developing relationships with educational institutions. The fraternal world remains split on this philosophy. The perception of many executive officers and volunteers within the fraternity/sorority community is that colleges and universities are more interested in local control than mutual responsibility and cooperation. Right or wrong, that’s the perception. NIC, AFA and FEA are working hard to dispel those differences, but more work needs to be done. Legal issues and liability always loom over all of us, but I have yet to see a court or parent, or student for that matter, be unreasonable if there exists a spirit of understanding, cooperation and initiative, rather than pulling the blanket over our heads and hiding until the summons or subpoena arrives. There continues to be a lack of fraternity/sorority life experience represented on the administrative staffs within colleges and universities and thus a lack of informed experiential perception.
believe there needs to be more staff training for fraternal and campus staffs about each other’s goals and expectations, especially with residence life staff who are notorious for their stereotyping of fraternity/sorority life. I know - I have been there and speak from experience.

**In a perfect world, what would the relationship between the campus fraternity/sorority advisor and the inter/national organization be like?**

**Angela:** Rather than risk sounding redundant, I’ll approach the question from the actual day to day relationship. The perfect relationship would be the sharing of appropriate data with each other. The fraternity/sorority advisor would share:

- grade reports
- risk management issues brought to his/her attention
- membership statistics of all groups on campus
- ideas on how the chapter might be more successful if they are struggling on campus with membership
- recruitment rules
- proposed changes to governing or management prior to decision making
- information on potential alumni/ae advisors in the area not tapped yet by the chapter
- resources made available to other group living units, i.e., fire and safety code issues like sprinklers
- contact information for emergencies
- advising philosophy and communication expectations

The fraternity/sorority advisor would:

- be involved in recruitment in a significant manner
- be a spokesperson for all groups
- be a leader for students, advising each group equally
- be available to attend chapter functions upon invitation, i.e. Founders’ Days, Scholarship Banquets, etc.

**Inter/national organizations would:**

- Share names of inter/national visitors coming to campus
- Provide an accurate roster of chapter members, advisors and corporation board members each term
- Request assistance in respective areas
- Provide information regarding any change in a chapter’s status, i.e., probation, suspension, dormant
- Share appropriate information regarding risk management issues where the institution is concerned
- Arrange meetings during a staff/volunteer visit to the chapter

**Joel:** The ideal relationship would be one of sincere cooperation, understanding and mutual responsibility. The partnership would be with the inter/national office and not simply with the local chapter. Unless a campus was “100% Greek,” expansion should be encouraged if for no other reason than to provide opportunities for association to students who do not currently belong to a fraternity or sorority. Communicate, communicate, communicate! Whether in writing, e-mail or in the sharing of newsletters, keep each other informed before action is taken, not after the fact. Never surprise the other.

**What are the five quick tips you would give a new campus fraternity/sorority professional in terms of working with inter/national organizations?**

**Angela:**

1. Initiate communication with the chapter advisor, regional/province officer and inter/national headquarters immediately providing contact and background information, and soliciting accurate names for local and regional contact persons.
2. Request the risk management policies of each member group.
3. Establish a fraternal alumni/ae advisory board and begin meeting monthly. Work with the inter/national headquarters when volunteers cannot be identified.
4. Listen and learn for the first 3 months; don’t make any sweeping changes.
5. Accept that every inter/national organization is different in one way or another and by all means never talk about one to the other.
Joel:
1. Drop the inter/national organization a note and let them know who you are and from where you came to your position.
2. Attend the NIC/AFA Annual Meeting and meet the executive officers of your campus-based groups.
3. Become involved in AFA, especially in joint committees with fraternal groups.
4. Be honest and be ethical in your treatment of students and their affiliations.
5. Be fair and open to ways in which we can work together to seize moments of educational opportunity.
6. Be professional, but not arrogant. Be appreciative and not simply tolerant of our differences.
AFA History

Founded in 1976, the Association of Fraternity Advisors (AFA) has provided individuals concerned with the fraternity/sorority movement an avenue for professional growth and development. As stated in the minutes from their original meetings, the founders of the Association believed that there was “a need for a professional association of fraternity advisors as well as a publication disseminating news and articles of professional interest.” Since that time, AFA has grown into a multifaceted, international organization providing resources, recognition and support for campus fraternity and sorority advising professionals. AFA depends on volunteers to successfully maintain and promote services and programs that are responsive to the needs of the campus professional.

The purposes of AFA as stated in the bylaws are:

1. To provide for the cooperative association and professional stimulation of those persons engaged in the advisement of fraternities and sororities.
2. To formulate and maintain high professional standards in the advisement of fraternities and sororities.
3. To provide a forum through publications, conferences and informal interactions for the sharing of ideas and concerns related to the advisement of fraternities and sororities.
4. To stimulate educational programming and student development concepts within local chapters of fraternities and sororities and local interfraternity organizations.
5. To promote research and experimentation related to fraternities and sororities.
6. To encourage interested and qualified persons to seek student personnel positions in post-secondary educational institutions which include advisement of fraternities and sororities.
7. To maintain positive and supportive working relationships with related professional student affairs associations, with national fraternity and sorority organizations and with national interfraternity organizations.
8. To assist other tax-exempt organizations, whose purposes are educational and/or charitable and are compatible with the educational purposes of the Association; and
9. To do all things reasonably in furtherance of, or incidental to, the above.

Structure and Governance of the Association

The Association of Fraternity Advisors membership is divided into five distinct geographical regions, each directed by a Regional Vice President who in turn coordinates the activities of Area Coordinators. The Executive Board consists of those Regional Vice Presidents, the President, President-Elect, Past President, Executive Vice President, Vice President for Administration and Finance, Vice President for Publications and Information Services and Conference Coordinator. Serving in ex-officio capacities are the Executive Director and AFA Foundation Chairman. The Strategic Plan called for an evaluation of this structure and in April 2002 a proposal was presented to the membership for a re-designed leadership team. The most current information on AFA’s structure can be found at [http://www.fraternityadvisors.org/leadership/index.htm](http://www.fraternityadvisors.org/leadership/index.htm). A corps of volunteers advances the work of the Association through active involvement on AFA committees.
These committees focus on professional development, student development, risk management, legal and governmental affairs and diversity issues.

Ad hoc work groups are assigned specific projects in other areas not directly under the auspices of AFA standing committees. Additionally, six conference committees, under the direction of the Conference Coordinator, work to plan and implement the AFA Annual Meeting. The Association exists to serve those involved in the advisement of fraternities and sororities. AFA has 1,200 members across six categories of membership: Regular (campus-based), Affiliate, Graduate, Associate, Honorary and Retired. The majority of the Association’s members are campus-based professionals who advise fraternities and sororities. AFA also has a significant number of inter/national fraternity and sorority staff and volunteers as Affiliate Members. As an individual-membership professional society, AFA does not enforce guidelines or statutes across the profession. Rather, AFA encourages the highest standards of practice among its members. In 2001, AFA members approved a Code of Ethics to guide fraternity/sorority professionals in their daily roles (http://fraternityadvisors.org/code_ethics.htm). This document is intended to promote the maximum level of operations for all involved in the fraternity/sorority advising profession.

**Purposeful Partnerships**

The Association recognizes the importance of establishing and maintaining partnerships with other higher education associations and interfraternal organizations. AFA has formal liaison relationships with:

- ACPA (American College Personnel Association)
- ACUI (Association of College Unions International)
- ASJA (Association for Student Judicial Affairs)
- CAS (Council for the Advancement of Standards)
- CSCF (Center for the Study of the College Fraternity)
- FEA (Fraternity Executives Association)
- IATF (Inter-Association Task Force on Alcohol and Other Substance Abuse Issues)
- NACA (National Association of Campus Activities)
- NASPA (National Association of Student Personnel Administrators)
- NIC (North-American Interfraternity Conference)
- NPC (National Panhellenic Conference)
- NPHC (National Pan-Hellenic Council, Inc.)

Fostering purposeful partnerships with the above-mentioned organizations is a priority within the AFA Strategic Plan. By establishing meaningful participation and influence with individuals and organizations that impact the Association, AFA looks to advance its position within the higher education and interfraternal communities.

**Planning for the Future**

As the Association approached its 25th anniversary in 2001, the Executive Board identified a need for a broad, measurable plan of action for the next five years. A long-range planning process was completed, and the Strategic Plan 2000-2005 was produced. This document (http://www.fraternityadvisors.org/strategic/index.htm) serves as the foundation for all Association operations and work plans.

**AFA Mission**
As the representative voice of and advocate for our profession, the Association of Fraternity Advisors exists to support the professional development of our members, foster partnerships across higher education, and offer innovative resources and services to persons involved in the advancement of fraternities and sororities.

**AFA Vision**

The Association of Fraternity Advisors will be the essential professional association for men and women involved in the fraternity/sorority movement. The core values of education, collaboration, professionalism, inclusiveness, integrity and honesty will guide our decision making and our actions. We will focus on advancing the fraternity/sorority advising profession, the professional development of our members, expanding programs and services, increasing and broadening our membership, streamlining our operations and strengthening existing and forging new relationships which impact the Association.

**AFA Values:**

The ongoing education and professional development of its members. Meaningful, collaborative partnerships to achieve its mission and vision. The highest standards of professionalism by its members.

Diversity and inclusiveness. Excellence in and the continuous improvement of the programs and services offered to members.

**Goals**

In order to achieve its vision, the Association has identified the following areas as key priorities:

- Excellent Resources and Services
- Purposeful Partnerships
- Effective Organization Structure
- Financial Viability
- Credibility and Influence
- Effective Marketing

**RESOURCES & SERVICES**

The Association of Fraternity Advisors provides its members with many different resources. The most current information can be found on the AFA web site (www.fraternityadvisors.org) or by contacting the AFA Central Office. An abbreviated list is provided below:

**Educational Programs**

- **Annual Meeting** – Held annually in late November/early December, the NIC/AFA Annual Meeting is the largest interfraternal gathering in the nation. A combination of general sessions, educational programs and professional development workshops combine to make this a “must attend” event.

- **Regional Meetings** – Beginning in 2002, Regional Meetings will be offered across the United States to allow for more focused learning and sharing of ideas and resources.

- **Drive-In Meetings** – Area Coordinators plan these smaller meetings (size can range from 8-25 participants), with agendas most often created by those in attendance to allow for maximum value.
Printed Resources

Perspectives – Perspectives, AFA’s quarterly magazine, is sent to all members and also available by subscription. Perspectives focuses on the latest trends in fraternity/sorority advising and offers colleagues’ opinions on the issues that we face daily in our work.

Ideas for Practice – This collection of program ideas covers topics from leadership development to diversity and from scholarship to member education. Compiled from colleagues across the country, it offers the fraternity/sorority professional innovative ideas to implement in their own context.

Advising Fraternities & Sororities Manual – A comprehensive overview of the fraternity/sorority advising profession, this resource contains valuable information for any person involved with fraternities and sororities today.

Electronic Resources

AFA listservs – AFA offers two listservs for interested members, a discussion listserv for the exchange of ideas and insight into our work, and a news article listserv that provides the latest headlines and articles related to fraternities and sororities.

www.fraternityadvisors.org – AFA’s comprehensive website contains resource/idea pages, an on-line member database, back issues of Perspectives, AFA Resolutions, the Code of Ethics, and many other valuable tools for today’s fraternity/sorority professional.

Data on the Fraternity/Sorority Advising Profession – The AFA Central Office can provide campus-based members with comparative information regarding many different areas of fraternity/sorority advising, including budgets, staff size, salary and minimum programming requirements. For more information on the Association of Fraternity Advisors, contact the Central Office at info@fraternityadvisors.org.
Advising Chapters

Taken from chapter 11 of the Association of Fraternity Advisors’
Advising Fraternities and Sororities
By: Michael McRee, LeaderShape, Inc.
Shelley Sutherland, University of Oregon

This chapter covers the fundamentals of advising fraternities and sororities with a “straight talk” approach. Two seasoned professionals share their take on how to best approach the students with whom you work and the many different responsibilities that fall on the shoulders of the fraternity/sorority advisor.

FUNDAMENTAL PRINCIPLES OF ADVISING

There is no mystery about fraternity and sorority chapters or councils. All members take an oath or pledge to uphold certain principles. The most successful members, chapters and councils are those who have a high congruence with these stated principles. When you focus your efforts as an advisor on holding members, chapters and councils to these values, you’re achieving a key goal of the fraternity/sorority community.

Rarely should gender be an issue in advising. Remember that even though fraternities and sororities are single sex, they are so by virtue of an exception to the law. Everywhere else in the world women must work with men as equals and vice versa. Practice and teach this now. Be a role model.

Regardless of who you are, you can work with traditional and non-traditional fraternities and sororities. Take the time to listen, read and ask others for advice. The important thing is how you approach the students, how you conduct yourself as a professional and your commitment to student learning. Take the time to explain a policy or look for a nontraditional way to address an issue.

Each student comes into the university setting with different skills and understanding. All chapters operate at different levels, but 90% of their procedures and methods are the same. All inter/national fraternities and sororities are different, but 80% are based on the same model. Maintain the same expectations for officers and chapters, but accept that there will be differences. All members need the same basics from you—teach them, model the way, hold them accountable and give them time when they most need it. Be sure to let people know how best to work with you. Be honest about your strengths, weaknesses and other time commitments. Use all available resources to educate students, chapter officers and council officers. Take advantage of the resources of nearby universities and fraternity/sorority communities and in turn share your resources with them. Invite their students and staff to your campus when you’re hosting an excellent presenter. Share speaker fees and travel costs where appropriate. Take a group to visit nearby campuses when they’re hosting great speakers. Widely distribute articles from the newspapers and/or from fraternity or sorority magazines.

Work to help everyone see the bigger picture—beyond his or her chapter. Most individuals, including students, staff and alumni/ae, are not exposed to the fraternity/sorority community beyond their own chapter experiences. One way to work toward the goal of big-picture perspective is to ask students who attend summer educational initiatives to share what they learned. Host a roundtable at the beginning of their year—each student can report on the issues facing inter/national organizations, the skills he or she developed and provide a bigger picture of the
fraternity/sorority community. The roundtable also provides an opportunity to recognize those chapters who won recent awards.

One of the most valuable uses of time is to get away from the office for strategic planning and prioritization. A good advisor has time, or makes time, to work on statistics, reports, recruit alumni/ae to advise chapters and introduce council officers to university faculty. These activities have long-term benefits for the fraternity/sorority community that filter down from each individual’s experience.

Identify problems or areas that need to change and invite a select group of students and staff to brainstorm ways to address that issue. Identify which of those ideas can be implemented by you, by someone else, this year or next—then do it. Do not drop an idea or a plan because this term’s council president does not like it—try again next term or talk with other council officers and wait. There will be a whole new group next year. Work so that the officers hear the same message multiple times.

Tell consultants who visit to talk with the chapter’s council officer about the idea; have a speaker talk about the idea; have the Dean ask about the idea; or invite the council officer to an alumni/ae meeting and have the alumni/ae say mention the idea. Before you realize it, someone else will be asking how to implement the idea and he or she will think it is his or hers. If you identify every possible way to influence a student, you can spend your time convincing all those influences to support the change initiative. Surround each person with the new idea in a dozen variations and soon the person, now a change agent, will believe in the change.

Maximize the “down times.” During the summer, people assume we, as advisors, are not as busy as during the year. We are actually busier, more productive and focused on preparing as much as possible for the coming year. We have the calendar done, speakers lined up, and the election packets and job descriptions revised. Do not wait for the students to return so you can talk them into considering a change. Just do it.

**A MASTER PLAN**
A manual or master notebook can prove essential for your sanity as an advisor. The master notebook should have:
- A needs assessment
- A list of speakers with possible presentation topics
- Committee job descriptions
- Timelines and flow of the year
- Report forms
- Plans for each major event or meeting. Spend time getting officers to write reports documenting the planning of every event or completion of every project. Reward and value the written work the students provide—this is preparing them for their careers.
- Goals and accomplishments
- A final report with new ideas and pitfalls to avoid

**WORKING WITH CHAPTERS**
To be effective as an advisor, it is imperative that you cultivate one-on-one relationships with key chapter officers. The best place to start is with a new officer. Invite the chapter president and key officers to lunch or dinner at the beginning of the term. Explain the services the Fraternity/Sorority...
Life office provides. Work to establish ground rules and expectations of one another. And, if the officer who held the position prior to the incoming officer was particularly effective, invite him or her to join the meeting.

In communicating with chapters, give all-important information to at least three people in each chapter. Be certain that all three have received the information—voice mail or a message left with another member is not sufficient. The contact has to be direct, such as a letter addressed to the person, an email or a phone conversation with each of the three contacts. You should work to be visible on the chapter’s “turf” beyond showing up for noise or alcohol violations. Take time to show up for a chapter's philanthropy or service project. Help members and officers to understand that your commitment to their success goes beyond the walls of the Fraternity/Sorority Life office.

**CONDUCT AND DISCIPLINE MATTERS**

When meeting a new chapter officer, one topic to cover is emergencies and conduct. If you are initiating the contact to the chapter, you should talk with the president first and give him/her a time limit for notifying the appropriate people, with a 12–24 hour maximum.

Appropriate people are defined as:

- The chapter advisor
- Other chapter alumni/ae who would be offended if not notified
- The appropriate person at the fraternity or sorority headquarters
- Any other mid-level alumni/ae that you have had contact with, such as a district or regional officer

A good rule to use as a benchmark is that if it might be in the newspaper or television, the headquarters should receive calls within 24 hours from both the chapter president and the advisor. Be sure you follow the chain of command. Give local people the opportunity and knowledge to deal with a problem before you “go over their heads” to contact headquarters. Certain situations warrant notifying each the same day, but still notify the local representatives first since the incident occurred in their backyard.

If the conduct is serious enough that the chapter could lose university recognition, it should be policy to notify the headquarters, the chapter advisor and the house corporation president. Have the chapter president initiate these calls first and nine times out of ten the chapter alumni/ae will call you to find out the story. Regardless, do not wait for their call if it is a serious issue. If the incident happened at the chapter house and involved police, (with the exception of noise complaints), the house corporation president should be notified by the chapter president and then the advisor—like a landlord/tenant relationship.

The goal in following a particular protocol is to get the chapter president, chapter advisor, house corporation president, and when necessary, the headquarters, to solve the problem internally if at all possible. If the headquarters is cooperative, they will send you copies of all correspondence and/or send a representative to meet with you. Be cautious in conduct situations of stating ultimatums that you do not have the power to back up. Also, be sensitive to the fact that the situation might be handled differently if we had an unlimited amount of time, money and resources. Work with all parties to develop the best possible solution, but realize that the chapter and headquarters do have financial limitations and may not be able to get someone out to the university immediately. In addition, understand that they may be dealing with more than one important conduct matter and they must prioritize based on legal issues, risk management procedures and financial resources.
If all parties work together quickly to solve the problem internally, you can create a good working partnership with multiple levels of accountability. You may be able to develop a probation that will include sanctions that the university will help monitor or review before the sanction is lifted. The university sanction can include compliance with an internal sanction or some combination of the two. Remember to keep it win/win and to not allow egos to impede common goals. Professionally document facts and follow up on action—taken or not taken. Always be sure that the chapter advisor, house corporation president and the headquarters, when appropriate, gets a copy of the sanction letter. Expect criticism if you notify headquarters before you notify the local alumni/ae and do not do it with good reason.

**WORKING WITH HEADQUARTERS**

You will often have meetings with consultants, regional officers or representatives from fraternity or sorority headquarters. In these situations, you will be asked to share information, statistics and other campus specific information. You should make up one packet that will provide the same up-to-date information to your supervisor, a faculty member, a parent, a fraternity/sorority consultant, a regional officer or other inquiring community members. It may prove useful to survey these audiences first and find out what each is interested in knowing—then make a packet that serves all audiences. Make it an automatic summer project. The packet should include the following items:

1. Recruitment statistics, including number of new members and the number of initiates, comparing fall with other annual recruitment periods
2. Term grades and chapter academic history
3. Summary of all educational programs provided by the council, university or chapters
4. The university standards of excellence or minimum expectations of chapters
5. Marketing efforts and opportunities for the year
6. House occupancy statistics, including house occupancy rates per term and year
7. Chapter membership numbers, separate from recruitment and new member statistics
8. Retention of new members
9. Graduation rates by chapters

Do not include copies of the council constitution, recruitment rules or fraternity/sorority publications—not every audience wants or needs that information. Often times that information is available online. Take the lead with consultant/volunteer visits. If multiple consultants are in town at the same time, get them together to meet at the same time. Cover all the generic information and coach them on the university’s priorities, then spend a few minutes with each one if there are unique issues with their chapter.

One of the best resources for consultants is to meet others—and you can save yourself time. If you give them a packet with all of their questions answered, you also save time. Ask them to review the packet, meet with some of the officers in the chapter, and call you or email you with questions. It is good policy to communicate regularly with the inter/national headquarters, but not at the expense of the chapter and local alumni/ae. A packet should be sent at the end of the school year with the following:

1. A brief summary of the year's efforts
2. The next academic calendar
3. Suggested times for consultant/volunteer visits
If you are organized and contact the headquarters early in the summer, you may be able to have some input on the timing of consultant/volunteer visits. Mail out a letter with the when, where and why and follow up with the appropriate person. A second communication in the winter may include:

1. Questions and challenges for the term
2. Fall academic statistics
3. The chapter roster
4. The university standards of excellence or minimum expectations
5. The names of chapter advisors

Get to know the director of chapter services at each inter/national fraternity and sorority headquarters. Work to meet this person at any conferences you may both attend. Once you have established a relationship, copy this person on important letters or send e-mail to keep them apprised of developments.

GETTING OTHERS TO SUPPORT YOUR CAUSE
Getting others to help you make your case is critical in advising volunteers, which we sometimes forget our student leaders are. Not only does it improve your credibility when others state the same things as you, it helps to propel the issue you are facing into the forefront of everyone’s mind or agenda. Speakers can have a lot of influence especially if they reaffirm a topic you have been trying to teach. The speaker has the credibility that students perceive you do not have. There are all kinds of “speakers,” including parents, faculty, staff, vendors, visiting consultants, inter/national officers, strong alumni/ae and those who are paid presenters.

Identify classes on campus that teach leadership and/or social issues and work with faculty to promote their classes through your network. Find out what programs other departments sponsor—especially the recreational center, residence halls, women’s center and multicultural center. If liaison relationships already exist with each of these key areas on campus, students are in excellent positions to support and gain support for university wide educational efforts that benefit all involved. These are also ways to build relationships and friendships.

Parents
Parents are often the most under-utilized group in working with students. Adding a parents club to the chapter instantly puts people in the mix who clearly have a stake in the success of the students. Parents, like alumni/ae, have a network of connections, need to be educated on the issues and need to be recruited to become involved. Start by communicating with parents. Send three or four letters to parents during the year. Letters might include:

A welcome to parents of new members.
1. An invitation to parents of all upper-class students to join the homecoming celebration.
2. Encourage them to start a parents club that weekend.
3. Updates on progress with priorities such as grades, university standards of excellence, new parents groups.
4. The suggestion to become involved as an advisor on campus.

CAPitalize on REgional LEADERSHIP CONFERENCES
Use the regional meeting or area meeting (i.e. MGCA, NGLA, WRGC, SEIFC/SEPC) strategically. Assign students who, as delegates of the university and undergraduate community, have responsibility to come back with ideas and answers to questions. Give them the names of other schools that you know have strong programs. Arrange for them to meet staff and advisors from
those schools. Invite your students to have dinner with another role model. Encourage them to apply for the regional awards, even if it is just in one category. Use the regional awards as model job descriptions for your council officers. Invite good and needy chapter advisors to attend with you. Invite alumni/ae to send chapter presidents, recruitment chairs or risk management officers to attend. Hold delegates accountable for their attendance: have group meetings with the attendees, assign educational sessions, get written reports from each officer and have them make oral reports at the council or chapter meetings. Before attending the regional council meetings, have an orientation meeting and talk with the students about what to expect, what you expect and how to make the most of the conference, speakers and resources. Review the conduct policy—be clear—and come to a mutual agreement so that your understanding serves as unbendable expectations. One of the best uses for the regional meetings is expansion. Have students arrange to meet with interested headquarters at the regional meetings. This saves the headquarters the expense of a campus visit. If a headquarters is close enough, take students there. Take students to any headquarters if one is close—the visit can help them to understand the fraternity/sorority community at large.

**CALENDAR PLANNING**

Start with a calendar of the entire year. Add important school, academic and sporting events. Then add holidays. Fill in traditional programs: homecoming, “Greek Week,” university day, alcohol awareness week, black history month and more. Then add council meetings, fire drills and chapter fire inspections, chapter and council elections, retreats and so on. Fill in spaces with educational programs, roundtables and speakers. Do not consider the week of Thanksgiving, the week before exams and the last three weeks of school (in spring term) as usable for programming. Remember that weather affects student behavior—the sun brings noise and loss of motivation and the cold increases productivity and grades. Once you have made this master calendar for the year, reserve space for key events and regular meetings for the year. As you move through the year, keep the agendas for meetings or make notes during events. Add agenda items and make notes about what to do next time or next year. As examples, your notes might read, “Change the location of the meeting to a better space” or “Hold this meeting earlier in the term.” As a general rule, if there are not twenty minutes of new information and twenty minutes of discussion, the meeting is unnecessary. E-mail can be used for announcements instead. The second year, use the agendas and begin incorporating polish, creativity and initiatives. Get rid of things that do not work or waste time. It may take three years to make a change, get rid of something or start a new program. If you start a new program and it does not work well, repeat it twice before giving up. Never say, “we used to do that and it did not work.” It might not have been the right time then and it might be the right time now. Look at the idea and the new people you are working with. Will this idea serve a purpose or goal? Can these people benefit? Try it—this is learning in action. Do not be afraid of making mistakes—you learn and move on.

Ask yourself these questions:

1. What are the university goals and expectations for the fraternities and sororities?
2. What are the Fraternity/Sorority Life office or advisor’s goals?
3. What are the council’s goals for themselves and for the fraternity/sorority community?
4. How do the chapter goals and headquarters goals fit into the council or university goals?

Then, pick two or three priorities and focus on them.

**AND FINALLY, “THE LAWS OF ADVISING”**

1. There is always one exception to never and always.
2. Never have meetings after 7:00 p.m. or on weekends.
3. Have regular meetings at the same time and place all year every year.
4. Plan next year this year.
5. There are always two or more sides to the story.
6. Never let your ego guide your relationship with a student, an inter/national headquarters or an alumnus.
7. Never write (especially emails) something you do not want to see in the student newspaper.
8. Never instantly react to a person, crisis, news article or angry person without first calming down, running thoughts and possible actions by another person and/or waiting for the dust to settle.
9. Never believe all of a report from one source about a problem involving someone else.
10. Always have someone in a chapter you can work with or call for assistance.
11. Not all meetings have to be an hour. Not all meetings have to be weekly.
12. Do not have a meeting without new ideas and discussion or a speaker and discussion. It makes people leave the meeting feeling they did not need to be there. If you can’t meet these requirements, then cancel or reschedule the meeting and send out the announcements with email.
13. Never threaten to do something you cannot do (i.e. close the chapter).
14. Never photocopy anything written without at least one person proofing it.
15. Never photocopy anything important or external without a fraternity/sorority advisor proofing it.
16. Be consistent.
17. Be knowledgeable.
22. Be a teacher.
23. Be an excellent role model.
RUNNING EFFECTIVE MEETINGS

Do you dread attending meetings because they are dull, unproductive, disorganized, and endless? Don’t worry, with proper planning and preparation, any meeting can be effective and fun.

Meetings have several functions. They give members a chance to discuss goals and objectives, and keep updated on current events. They provide a chance to communicate and keep the group cohesive. But most of all, meetings allow groups to pull resources together for decision-making. Start with careful planning, finish with a thorough follow-up and the meeting will almost run itself. Here are some tips to make your next meeting successful and productive.

**Before the Meeting**

1. Define the purpose of the meeting. If you can’t come up with a purpose, don’t have a meeting.
2. Develop an agenda with the officers and advisors. An example agenda:
   a. Call to Order
   b. Approval of Agenda
   c. Correction and Approval of Minutes
   d. Announcements
   e. Officer Reports
   f. Committee Reports
   g. Unfinished Business
   h. New Business
   i. Special Issues
   j. Adjournment
3. Distribute the agenda and circulate background material, such as lengthy documents or articles, prior to the meeting so that members will be prepared and feel involved.
4. Choose an appropriate meeting time. Set a time limit and stick to it. Remember that members have other commitments.
5. If possible, arrange members so they face each other. For larger groups, try U-shaped rows. A leader has better control when he/she is centrally located.
6. Choose a location suitable to group size. Small rooms with too many people get stuffy and create tension. A larger room is more comfortable and encourages individual expression.
7. Use visual aids, such as posters, for interest.
8. Vary meeting places if possible, to accommodate different members.

**During the Meeting**

1. Greet members and make them feel welcome, even the late ones.
2. If possible, serve light refreshments; they are good icebreakers.
4. Review the agenda and set priorities for the meeting.
5. Stick to the agenda.
6. Encourage group discussion to get all viewpoints and ideas. You will have better quality decisions as well as highly motivated members.
7. Encourage feedback. Ideas, activities, and commitment to the organization improve when members see their impact of the decision-making process.
8. Keep conversation on topic, toward an eventual decision. Feel free to ask for only constructive comments.
10. Keep minutes of the meeting for future reference in case a question or problem arises.
11. Leader, be a model by listening, showing interest, appreciating, and having confidence in members. Admit your mistakes.
12. Summarize agreements reached and end the meeting on a unifying positive note. For example, have members volunteer thoughts of things they feel are good or successful, reciting a groups’ creed, or a good of the order.

13. Set a date and time for the next meeting.

After the Meeting

1. Prepare and distribute minutes within 24 hours. Quick action reinforces the importance of meeting and reduces error of memory.

2. Discuss problems during the meeting with officers so that improvements can be made.

3. Follow-up on delegation decisions. See that all members understand and carry out their responsibilities.

4. Give recognition and appreciation to excellent and timely progress.

5. Put unfinished business on the agenda for next meeting.

6. Conduct a periodic evaluation of meetings. Weak areas can be analyzed and improved for more productive meeting.

Indiana University’s Presidents Manual 2001
## Parliamentary Procedure
### Simplified Chart of Motions

(Based on Robert's Rules of Order, Revised)

<table>
<thead>
<tr>
<th>Motion</th>
<th>May Interrupt</th>
<th>Needs a Second</th>
<th>Debatable</th>
<th>Amendable</th>
<th>Vote Required</th>
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</thead>
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<tr>
<td><strong>Privileged Motion</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Adjourn</td>
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<td>Yes</td>
<td>No</td>
<td>No</td>
<td>Simple</td>
</tr>
<tr>
<td>Recess</td>
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<td>Sometimes</td>
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</tr>
<tr>
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<td>No</td>
<td>No</td>
<td>No</td>
<td>Chair</td>
</tr>
<tr>
<td>(Point of Privilege</td>
<td></td>
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<tr>
<td>Point of Parliamentary Inquiry</td>
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</tr>
<tr>
<td>Orders of the Day</td>
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</tr>
<tr>
<td>Special Orders of Business</td>
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<tr>
<td><strong>Incidental Motions</strong></td>
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<tr>
<td>Point of Order</td>
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<td>No</td>
<td>Chair</td>
</tr>
<tr>
<td>Division of the Assembly</td>
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<td>No</td>
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</tr>
<tr>
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<td>Sometimes</td>
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<td>Yes</td>
<td>Simple</td>
</tr>
<tr>
<td>Appeal from the Decision</td>
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<td>Yes</td>
<td>Sometimes</td>
<td>No</td>
<td>Simple</td>
</tr>
<tr>
<td>of the Chair</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Object from the Consideration</td>
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<td>No</td>
<td>No</td>
<td>No</td>
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<tr>
<td>of the Question</td>
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<td></td>
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<tr>
<td>Withdraw a Motion</td>
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<td>No</td>
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</tr>
<tr>
<td>Suspend the Rules</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
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<td><strong>Subsidiary Motions</strong></td>
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<tr>
<td>Lay on (or take from) the Table</td>
<td>No</td>
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<td>No</td>
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<tr>
<td>Move the Previous Question</td>
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<td>No</td>
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<tr>
<td>Limit or Extend Debate</td>
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<td>Sometimes</td>
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<td>Simple</td>
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<td>No</td>
<td>Simple</td>
</tr>
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<td><strong>Main Motions</strong></td>
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<tr>
<td>The Main Motion</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Simple</td>
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<tr>
<td>Reconsider</td>
<td>Yes</td>
<td>Yes</td>
<td>Sometimes</td>
<td>Sometimes</td>
<td>Simple</td>
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<tr>
<td>Rescind</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>Two-thirds</td>
</tr>
</tbody>
</table>
BE A BETTER MEETING FACILITATOR

Encouraging Communication and involvement of all members –
  o “Our goal for the meeting today is...Does anyone see it differently?”

Asking team members for opinions and feelings to encourage discussion –
  o “Do you agree with...?”

Paraphrasing what someone has said to help members understand each other –
  o “What I’m hearing is...Is that right?”

Probing an idea in greater depth –
  o “What are some other ways to approach this problem?”

Suggesting a break or rest –
  o “We have been working on this problem for about an hour. I suggest we take a ten-minute break.”

Moving the team toward action –
  o “I’d like some suggestions on possible ways to get started.”

Polling members –
  o “How does everybody feel about this?”

Recommended a process –
  o “I suggest we go around the table and see how everyone feels about this issue.”

Getting back on track –
  o “How does what we’re talking about relate to our agenda?”

Exploring potential results –
  o “If we did it this way, what is the worst thing that could happen?”

Moving toward a decision –
  o “We have discussed both sides carefully. It’s time we made a choice.”

FIVE STEPS TO EFFECTIVE DELEGATION

Identify the Key Task

The first critical step is to recognize and track all the main tasks that the members of your group must accomplish. Develop a task list for each group. Define the task and establish your goals for a project. Have a vision to carry through a project.

Delegate Each Task Appropriately

Review the list in order to identify the tasks that you should do and those that can be delegated to the members of your group. Choose members whose skills and personality styles match the assignment. Empower members so as to provide them an opportunity to grow and be challenged.

Explain Each Task to Your Members

Define and clarify the nature of the task that is delegated to your members. To ensure a collaborative approach, properly communicate to all members of your group as to what tasks and to whom it has been delegated. Be sure to give specific directions and to make your explanations clear, for both quality and time frame. Explain to the members clearly as to why the task is important and how it contributes to the organization as a whole.

Develop a Plan for Each Task Assigned

A sound plan is essential for the projects to succeed. Good planning is a critical part of the delegation process. The plan should define how the task will be accomplished; list the subtasks and their completion dates. Make sure your members have all the necessary resources to complete the assigned task. Encourage your members to take a lead in developing the plan.

Monitor the Progress

Review the progress of each task on a regular basis. Set the checkpoints for both short-range and long-range projects. Give members the freedom to perform and avoid close supervision. Measure success by quantifiable criteria. Give praise and constructive criticism where it is due. ‘Try not to point the finger’ and look at a failed act of delegation as a learning opportunity. Help your members to learn and grow through both their successes and failures.

Adapted from Marquand B. (1993). Effective Delegation. Manage 45(1) p. 10-12
USE GROUP CONFLICT AS A VEHICLE FOR COMMUNICATION

Express what you feel about an issue or behavior, not the person.
Shift into neutral and address the situation or behavior without directly attacking the personal characteristics of a group member or “hitting below the belt.”

Listen, rather than talk, your way out of conflict.
Instead of making excuses, coming up with a premature solution, or suggesting there is no need to get upset; shift gears and validate a group member’s feelings by listening to the whole issue.

Stick to the issue.
Address the issue at hand without looking in the rearview mirror and bringing up past grievances that may not be applicable to the current conflict.

Huddle to solve problems.
Involve the group in agreeing on what the problem is, possible solutions, ways to implement solutions, and evaluation methods in order to complete the journey.

Created by: Megan N. Moore Adapted from Creighton J.L. (1999, January) Myth: loving couples never ever fight...Bottom Line v. 20 Pages 11-12
LEADERSHIP BEHAVIORS

Leading others toward a common goal while creating a culture that energizes group members is a challenging and daunting task, particularly to a newly elected officer. Here are some observations that have direct implications for chapter leaders.

**A good leader...**

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Why it's important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sets the example that embodies the vision, mission, and values of the organization.</td>
<td><strong>Compliance with vision, mission, and values.</strong></td>
</tr>
<tr>
<td>Is ambitious, not so much for self but for his chapter. He/she seeks opportunity to make it better.</td>
<td><strong>Motivation and drive for improvement.</strong></td>
</tr>
<tr>
<td>Knows what he/she wants to accomplish and be able to enlist others in the cause.</td>
<td><strong>Goal clarification and team involvement.</strong></td>
</tr>
<tr>
<td>Is mission focused.</td>
<td><strong>Focus and dedication.</strong></td>
</tr>
<tr>
<td>Is able to set goals and to inspire others to commit to them.</td>
<td><strong>Motivation and commitment.</strong></td>
</tr>
<tr>
<td>Continues to refine his/her own skills, and is committed to continuous learning.</td>
<td><strong>Skill development and continuous improvement.</strong></td>
</tr>
<tr>
<td>Is performance and results driven, has a passion for “what ought to be.”</td>
<td><strong>Performance orientation and passion.</strong></td>
</tr>
<tr>
<td>Earns trust through his/her actions, passion, cares for the chapter and interest in others.</td>
<td><strong>Trust and care.</strong></td>
</tr>
<tr>
<td>Is high energy and passionate.</td>
<td><strong>Energy and passion.</strong></td>
</tr>
<tr>
<td>Fosters a network of followers within the organization.</td>
<td><strong>Networking and leadership.</strong></td>
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</tbody>
</table>

**A good leader is defined by...**

- Commitment to a vision and to better the organization.
- Integrity (not in degrees, he either has it or he doesn’t).
- Ability to communicate throughout all levels of the organization (by using a network of followers to get his “message” out to generate support.)
- Alertness to opportunity to make the organization better.
- Decision-making ability and willingness to delegate and trust others to perform.
- Focus on results, tenacity, honesty and fairness.

**Why followers follow...**

- Followers believe in what the leader stands for and who he/she is as a person. (They trust him/her and his/her values.)
- The leader is present (visible and accessible) and has presence (commands respect).
- The leader disburses leadership. (He/she gets others involved in leading and working on the “mission; he/she knows he/she doesn’t have all the solutions nor does he/she see all opportunities.)
- The leader has high energy and demonstrates passion for the mission.
- The leader cares for the people but knows how and when to “crack the whip.”
- The leader demonstrates the moral courage to stay the course.
- The leader listens and demonstrates commitment.
- The leader gives clear direction.

The leader demonstrates enthusiasm and passion, and rewards and recognizes followers for their contributions.

*Created by Jim Lawson, Adapted from The 2003 Kappa Alpha Order’s Number 1’s Summit Participant Manual.*
It is an unfortunate reality that from time to time a serious injury, loss of life, major property loss, or criminal activity will occur in a chapter. Events of this nature grievously impact not only on the chapter, but also the community, university, the families and friends of members, the international organization, and the Greek community. Strong preventive measures will prevent most losses. The elimination of improper and illegal activities, and liability and risk management seminars are all essential to control risk.

Should any event of a disastrous nature occur, the chapter must be prepared to respond quickly and appropriately.

Copies of these procedures should be given to each chapter officer to keep in their notebook. A copy should be kept with the chapter president, or other easily accessible place.

**EMERGENCY INFORMATION CARDS**

Keep on file in the chapter president an emergency card or sheet for each member and new member. Included on the card should be (see enclosed sample form):

- Member’s full name, student id number and birth-date
- Member’s local address and telephone number
- Name, address, and telephone number of parents or guardians
- (Be sure to get this information for both parents/guardians. Include both residence and office telephone numbers.)
- Name, address, and telephone number of another person to notify in the event the parents cannot be reached (Examples: neighbor of parents, relatives)
- Medical information (allergies, medical conditions, etc.)
- Name and telephone number of the family physician
EMERGENCY TELEPHONE NUMBERS

The Campus Police (209) 667-3114 or 911 should be called in the event of any emergency (including a medical emergency or fire). The Campus Police can call the paramedics or fire department and can immediately dispatch an officer to assist you.

The following people need to be notified of any emergency:

Greek Advisor: Tiffany Darling Gelbaum
Office: 209-664-6830

In the Event the Greek Advisor cannot be reached, contact one of the following:

Assistant Director, Student Leadership and Development:
Clarissa Lonn-Nichols
Office: 209-667-3750

Student Organization Advisor: Alissa Aragon
Office: 209-667-3516

Dean of Students Ronald Noble
Office: 209-667-3177

Chapter Advisor: ____________________________

Home telephone: __________ Office telephone: __________

Regional or District Officer: ____________________________

Home telephone: __________ Office telephone: __________

International Headquarters Telephone Number: __________
MAINTAINING CONTROL

Be certain that everyone in your chapter knows the president is in command of every emergency situation. In the absence of the president, you should have a rank ordering of officers (chain of command):

1. President
2. ______________________
3. ______________________
4. ______________________
5. ______________________
6. ______________________

In most crisis situations, you will want to call a mandatory chapter meeting, for actives and pledges/associates, as soon as possible. Make sure your chapter advisor or other member of your alumni advisory board are present. At this meeting:

• Explain the situation and gather facts.
• Project a strong leadership image to let your members know everything is under control so they will remain calm.
• Clarify who is the spokesman (normally the chapter president). No one else should make statements or answer questions about the situation.
• Instruct members not to discuss the incident with anyone, including boy/girlfriends and family members, until the situation has been resolved.
• Detail the plan for the next several days.
• Instruct your members to cooperate with University or law enforcement officials investigating an incident.

INVESTIGATIONS

Make written notes of all details relating to any incident. It will be especially important to get the names of all members present, the names and telephone numbers of any witnesses (in some cases you may want to get signed statements from the witnesses), and the names and telephone numbers of anyone injured (however slightly). Some incidents may result in lawsuits, and if you are called to testify in court months after the incident, the notes will be invaluable. Share the information you collect with your Chapter Advisor and any University or law enforcement personnel conducting an investigation.
MEDIA RELATIONS

Again, it is critical that the officially designated chapter spokesperson be the only person to speak with the media. No exceptions!

Consult with your chapter advisor, Student Leadership and Development, and your attorney (if applicable) so that they can help you prepare for any media contact. They can also assist you in developing a prepared statement which can be read to the press. Prior to the development of a statement the following standby statement should be used (avoid saying “no comment” — it sounds as if you are trying to hide something):

“We can confirm that (describe the incident very briefly) occurred on (day) at (time) at (location). The chapter is cooperating with authorities and all interested parties. Further information will be released when we have completed our investigation of all pertinent matters.” Absolutely nothing else should be said. The only response to other questions should be: “When we have completed our investigation, we will release more information.”

Instead of a press briefing, you may elect to simply prepare a statement and give it to the University Advancement for distribution to media who inquire. In such case, refer all media calls to the University's Office of Communications and Marketing.

When you are being interviewed, tell the truth. Give only the facts. If you don't know an answer to a question, say so. Don't speculate or repeat hearsay. Avoid exaggerations and inflammatory remarks. Stress what positive action you are taking to resolve the situation. If you are asked a question you feel is unfair, simply rephrase the question in the way you would prefer to have it asked, and then answer your question. Never make “off the record” comments.

Consider your appearance. Dress neatly (semi-formal). Your members should also dress neatly even if they are casual (no beer T-shirts, etc.). Clean up your residence being careful to remove trash, beer bottles, and anything else that may not look favorable in a photograph or on TV. Caution your members not to grandstand in the background during TV interviews.

Do not release any names until an investigation is complete and the timing is appropriate.

Don’t discuss the personal life of your members with reporters.
**MEDICAL EMERGENCIES**

Be sure your chapter has a complete first aid kit in an accessible place for chapter functions. Take the kit with you at chapter retreats and other out-of-town functions.

Call the Campus Police (209-667-3114/911) and give necessary information regarding the sickness/accident.

The closest emergency room in the City of Turlock is:

Ø Emanuel Medical Center, 825 Delbon Avenue, Turlock, CA 95382 (209) 667-4200

There are also a variety of "walk-in" emergency clinics in the area for treatment of serious but not life-threatening conditions.

The medical personnel can notify parents and advise them of their child’s physical situation.

**MENTAL HEALTH CRISIS**

In the event of a mental health crisis, for example a suicide threat or attempt, call emergency services as appropriate. If time permits, arrange for a professional counselor to provide you with assistance. The telephone number for the Counseling Center is (209) 667-3381. While awaiting the counselor's arrival, talk with the member involved and provide he/she reassurance. Don't play psychologist--just be a friend and make the person comfortable.

In the event of a mental health crisis, do not assemble your members. Discuss with University personnel steps you should take to handle the situation. University personnel will determine if the parents need to be contacted.
SERIOUS ILLNESS

There are several procedures and precautions that group members should take in the event one of your fellow members develops what appears to be a serious illness (including substance addiction or eating disorder). An ill member may ignore his or her condition and may not take the initiative to seek proper medical attention. As responsible adults, you must be sensitive to your members' physical and psychological welfare. If you become aware of a member who is suffering from a serious illness, take immediate action by following these guidelines and contacting appropriate people who can help:

1. Initially bring your concern to the attention of the member. Tell the member you are aware of his/her condition and that you are concerned.

2. Determine what kind of medical or psychological counseling attention the member has sought. What kind of care has been described?

3. If the ailing individual continues to ignore his/her physical or psychological condition, contact your Chapter Advisor and/or medical help. Information about the situation should be brought to the advisor's attention, and consult the Counseling Center for guidance on establishing a specific plan of action to help the member.

It is extremely important that members be understanding and sensitive in dealing with cases of serious illness. There may be some cases when an ailing person will not want your assistance and will strongly object to any contact with his parents. It is important to respect the wishes of the person; however, you may find yourself in a situation where respecting a person's wishes may not be medically wise or sound. The realities of the situation should not be ignored.
Through the Haze

By Steven Russell
Editor

Editor’s note: The following story is offered as an example of the negative influence hazing has on the life of a chapter and how a chapter, with positive alumni and national support, can rebuild from such an incident. Hazing is not only contrary to the spirit of true brotherhood and detrimental to the reputation of Greeks everywhere, but a violation of KA law. It is the duty of all Kappa Alphas to ensure that hazing in all its forms is eliminated.

It was several hours past midnight and Pledge X was treading the bone-chilling waters of a swiftly flowing river. He shifted the piece of driftwood he was clutching and wearily eyed the distant shore he had been instructed to deliver it to. As he took a deep breath and began to swim again, one thought kept racing through his mind, “What am I doing here?”

One week later, Pledge X, along with his dozen pledge brothers who had also been subjected to hazing at the river, became an active member of KA’s Delta Omega chapter at Baylor University in Waco, Texas. It was not in the usual way a novice becomes a full member of the Order, however. Xi chapter at nearby South-western University initiated him because the active members of his chapter had been placed on alumni status by Kappa Alpha’s national office and were no longer allowed to participate in chapter affairs. Undoubtedly, at that moment, many of them were also wondering what they were doing in that situation.

Today, a little over a year after the incident, the young and relatively inexperienced membership continues to rebuild the chapter and guard against hazing ever again becoming a chapter tradition.

Number I Brad Wilson recalls how that fateful evening came about at the end of process where pledges were required to obtain every member’s signature.

“If you had gotten that member’s signature, then you were done pledging for that member. There were two members who got together and held out for signatures.”

All pledges received a call around midnight and were told to be at one holdout’s apartment at 2 a.m. dress-ed in coat and tie – all except two, that is. When they showed up in blue jeans, the two actives used it as an excuse to require the pledge class to fulfill additional duties.

“We had to go back and get into dirty clothes. This was our punishment for not showing up dressed up,” says Wilson.

The pledges were then directed to the back of the apartments, where a channel of the Brazos River runs between the complex and a small island.

“They took up all our pledge pins and our pledge books, I guess in case we got caught. But it was no mystery that it was KA,” says Wilson, shaking his head.

One active announced that a golf flag was submerged some-where in the channel. The pledges exchanged glances of disbelief as seven or eight of them were picked to swim out and search for it.

“It was April and the water was freezing,” Wilson says. “The dangerous thing at this channel is that is that the bed… is lined with beer cans and bottles.”

Eventually, someone’s leg bumped the flag and the reluctant swimmers returned to the bank, hoping their task was finished. As they stood shivering in the chill air, however, the other actives instructed them to swim across the wider portion of the river to retrieve firewood from the woods on the other side.

“It was deep and the currents acted real funny,” says Wilson. “It was real dangerous.”

Fortunately, maybe even miraculously, all the swimmers made it back with their burdens, unloaded the wood on the active’s balcony, and returned home. They didn’t necessarily carry a positive attitude about the night’s activities with them, however.

“The whole feeling was ‘Hey, this is stupid, why are they doing this?’” Wilson says. “After that incident, I had no respect at all for either of those guys and that was pretty much the consensus feeling from the pledge class.”

Although the dangerous nature of the task angered the pledges, the overall lack of purpose for it was also of concern.

“I’m not getting any closer to this person by doing this. He’s supposed to be a fraternity brother,” Wilson reasons. “My personal feeling is that you’re trying to build a relationship with a guy you’re supposed to be best friends with for
life. Why would you do something that would take away from that? Why tear down when you should really be building? It didn’t make sense. That was really how everyone felt. Hazing is point-less. Most of all, I don’t want to put somebody through this. I don’t want to take somebody out and make them swim across a river.”

One of the typical, short-sighted arguments offered in defense of hazing rituals, that they "build pledge class unity," certainly didn’t ring true either.

“A lot of guys were really angry. It caused dissent between the pledges because... the guys who were wet were pretty angry at the guys who were dry. As far as pledge class unity, it didn’t build any of that for sure. That excuse doesn’t hold,” Wilson contends.

Still, the pledges had endured the event, and were looking forward to their impending initiation. Two days later, however, they learned that pledging had been suspended. News of the river incident had reached Lexington, Va., and a KA national staff member would arrive on Monday to investigate the situation.

The actives accused the pledges of blowing the whistle, but quickly found that the pledges weren’t going to take the blame, no matter how word reached national.

As the finger pointing continued, Ken Kelly of the national office conducted interviews of actives and pledges and then took decisive action. The river incident was across violation of KA’s strict policy against physical or mental hazing, and a chapter that would allow it could not continue without restructuring. The 40 active members were immediately placed on alumni status, based on the assessment that preconditioning to hazing ran too deep among them. The question remained as to what to do with the pledge class.

“The last thing we wanted, from a national perspective, was to set these men up for failure,” says Kelly. “Were we better off to dissolve the chapter and allow the pledges the opportunity to pledge else-where? Or did these men have what it takes to start over and form a chapter? The decision was made based on the quality and drive of the individuals involved and the commitment of the alumni of the chapter to its success.”

The pledges were immediately initiated and assumed the leadership of the chapter. The next few days were rocky ones, as all chapter members came to terms with the judgment. One of the humiliation and disappointment, however, the new actives began to look forward to rebuilding the chapter.

“There was a lot of mixed feelings,” says Baylor student center director Ruben Santos, who, as a Delta Omega charter member, serves as the chapter’s faculty advisor. “They were extremely impressed with the ritual. They knew they were the chapter, if the chapter could continue.”

“We were excited to get the chance to do it ourselves and we knew we could,” says Wilson. “Everybody was excited and kind of nervous at the same time. It was like ‘Gosh, we have an opportunity here, let’s not blow this. It was unfortunate what has happened, but it was something that needed to happen. Let’s turn around and make it work.’”

With summer vacation soon upon them, the new actives were concerned that the time be used wisely. Wilson and a few other members took it upon themselves to drive to Nashville, Tenn., to attend the National Leadership Institute, an annual training school for chapter officers from across the country.

“We got a lot out of it, of course, because we didn’t know anything about a chapter. We hadn’t even been to a chapter meeting,” says Wilson.

Inspired by the atmosphere a NLI, they used the long drive home to plan for the fall semester.

“We spent the time on the road talking about stuff to set,” says Wilson, who was elected Number I when school returned. “We knew that national was behind us and wanted us to succeed and were really helping us out. And we really worked hard to regain Baylor’s confidence.”

Since the chapter was forbidden to rush until the second semester, the officers, assisted by consultants from the national staff, spent the fall learning the KA Laws, straightening out their finances, con-ducted chapter meetings, and most importantly, restructuring the pledge program. Signature books were eliminated and any form of personal servitude was outlawed.

Wilson has spent many hours wondering how such meritless activities became a chapter tradition. He is convened that at least some of them were left over from a local fraternity that composed the main membership for Delta Omega’s chartering in 1976. In addition, he admits that some of these traditions probably would have never died without the reorganization of the chapter.

“It would have been a lot tougher, because when you get thirteen guys going into a chapter and you’ve still got guys hanging around who haze, there’s a lot of influence.”
“It was how we were taught. It was taught in the pledge program,” stated Wilson. “It was kind of understood. You were just under the impression that was the way things are.”

We’ve tried really hard to design a pledge program that won’t allow any hazing to happen. We’re going to start incorporating teaching, not hazing, in the pledge program,” says Wilson. "We really want to design a program where you’re not yelling at these guys and where you’re not yelling at these guys and where you’re doing everything you can do to build a good relationship. “

In January, Delta Omega was rewarded for its effort and commitment when 14 men choose to join its ranks as the first pledge class since the reorganization, surpassing their original goal. Even though the chapter has made great strides, they realize that was the moment the real work began.

“That’s the whole essence of starting over,” says Santos. ‘They see their responsibility in starting positive traditions.”
California State University, Stanislaus
ANTI-HAZING POLICY

Please note that this anti-hazing policy encompasses ALL student organizations. All California State University, Stanislaus sanctioned student organizations and groups are expected to adhere to this policy.

California State University, Stanislaus Hazing Policy

“Hazing” includes any method of initiation or pre-initiation into a student organization, or any pastime or amusement engaged in with respect to such an organization which causes, or is likely to cause, bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm, to any student or other person attending any school, community college, college, university or other educational institution in this state; but the term “hazing” does not include customary athletic events or other similar contests or competitions.

A group of students acting together may be considered a ‘student organization’ for purposes of this section whether or not they are officially recognized. Neither the express or implied consent of a victim of hazing, nor the lack of active participation while hazing is going on is a defense. Apathy or acquiescence in the presence of hazing is not a neutral act, and is also a violation of this section.

While hazing is most commonly associated with the Greek community, it is important to remember that all of CSU Stanislaus organizations, including but not limited to athletic groups, honoraries and special interest clubs are subject to this policy.

Hazing shall include, but not be limited to, forcing, requiring or expecting new members, associate members, prospective members or initiated members of University organizations to participate in any of the following actions or activities:

1. Drinking alcohol or any other substance.
2. Using any drug, narcotic or controlled substance.
3. Eating foods that a reasonable person would not eat.
4. Branding, tattooing, piercing, or other bodily alteration.
5. Uninterrupted hours of sleep night.
7. Conducting activities which do not allow adequate time for study.
8. Subjecting a person or group of people to verbal harassment.
10. Misleading new members, associate members, or prospective members in an effort to convince them that they will not attain full membership status, that they will be hurt during an initiation ceremony or any other activity that would cause extreme mental stress.
11. Carrying any items (shields, paddles, bricks, etc.) that serve no constructive purpose or that are designed to punish or embarrass the carrier.
12. Compelling a person or group to remain at a certain place or transporting a person or group anywhere without their consent (road trips, kidnaps, etc.).
13. "Trashing," intentionally, any area for the purpose of annoying others or for having others clean the "trashed" area.
14. Disallowing new members, associate members, or prospective members to talk for an extended period of time.
15. Having new members, associate members, or prospective members perform personal chores or errands.
16. Blindfolding and parading individuals in public areas, blindfolding and transporting in a motor vehicle, or privately conducting blindfolding activities that serve no constructive purpose.
17. Exposure to the elements.
18. Conducting “interrogations” or any other non-constructive questioning.
19. House duties not shared by all members of the organization.
20. Putting new members, associate members, or prospective members in a room that is uncomfortable (examples include but are not limited to: uncomfortable temperature, noise, too small).
21. New members, associate members, or prospective members expected to do anything exclusively “for the fun or entertainment of the members.”
22. Forcing new members, associate members, or prospective members to make monetary payments or incur extra expenses not included in general membership dues.

Relevant information regarding individuals allegedly violating these policies will be sent directly to the Office of the Vice President for Student Affairs who will make referrals to the appropriate disciplinary units or bodies.

For questions about the validity of a planned activity, please call the Office of Student Leadership & Development at 209-664-6830.

To report any violations of this policy, please call the University Police Department at 209-667-3114, or call the Dean of Students at 209-667-3177.
MYTHS AND FACTS ABOUT HAZING

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 team, 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 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 and ask yourself the following questions:

Make the following inquiries of each activity to determine whether or not it is hazing.

1. Is alcohol involved?
2. Will active/current members of the group refuse to participate with the new members and do exactly what they're being asked to do?
3. Does the activity risk emotional or physical abuse?
4. Is there risk of injury or a question of safety?
5. Do you have any reservation describing the activity to your parents, to a professor or University official?
6. Would you object to the activity being photographed for the school newspaper or filmed by the local TV news crew? If the answer to any of these questions is "yes," the activity is probably hazing.

"1. If you have to ask if it's hazing, it is. 2. If in doubt, call your advisor/coach/national office. If you won't pick up the phone, you have your answer. Don't B.S. yourself.' 3. If you haze, you have low self-esteem. 4. If you allow hazing to occur, you are a 'hazing enabler.' 5. Failure to stop hazing will result in death..."

Will Keim, Ph.D.
"The Power of Caring"

Adapted from Death By HazingSigma Alpha Epsilon. 1988. *Reprinted under permission from StopHazing.org
HAZING ON TRIAL

When will it end? When the injuries, and deaths, and prosecutions, and lawsuit, and negative publicity, and charter revocations, have brought fraternities to their financial knees...or, when our members, and the members of all other fraternities, decide that they will be true to their oaths, to the Creed of their organization, to their organizational and university obligations, to respect human dignity, to assess new members on performance and not on endurance, to prevent the few members in each chapter or colony who wish to exercise their egos at the expense of new members from realizing their goal, to remain alert and sensitive to "new ideas" for the New Member/pledge program which may appear innocuous but which have the potential for abuse...that is when hazing will cease to be a concern for all of us.

How To Replace It

Replacing hazing activities, and the philosophy which generates those activities, is not easy. It will require priority planning, organization, leadership, politics, a thorough knowledge of your resources and courage. And, a belief in one's fraternity or sorority.

Let us divide the replacement of hazing activities into four steps:

1. Approach Factors -- preparation for change.
2. The Change Procedures.
3. What to Change to -- development of programs.
4. Maintaining and improving the Program.

Approach Factors

Experience has taught us that members in general may be divided into five groups in terms of the challenge of hazing.

The first group, composed of ten to fifteen percent of the membership, is adamantly opposed to hazing and these members will argue against it. The second group—usually about the same percentage—also opposes hazing but will not support change or the elimination of hazing without strong support. These members often absent themselves from hazing events.

The third group—usually about 50-60 percent of the chapter members—will follow whatever practices are in place. They may occasionally voice support one way or the other.

The fourth group is composed of "Good" brothers or sisters, sometimes leaders in the chapter, who care very much for the fraternity and have been convinced that hazing is key for success of chapter. Cognitive dissonance—a term used to describe the mental conflict which occurs between logic, common sense and experience and an emotional attachment or feelings—is used to describe the psychological struggle which occurs when a New Member/pledge or member, who knows that hazing is wrong, tries to rationalize it by the good of the organization, These brothers and sisters are approachable regarding changes, with the understanding that the program will ultimately be as effective as the hazing program.

The fifth and final group, usually composed of 10-15% of the members, believes in hazing, but only because these members enjoy the authority, control and ability to humiliate or hurt others in the name of a noble cause (the Fraternity). They will use many excuses, including the classic, "We went through it, they have to, too." They equate hazing/endurance with brotherhood/sisterhood but cannot explain or logically outline the comparison. These members are seldom listed as good members. They are the "Little" people in the chapter—not little in stature or physical size, but in self-esteem.

Assume the following about the changes:

1. Not everyone will be pleased with the elimination of hazing.
2. Not everyone will be pleased with the new program.
The Change Procedures

Begin by making the changes a priority. The changes must be addressed immediately -- not five weeks into the term. Set up a time schedule -- allow time for your initial groundwork, time for educating the brotherhood, time for a committee/task force to put together a program, time to allow the brotherhood to review and approve the program, time to fine tune the program, and time for final approval.

HAZING: What It Is, Why We Do It, Why We Say We Do It...and How to Change It

**Hazing:** The FEA Definition--broad by intent.

Look at the purpose, the meaning, the intent. What is this meant to accomplish? What does it actually accomplish?

Would you be comfortable conducting these events before your parents...your IFC advisor...your national officers...the parents of the pledge or associate member?

Don't fall into the trap often set by pro-hazing members that, "Well, then everything is hazing". It isn't.

**Causes and Justifications/Rationalizations for Hazing:**

- I went through it, so they have to go through it (right).
- No one's been hurt before (check the facts, Jack).
- The pledges want to be hazed (sure, and some brothers haze).
- They have to earn their way in (but once in, then what?).
- They have to respect us (why do you respect others?).
- This isn't a cakewalk (ask the hazers what a cakewalk is).
- We'd lose prestige on campus if we stopped (you will lose the charter if you don't, which may be worse for some than losing prestige).
- We don't know what else to do (there are hundreds of ideas to work from).

**If hazing is so great:**

- 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 rush program?
- Why are we afraid to explain it to prospective members?
- Why are we afraid to discuss it with parents?
- Why do we attempt to hide it from the national headquarters staff...some of our alumni...college or university officials....parents?
- 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 that it develops respect?
What We Say Hazing Does

**Pledge Class Unity:** Truly the most stupid, inane and ridiculous concept ever developed for an organization supposedly made up of "brothers" or "sisters" who are dedicated to each other. Pledge Class Unity is a thinly veiled means of forcing the pledges away from the brothers or sisters so that the pledges can be hazed without concern for friendship. PCU has nothing to do with development. A pledge class is not a chapter. It is a means to an end. It does not have a ritual. It does not have a house. It does not have a rush program, or duties and responsibilities. It does not have a budget. The members of a pledge class joined the fraternity, not the pledge class.

Pledge Class Unity develops horizontal cliques in the chapter, which are self-evident especially during times of stress -- elections, brother/sister wants to move out of the house, suspension, expulsion.

Chapter Unity is the goal.......The driving force behind hazing is ego. With a few exceptions, the members supporting hazing are the weakest, least responsible members in the chapter. This is as much a product of immaturity and the philosophy of a bully (the victims can't fight back) as any other factors.

**Secondary forces supporting hazing:**

- A lazy chapter: Let the pledges pick up and clean up after us.
- A lazy chapter: We don't want to get involved in the pledge education process, except to threaten, intimidate, and to spend three or four days jacking the pledges around at the end of the semester. We must ask ourselves: If we must threaten, intimidate, and bully young men to accomplish what we say they must in order to be members, there is something inherently wrong in our system.

If we must create drama or tension -- a false high -- in order to achieve our goals, there is something inherently wrong in our system.

**Colleges and universities are reacting:**

- Restricting the length of pledge education programs;
- Deferred rush to the second semester or to the sophomore year;
- Elimination of pledging: You receive your bid, you are initiated.

**Changing to a New Program**

- Involve everyone who wants to be involved.
- Individuals first, then groups.
- Four questions: What should our new members know, on the eve of Ritual, about the fraternity in a procedural/factual sense; in a philosophical sense; what qualities do we seek to develop in our new members; the Great Green Cloud theory.
- Be firm -- the 1972 Miami Dolphins Rubber Band defense.
- Follow up and review on a regular basis.
- Accept the fact that 10% of the brothers/sisters and at least 10% of the pledges want hazing to be a part of the program, and that they will never change that philosophy.

It is the little hazing practices -- hazing with a small "h" -- that lead to problems. A complete change in practices must be complemented by a change in philosophy.

David L. Westol, Executive Director of Theta Chi Fraternity
NEW MEMBER EDUCATION:
THE NEW LOOK FOR AN OLD CONCEPT

Why do we need to change pledge education: What's wrong with the way we do things now?

1. **Hazing continues.** Despite massive efforts to eliminate hazing, despite sanctions including the suspension and expulsion of members and reorganizing or closing chapters, despite education and emphasis, despite injuries and deaths and major lawsuits and judgments, the hazing goes on.

2. **Lengthy new member programs.** A number of colleges and universities, including a growing number of public institutions, have placed limits on the length of new member programs. The usual limit is six to eight weeks, with initiation immediately following. The trend will continue to further restrict the period of pledging to three or four weeks.

3. **Academic performance by new members.** Academic performance by pledges is in most cases below average and below the all-freshman (or other group) grade point average.

On many campuses, joining a men’s fraternity means lower grades. Whether this reflects the attitude, philosophy and work ethic of the men who are joining fraternities, or the demands placed upon new members in a traditional pledge program, is as yet unanswered. However, poor academic performance by pledges is the rule rather than the exception on most campuses.

This has not been as significant a factor with women’s fraternities and sororities.

4. **The rush/recruitment recession continues.** On most campuses, a decline in the number of men rushing and pledging has been noted, and the decline continues. Most of the men’s national fraternities report a continuing downward trend in the number of men joining and being initiated since 1990, of an average of 3% each year.

Hazing, lengthy pledge education programs, a concern for grades, and an overall concern regarding pledge education practices continue to be major factors cited by professionals and volunteers for the decline in interest by new students, and their parents.

5. **Changes are coming.** Three men’s national fraternities have now eliminated pledging—members are initiated within a very short time after receiving a bid and agreeing to become members. Most other men’s fraternities are studying this concept. A number of national organizations have imposed time limitations on pledge education programs. Others, have developed membership education programs modeled after the Sigma Phi Epsilon “Balanced Man” program, which combines a brief pre-initiation period with continuing education of members throughout the undergraduate experience.

A number of women’s fraternities are in the process of adopting new member programs which are four weeks in length, followed by initiation, followed by an additional period of education.

Several men’s fraternities, such as Lambda Chi Alpha, continue to use the Associate Member Program, which has been generally effective and meets the goals of a New Member Program. Again, The associate Member Program was adopted to combat hazing and to eliminate the traditional problems with traditional pledge programs.

These changes have been embraced by most alumni and alumnae, and nearly all college and university administrators, faculty members, and others involved with men’s and women’s Greek letter organizations.

6. **It isn’t working.** “It” is the traditional pledge education program. If it accomplished what we said it did, we would not have the problems we have today. Members would pay their bills on time. Juniors and seniors would show up for meetings, participate in chapter affairs not related to social
events or hazing, and work with younger members. Members would remain “motivated”. “Pride” would be reflected in participation and leadership. Grades would be equal to or above the All Men’s Average.

The Questions is, “Do We Get It Yet?”

“It” is the fact that changes are coming rapidly. The hazing, the stupidity, the poor grades, and the continuing problems, are continuing. Colleges and universities are saying, clearly, that if we can’t clean up our mess, they will do it for us. They will do it by preventing fraternities from recruiting first semester or first year students.

The effects are already noticeable. While some chapters will survive, others will close.

Some public colleges and universities are now imposing deferred rush.

This movement will continue. Some of our undergraduates do not appreciate the fact that as with any other profession, student personnel administrators and faculty members gather together on a frequent basis, or correspond via letter and e-mail, to discuss common concerns. The concerns regarding fraternities are traditional. Now, with the sharing of "success stories", more colleges and universities are making changes that impact upon our ability to recruit and educate new members.

The challenges that we face began with our founders. They said that our organizations held certain ideals, standards and objectives very dear, and that all chapters and colonies and all members would live up to those ideals.

New Member Education is a change to meet those standards and ideals. It is also a return to the days when new members were welcomed into the organization, rapidly assimilated, and involved so that chapters could immediately utilize their enthusiasm, leadership and energy.

New Member Education is also a response to the declining levels of participation by older members. It sends a message: “Your work in our chapter has just begun when you are initiated”, rather than, “The tough part is over—now it’s up to the next pledge class to work on the house”.

New Member Education places the emphasis upon members to involve themselves immediately with new members.

New Member Education addresses hazing by not allowing time for the stupidity and a 6th grade approach to educating our new members, as well as building relationships that do not allow for hazing.

New Member Education is coming. It is coming because we haven’t dealt with the problems associated with pledge education. It is coming because it is a better way. It is coming because of pressure from parents, students, faculty members, administrators, and others who care about fraternities and sororities but who are unwilling to allow the stupidity to continue. It is coming because it is not a new way, but the best way, to bring people into our chapters.

TRADITIONAL PLEDGE PROGRAM

Characterized by:

$ Little information provided during rush...”You’ll understand once you’ve gone through it—have to see it from our side”.
$ Educator (Marshal) often selected for authority/disciplinarian role.
$ Program is cosmetic, superficial. Education is not emphasized.
$ Rote memorization of basic information, work details/duties/interviews with members and memorization of personal information are keys to “earning your way in”. No real opportunity for leadership in the chapter.
$ Pledges separated from initiates by numerous little “traditions” or requirements. No basis in fact for
these, nor are these expectations for members.

Examples:
- Enter/leave house by the back
- Use certain stairways
- Knock before entering rooms even if door is open
- Answering phone in three rings
- Pledge class work details (often late in the evening)
- Cleaning up after members
- Personal servitude—“run down to McDonalds or 7/11”, Errands
- Providing transportation

Traditional pledge education programs are characterized by a strong double standard. Expectations are high for pledges but low for members. A question to ask—“If pledges must do all of these things, and these things are done to teach/educate, then why aren’t the same things expected of members.

Pledge education programs are often, not always, characterized by deceit, lies, deception, and the creation of adversity and adversarial relationships. Do you like liars? If you haze in your chapter, then you are a liar. Do you like bullies? If you haze in your chapter, then you are a bully.

An example of a double standard—pledges must wear pledge button/emblem “at all times”, but members not required to wear badge “at all times”. Why not?

Pledges are required to carry certain items—manual, pen notebook, interview book, change for a quarter. Some programs utilize a complicated system of demerits, with “plus or minus points”.

All of the above requirements have nothing to do with personal or chapter development. These are little acts of hazing—to set the tone that pledges are unworthy to belong or that they must “go through” something to justify admission. Also designed to set a negative tone which will increase in proportion prior to initiation. Pledges will accept intense hazing because they accepted nickel/dime hazing early in the program.

Lecture style of teaching—one way, from educator or other to pledge. Little chance for interaction.

Emphasis upon pledge class unity. Justified as “they have to learn teamwork”. Real reason: To unify the pledges against the initiates, and to prevent pledges from forming close bonds with initiates, which would make it difficult to haze pledges. Result: Chapter divided into horizontal cliques, as unity does not dissolve upon initiation.

Pledges evaluated on a fifth grade mentality program—if pledges do, say, think as instructed, they will be initiated. Runs counter to rush approach of, “We’re diverse, we’re all different”. If that is true, then why educate new members to act, think, speak, exactly the same?

No real evaluation of new members, other than weekly report by educator and opportunity for members to complain about “pledges aren’t meeting us”, or “pledges aren’t doing duties”.

Pledges are taught, by example as well as by comments, that once they complete pledging they are inviolate—no one can question a brother in terms of loyalty or dedication, because that person is “in”. Learning stops. No member education. Work is complete—next pledge class will do work.

Big Brothers/Big Sister program usually ineffective and Bigs often not identified, appointed or otherwise utilized until third or fourth week of the program.

Justification: “We’ve got to let the pledges get to know people”.

Result: Pledges without key support person during most critical, formative time of educational process.

If there is a program, it is not on paper. No expectations for Big Brothers/Big Sisters, and no qualitative means of evaluating candidates.

Grades suffer because of number of hours demanded by members and program. Interviews,
attendance at all events, justified as “example”, but never followed by members. Academic assistance usually comes in the form of study tables—no real assistance, especially from members, is available without pledges making an issue of the problem.

§ Pledges convinced that system works because chapter exists, because “everyone went through it” (What about transfers from other chapters?), because “it’s fun” (for members), because of ego of members, other traditional arguments.

§ Program seldom reduced to paper and evaluated. Specifics left up to educator, which results in wide variance of acceptable activities.

§ We would all agree that example is the strongest form of leadership. A traditional pledge education program is the exact opposite of that concept. Brothers do not lead younger members by example. Pledges are told, instructed, intimidated, criticized, scorned but seldom if every led by older members.

§ The reason is simple. Leadership by example would mean that brothers would have to involve themselves in the education of new members and in helping new members to adjust and adapt to college and the Fraternity. Brothers would share in house duties, jobs and responsibilities. Brothers would set the stage for the next group of leaders to follow them.

Adapted from: Dave Westol
Executive Director
Theta Chi
TOO MUCH DRINKING IS A PROBLEM THAT WILL COST A CHAPTER IN A LOT OF WAYS

If we were really honest with ourselves, we would recognize individuals with drinking problems right in our own chapter. The biggest problem with drinking in our chapters is not the broken windows or the furniture, the bad reputation on campus or even the decreased involvement of the brotherhood. The biggest problem is getting the people to realize that too much drinking is a problem.

We must ask ourselves what is it about being in college and having a few drinks that gives us a license to do things that we would consider anti-social in any other age group or context.

Let's face it. There's nothing manly about drinking a lot of beer if it makes us sick or even worse, if it makes us act in a manner that we'll later regret. Too often brothers are encouraged, directly or through peer pressure, to drink in excess. It is at this point that we not only abandon our responsibility as brothers, but we may be hurting the chapter as well.

The costs to the chapter fall into five areas. There are legal, moral and actual costs, as well as the problems with attitudes and reputation.

First, if anything happens as a result of a chapter-sponsored event where alcohol is served (or present) there are legal precedents, which have held the chapter and the officers liable for the personal and physical damages (that is especially true in cases of underage drinking).

Even worse is the moral responsibility for some accident that was the result of too much drinking.

Alcohol itself is rather costly, but the real problems arise when damage occurs due to the behavior of individual brothers who have had too much to drink.

A few individuals who drink too much often make less of a contribution because they are not living up to their potential. This is the invisible cost of reducing chapter involvement.

Finally, there is always one fraternity on campus that has the reputation for being drunken rowdies. Whether deserved or not, this is an image that has serious implications socially, with the administration and in rush. It is a label that is easier acquired than lost.

All too often when confronted with this problem the response is "I'm not going to impose my standards on anyone else." But the fraternity has survived and prospered because we have been able to do just that. Every person who wears our letters represents us, and has every right to demand and expect that he lives up to certain standards.

Reprinted from the Bulletin of the Interfraternity Research and Advisory Council
GREEK GLOSSARY

Active - See Collegian

Advisor - An alumnus or alumna member who serves as a resource for the active chapter and liaison between the alums and collegians.

Advisory Board - Members of an alumni chapter that advises the chapter.

Affiliate - To join with an organization. Colonies petition national organizations to affiliate with them. A member who switches schools may also affiliate with the chapter at his/her new school.

Alumni - Members of a fraternity who have graduated. (Singular is alumnus)

Alumnae - Members of a sorority who have graduated. (Singular is alumna)

Alum – abbreviation for Alumnus, Alumna, Alumni, or Alumnae

Alumnae Initiation - Process where someone who did not get to join a sorority or fraternity in college is initiated as an alum member and has the full benefits of membership as an alum. Many organizations do this and it is becoming increasingly popular.

Badge - Also known as a pin, it is an item of jewelry given to members upon initiation. The badge is to be worn at all official functions, and upon a members death it should be returned to the sorority or fraternity headquarters. The badge must be worn with business like attire, usually over the heart and above all other pins.

Bid - An invitation to join an IFC fraternity or Panhellenic sorority. They are given out during formal recruitment (on Bid Day for sororities, at anytime before the end of formal recruitment for fraternities). The NPHC process does not include bids.

Bid Day - The last day of recruitment in which potential new members receive formal invitations to join a sorority.

Big - Nickname for big sister or brother, a mentor assigned to a new member. Many organizations have special names for these pairings.

Brother - Term that fraternity members call each other.

Call - A yell used mostly by NPHC organizations (although some NIC, NPC and local orgs have calls as well). Used to identify and greet brothers and sisters. For example, Alpha Kappa Alpha's call is SKEE-WEE. Non-members are not permitted to use the call.
**Candlelight** - A sorority ceremony in which a sister announces her receiving of a lavaliere, pin, or engagement ring from her boyfriend. Also known as a Candle Pass.

**Chapter** - A branch of a national sorority, established at a campus. Each will have their own name, usually designated by Greek Letters. Eg, Zeta Tau Alpha, Beta Gamma chapter.

**Chapter House** - A house on campus where members of the organization live. Not all campuses have chapter houses. Some have designated rooms given to each sorority called Chapter Rooms, or a special dormitory where each group gets a floor. Some groups have no house or room and use whatever room is available at the university.

**Chapter Meeting** - A weekly meeting held to discuss sorority or fraternity business.

**Charter** - Permission from the national organization to have a chapter.

**Collegian/Collegiate** - An initiated member of a fraternity or sorority currently in college. Formerly known as active.

**Colony** - A new organization that is awaiting official recognition from their national to have a chapter at a campus.

**Colors** - The official pair or triad of colors that represent a specific Greek organization.

**Continuous Open Bidding** - Also known as COB. If a sorority does not reach the allowable membership total during formal recruitment or if they do not get quota, they may hold an informal recruitment, and offer bids to potential new members.

**Crest** - Insignia used by sorority and fraternity members. Most Greek organizations reserve the crest for initiated members only. Each crest has hidden, secret meanings behind it. Also known as a coat or arms or shield.

**Cut/Release** - When a sorority either does not invite a woman back to further parties, or the potential new member does not go back to a house she was invited to.

**Depledge** - The process where a new member elects, or is asked, to relinquish membership during their pledge period. Those who depledge a National Sorority may not pledge another sorority for one full calendar year.

**Deferred Recruitment** - Recruitment which starts after the beginning of the school year.

**Dirty Rushing** - When one organization will attempt to influence a potential new member through gifts, bad mouthing other organizations etc.

**Dry** - A fraternity which does not permit alcohol on their house premises, and in very rare cases, does not allow the organization to host a party involving alcohol. Some fraternities are going dry at the national level, and all sororities
have different levels of "dry". For example, one may allow the sorority to attend a function hosted by a non-dry fraternity, while another sorority may not.

**Dues** - Charge of joining a fraternity or sorority. Covers costs of operation, formal events, activities and other events.

**Expansion** - When an organization is looking to expand and open a chapter at a new school.

**Formal Recruitment** - See Recruitment.

**Founders Day** - An event celebrated by fraternities and sororities to highlight the founding of their organization and celebrate its history. It's not necessarily held on the day the organization was founded.

**Frat** - A nickname for fraternity or a fraternity brother. IFC members generally find this to be offensive; however NPHC fraternities use it as a mark of respect for each other.

**Fraternity** - A group of people brought together because of mutual interests. Generally thought of as a group of men, but also refers to co-ed organizations and many sororities are officially fraternities.

**Greek** - Not the nationality. Greek in this sense means a member of a fraternity or sorority.

**Greek Week** - An organized week of activities to unite Greek organizations.

**Handshake** - It's a special handshake unique to each organization. Only initiated members will know the handshake. Also known as a Grip.

**Hazing** - Any act performed by a member of any organization that is likely to cause harm, danger, causes public embarrassment or shame, compromise's a persons dignity, causes the person to be the object of ridicule, cause psychological harm, or is illegal. Hazing is against the law in all states, and is against the principles of all sororities and fraternities.

**Hold Over** - Someone who is a new member who for some reason, can't be initiated with their new member class and is "held over" until the next initiation occurs. Often happens because of finances, personal reasons, grades, etc.

**House** - A physical facility, usually used to hold meetings and other events. Also a synonym for an organization or the word chapter.

**House Corporation** - The entity that holds the title to property that a chapter lives or meets in. This is usually an alumni group like an advisory board.

**House Director/House Mom/Fraternity Resident Advisor** - A person hired to live in the chapter house and supervise the chapter members.
**IFC** - Stands for Interfraternity Council, and is the governing body of the usually NIC fraternities on a particular campus.

**Inactive Member** - A member who has elected to become inactive in sorority or fraternity life. They have no say or participation in chapter activities.

**Independent** - Term for a student that isn't a member of a Greek organization.

**In House** - A member that lives in the house (if an organization has one that is!)

**In House Legacy** - A potential new member who has a sibling who is currently a collegian in the organization. For instance, if you are going through recruitment, and your blood sister is an Alpha Chi Omega at that school, you are an in house legacy to AXO. If your sister has already graduated and left the school, you are just a regular legacy to Alpha Chi Omega.

**Initiate** - A person who has recently learned the ritual of a fraternity or sorority and is a full member.

**Initiation** - A ceremony where a new member becomes a full member of the organization. Initiation ceremonies are private and different for all organizations.

**Intake** - Term for the process by which NPHC members are selected to become new members of an organization. Much more secretive than recruitment or rush, but generally includes an application and an interview process, followed by an educational program done at the regional level conducted by alumni, then an initiation (generally known as "crossing").

**Intentional Single Preference** - When a prospective member only puts down one choice on her preference card. This sometimes lessens the chances of her getting a bid, and isn't recommended.

**Interest Group** - A group of individuals on campus in the first stage of the process leading to installation as a chapter of a Greek-letter organization.

**Lavaliere** - A necklace with the sorority letters, often worn by members. Lavaliering is a process where a fraternity member would give his lavaliere to his girlfriend, as a sign of a serious relationship. Depending on the campus, this can be equal to "pinning".

**Legacy** - The son, daughter or brother or sister of an initiated or alum member. Some organizations also include grandchildren or step children. Sorority rules sometimes dictate she cannot be cut from the first round of parties, but in no way are legacies guaranteed a bid from the organization they are a legacy to.

**Letters** - The first Greek letter of each Greek word that makes up the name of the fraternity or sorority are often displayed on clothing. For example, Chi Omega’s letters are CW. Some organizations don't allow new members to wear letters (only the name spelled out), while others do.
Little/Lil - Nickname for a Big’s new member that they mentor.

Line - An NPHC term somewhat equal to a pledge class. They are the potential new members of the organization. Lines are often given names.

Live In - Used to identify members that live inside the chapter house.

Mascot - A symbol, usually an animal, chosen to represent a Greek letter organization. Many organizations have symbols and mascots, such as Delta Gamma's anchor symbol and Hannah doll mascot.

Mixer/Exchange/Social - A party between a sorority and fraternity, or several fraternities and sororities, often involving themes or games.

National - A sorority or fraternity's national headquarters. Usually erroneously called "national", as most organizations are international, having chapters outside of the US.

New Member - After receiving and accepting a Bid, the person becomes a new member. Formerly called a pledge (and still called a pledge in NIC fraternities). Sometimes called Associate Member.

New Member Pin - A distinctive badge worn on the chest designating a new member of a particular fraternity or sorority for the period of time between bid acceptance and initiation. Most organizations require the new member to return the new member pin at initiation in exchange for their member pin.

New Member Class - The group of new members that will be going through the New Member Program and Initiation together. Formerly called a pledge class, this term is still used among the fraternities.

New Member Educator - The liaison between the new members and the chapter, they are responsible for implementing and monitoring the new member program and preparing the new members for initiation.

New Member Program - The time period where the new member learns about their new sorority and fraternity before initiation. Lasts from Bid day until Initiation. Formerly called pledge period (and still called this in fraternities).

NIC - Stands for North American Interfraternity Conference, and is the national coordinating body of all the men's fraternities. It does not enforce policies on the local IFC's, and is totally different from the purpose of NPC and NPHC.

No Frills - Formal recruitment where costumes, elaborate food, skits, etc are forbidden at all or most rounds. Designed to let sororities recruit on a level playing field, so a sorority with more funding can not out decorate a sorority with a smaller budget. Also used to prevent over-spending on recruitment, which is usually a large portion of a sorority budget.

NPC - The National Panhellenic Conference is the organization that governs the 26 national women’s sororities.
**NPHC** - The National Pan-Hellenic Council, the governing body of the 9 traditionally African American fraternities and sororities, also known as the Divine Nine. Also the local governing council for the NPHC organizations.

**On the Yard** – an NPHC phrase meaning that a chapter is currently chartered on campus

**Open Motto** - A short phrase that describes the purpose or outlook of a fraternity or sorority, and is available for all to read. Many organizations also have a Creed or Purpose in addition to an Open Motto, as well as a motto that is only for initiated members.

**Order of Omega** - An honor society for Greek members who demonstrate outstanding leadership and academic achievement.

**Panhellenic Council/PC** - The governing body of the sororities of a particular campus.

**Paper Members** – Generally refers to NPHC members who join through the new process of intake without hazing.

**Perp** - Someone who pretends to be a member of a fraternity or sorority, by wearing the letters, claiming they're a collegian etc. They will, and always do, get found out.

**Philanthropy** - A charity or fundraiser that the fraternity or sorority supports. Can be national or local or both.

**Pinning** - Term for a fraternity member giving his pin or a sweetheart pin to his girlfriend. Often a precursor to an engagement.

**Pledge** - See *New Member*

**Potential New Member** - A person who is interested in joining an Greek letter organization, and will participate in rush, intake, or recruitment. Formerly called rushees by sororities, term is still used by fraternities. Also abbreviated to PNM.

**Preference** - The final parties held by sororities during Recruitment. They are fancier than the previous parties and usually include a ritual that potential new members can participate in. Also known as Pref, or Final Dinners

**Preference Cards** - Potential new members sign this after the pref parties, indicating in order, which sororities of the ones whose parties they attended they liked the most. These cards, along with the sororities lists of members they would like, are used to match the PNM’s and sororities with one another in a mutually selective process.

**Quota** - A set number of new members a sorority can extend bids to. Quota is determined by taking the total number of potential new members at Pref (sometimes from the second round of invitational parties, depending on the school), and dividing by the number of sororities. For example, if there are 5 sororities on campus, and 100 girls on pref night, each sorority can take a maximum of 20 new members.
**Quota Additions** – Women who are matched to their preference for sororities if they have maximized their choices throughout the formal sorority recruitment process. The total number of additions for a sorority cannot exceed 5% of quota.

**Recolonize** - Process where a fraternity or a sorority that was previous on campus, receives another charter for the same campus. Recolonization can happen because a chapter died out due to low numbers, or had their charter revoked.

**Retreat** - A trip, or sometimes just a sleep over at the sorority house, where the members bond and get to know each other.

**Ritual** - A secret ceremony of a greek organization. Also, the formal document that contains the secret principles and ideals upon which the GLO was founded. Ritual elements are sacred to each sorority and fraternity and have been handed down through the generations. Only initiate members may be privy to rituals.

**Rec** - A recommendation, a letter sent by an alumna in good standing to the collegiate chapter where a PNM will be going through recruitment. The letter introduces the PNM to the chapter. Recs are very important at large Southern schools, and rarely heard of in other areas of the country, like the Pacific Northwest. Also known as a Reference.

**Recruitment** - The process where sororities and fraternities get new members. Potential new members tour each house, are invited to parties and choose the new members of their organization. The old term is rush, which is still used by the fraternities. The formal name is Formal Recruitment.

**Recruitment Counselor** - A sorority member who leads a recruitment group. During recruitment they disaffiliate from their sorority so that they will not bias the potential new members. Formerly known as rho chi's, the new official term is Sigma Rho Chi (Sorority Recruitment Counselor). Many campuses have their own term, such as Pi Chi (Panhellenic Counselor), Rho Gamma (Recruitment Guide), Rho Alpha (Recruitment Advisor), Gamma Chi (Greek Counselor), Greek Life Guide, Alpha Chi, Pi Rho Chi etc etc.

**Rush** - See Recruitment.

**Sands** - An NPHC term for members of your new member class. Comes from the phrase “cross the burning sands” which means to cross over (Become initiated) into full membership.

**Silence/ Strict Silence** - The point from which recruitment starts until it ends, where no sisters in houses and PMN are allowed to speak about the details of recruitment.

**Sister** - Term that sorority members call each other.

**Snap bid** - A bid given to a PNM who was not placed during bid matching. The PNM would be on the sorority's list, but that PNM did not list the sorority on her bid card.
**Sorority** - A Greek organization for women. Many of the 26 NPC sororities are actually called Fraternities, as many were created before the word sorority was coined. Despite this, most will call themselves sororities.

**Sweetheart** - Sorority member chosen to serve as Sweetheart of a fraternity, usually chosen because of work she's done with the fraternity.

**Total/Ceiling** - The maximum number of members a sorority can have. Sororities can only exceed ceiling during formal recruitment, if for example, taking quota would put them at 62 members and total is 60.
Please note: When an organization has 2 letters, and the first is a vowel, this may change the pronunciation of phi or xi. For instance, Alpha Phi Alpha pronounces the phi as "fie" while Alpha Phi pronounces it "fee".
IMPORTANT WEB-LINK ADDRESSES

Association of Fraternity Advisors
Alcohol-Free Housing
Bacchus and Gamma Peer Education Network
Center for the Study of the College Fraternity
Lambda 10 Project – National Clearinghouse
For Gay, Lesbian, Bisexual Greek Issues
North American Interfraternity Conference
National Panhellenic Conference
National Order of Omega
Rho Lambda
Stop Hazing
TIPS for the University

CSU Stanislaus Websites

Greek Life
Student Leadership & Development
R25 Reservations
Charter Paperwork
Frequently Used Forms and Documents