

Greek New Member Educator Workbook 2009

Information Compiled by the Office of Student Life



Ball State University

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TABLE OF CONTENTS

Introduction	pg. 3
The Purpose of New Member Education	pg. 4
Session 1: Workbook	pg. 5
Session 2: Workbook	pg. 13
Forms	
New Member Education Form	pg. 19
Anti-Hazing Statement	pg. 20
Resources	
What is Hazing?	pg. 22
Myths and Facts about Hazing	pg. 23
Hidden Harm of Hazing	pg. 24
Hazing Examples	pg. 25
Alternatives to Hazing	pg. 26
The Big Brother or Big Sister Program	pg. 28
Effective Scholarship Plan	pg. 31
Sample Meeting Outline	pg. 33
Leadership Development Opportunities	pg. 34
Greek Council's/Honoraries	pg. 36
Example: Membership Contract	pg. 37
Example: Letter to Parents	pg. 38
Example: Welcome Note	pg. 40



INTRODUCTION

Dear New Member Educator,

Congratulations on being selected as the new member educator of your chapter!

The Office of Student Life strongly believes in a period of education before initiation in order to familiarize new members with your organization. This period is one of positive and encouraging preparation for the responsibilities of membership and reaffirms the principles of your organization.

This New Member Educator Workbook was developed by the Office of Student Life as additional resource for Ball State University's Greek community. It is our hope that this workbook will compliment your inter/national headquarters new member education program as well as introduce your chapter to the resources and support services available at Ball State University. The ultimate goals of this workbook are to:

- Successfully prepare all new members for initiation
- Enhance their academic performance
- Provide a challenging educational experience, which will cultivate commitment and excitement in the new members of your organization.

The Office of Student Life would like to support you in developing and executing a new member education program where new members feel they have grown to appreciate their membership and the rich tradition of your chapter.

In doing so, new member educators will have the opportunity to take part in the New Member Educator training programs, which will be as follows:

Session 1: Thursday, January 22 – Student Center 306 – 7:00pm

Session 2: Thursday, January 29 – Student Center 306 – 7:00pm

Each chapter is expected to have their new member educator or assistant at these training programs. It is beneficial for the incoming new member educator to attend, as they will have the opportunity to reflect on the foundation of their new member program as well as create or modify a program that is reflective of the chapter's values for the upcoming new member class.

Again, we congratulate you on being selected to serve as the new member educator for your chapter and thank you for your commitment to the Greek community.

Sincerely,

The Office of Student Life



THE PURPOSE OF NEW MEMBER EDUCATION

To plan an effective program, the new member educator must first examine the purpose of new member education. The purpose of any good new member education program is to develop qualified, participating members of your chapter, not to make good “pledges” or to build class unity. The mission of this program is no exception.

The New Member Education Program is designed to teach the fundamentals of being an effective member of your fraternity or sorority, so that the chapter might enjoy the future leadership of these young men and women. The program will give the new members the skills, put them into practice and temper their use with the wisdom of your fraternity or sorority’s principles.

The new member educator should read the section on purpose and objectives to better understand the framework of the program. As a new member educator, if you have much freedom in developing a program that is distinctively your chapters; be sure not to undermine the basic objectives of the program.

The **objectives** of an effective New Member Education Program are:

1. To assist and develop members to be outstanding men and women - not just fraternity men and sorority women
2. To develop members intellectually, spiritually, and socially/morally
3. To familiarize new members with your fraternity or sorority - the *organization* and the *people*
4. To demonstrate friendship and provide a conduit to build strong, lasting friendships
5. To prepare new members to uphold the standards and ideals of your fraternity or sorority, and strive to continually improve it

What new members expect from their education:

New members desire many things from the chapter. They expect these things when they become full members, and they expect them during their education period.

New members want:

- To make friends
- To have a positive experience with their chapter
- To learn about the organization
- To join an organization, not a disorganization
- To be respected as individuals and members
- To be helped in adjusting to campus life, college classes, and chapter responsibilities
- To have fair treatment and not be subservient to initiated members
- To do only the work that initiated members do
- To have initiation requirements, but not to have to earn active status through personal favors, competition, or juvenile activities
- To have lots of fun. After all, what did everyone tell them during recruitment?

Session 1: Workbook

January 22, 2009 – Student Center 306 – 7:00pm

Learning Outcomes:

- Students will be given the opportunity to share ideas and create or modify their chapter's program, if necessary, for educating their new members.
- Students will learn and discuss the purpose and goals of new member education.
- Students will talk about values and ritual and how they teach that to their members.
- Students will learn and discuss alternatives to hazing to assist in the development of their chapter's new member education program.
- Students will learn and discuss the purpose and details of an effective Big Brother or Big Sister program.
- Students will learn how to enhance their new members' academic performance.
- Students will be inspired to create change within their chapter's new member education program.

Objectives:

- To have an upfront and honest conversation about the issues facing Greek new members on our campus today and how we as the members educating our new members can successfully prepare them for initiation.
- To provide a challenging educational experience in order to cultivate commitment and excitement in the new member educators.

Facilitators:

- Andrew McGuire, Graduate Assistant
 - Chapter: Phi Delta Theta
 - Hometown: Greenwood, IN
 - Major: Master of Business Administration (MBA)
 - Funny Fact: My dad, brother, and I all drive the same exact "luxury" vehicle, a white Ford Taurus.
- Demar Amacker, IFC VP of Programming
 - Chapter: Theta Chi
 - Hometown: Decatur, IN
 - Major: Sports Administration
 - Year: Sophomore
 - About me: My favorite movie is The Sandlot, and I have seen it over 200 times.
- Leah Agee, PHC VP of Membership Development
 - Chapter: Sigma Kappa
 - Hometown: Alexandria, IN
 - Major: Economics
 - Year: Junior
 - Funny Fact: Touching cardboard makes me sick to my stomach!

A. Forms

The forms below are **REQUIRED** to be submitted to the Office of Student Life by 2/6/2009.

- New Member Education Form.....page 19
- New Member Education Program
- Anti-Hazing Statement.....pages 20-21

Notes:

B. Values and Creed Exercise

Question:

- What does your organization value, what is in the creed, and why did you join your chapter?

Answer:

C. The Purpose of New Member Education

Resources:

- The Purpose of New Member Education..... page 4

Question:

- Why do we conduct new member education? (*Provide immediate and long term reasons*)

Answer/Notes:

D. New Member Education Program/Policy

Questions:

- What requirements have been put into place by your national organization?
- What requirements have been put into place by your local organization?
- How the two mesh, what changes should and can be made?
- How do these apply to the individual chapter values or creed?

Answers:

E. Statement of Purpose

This should be a paragraph introducing the principles of the fraternity/sorority, and the primary objectives of the new member education program.

Questions:

- What is the mission and objectives of the program? What do you want to achieve? (i.e. to foster organization unity, involve new members in all activities and meetings)
- What is the goal of the program? (i.e. What should new members come away with after they complete the new member education program? What should be accomplished by the end of the new member education?)

Answers:

F. Hazing

Resources:

- What is Hazing?..... page 22
- Myths and Facts About Hazing.....page 23
- Hidden Harm of Hazing.....page 24
- Hazing Examples?.....page 25
- Alternatives to Hazing.....pages 26-27

Activity:

- Case Studies
Everyone will be divided into small groups (3 to 5 new member educators each) and will discuss the case study presented to the group. Each group will choose a reporter who will present the group's findings to everyone at the end of the exercise.
- Worksheet (page 10)
Please fill out the worksheet on the following page. Once completed, there will be a group discussion.

Notes:

HAZING?

Activity	What is the intent of this activity?	What potential issues could go wrong with this activity?	Is there a better way to meet the objectives of the activity?
<i>Activity #1</i>			
<i>Activity #2</i>			
<i>Activity #3</i>			

G. Big Brother or Big Sister Program (if applicable)

Resources:

- Big Brother or Big Sister Program.....pages 28-30

A Big Brother or Big Sister, when used correctly, can provide valuable resources for the new member, and can help the new member become better acclimated to fraternity or sorority life. A list of expectations should be articulated in the program for the big brothers or big sisters, including academic support and integrating the new members into the chapter.

Example:

Each new member will be assigned a big brother or big sister who will be responsible for their success during the new member education. They will be available to discuss history, chapter problems, academic issues or any other concern they may be having. This should be a chance for the new member to bond with someone other than his or her new member class.

Question:

- What should your big brother or big sister program look like?
(Format should include but is not limited to responsibilities of the big brother or big sister, responsibilities of the little brother or little sister, behaviors that are not acceptable for the big brother or big sister, and selection criteria for the big brother or big sister)

Answer:

H. Scholarship Program

Resources:

- Effective Scholarship Plan..... pages 31-32

Academics should be the new members' first priority during new member education. Programs should be designed in a way that emphasizes the importance of academics, and new member activities should never interfere with studying for serious projects or exams. Study hours/tables are recommended to be included on the calendar. University space can be reserved for study hours.

Questions:

- What are some ways to promote scholarship within the new member education process?
- How do you include the scholarship chair in new member education?
- How do you address the education of a new member who is struggling to complete their new member activities and keep up with their studies?

Answers:

I. Detailed description of new member activities

As a part of the new member education program components, it is your responsibility to create a detailed description of all new member activities (including those held during initiation week).

- **Before our next session on January 29, 2009, please create or modify your new member education program for review.**

Session 2: Workbook

January 29, 2009 – Student Center 306 – 7:00pm

Learning Outcomes:

- Students will be given the opportunity to share ideas and modify their chapter's new member education program, if necessary.
- Students will discuss ways to provide and promote membership development opportunities to their new members.
- Students will discuss the expectations of active members and ways to make sure the active members abide by these expectations.
- Students will learn the reporting system for hazing violations.

Objectives:

- To have an upfront and honest conversation about the issues facing Greek new members on our campus today and how we as the members educating our new members can successfully prepare them for initiation.
- To provide a challenging educational experience in order to cultivate commitment and excitement in the new member educators.

Facilitators:

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 - Chapter: Sigma Kappa
 - Hometown: Greenfield, IN
 - Major: Economics
 - Year: Junior
 - Funny Fact: Touching cardboard makes me sick to my stomach!

A. Review of the new member education plans in small groups

Questions:

- What are some of the alternative hazing education techniques you incorporated into your program?
- Do you feel you will be able to effectively implement these programs with the help of the chapter? If not, what steps are you taking to ensure the success of the new member education program?

Answers:

B. History of the Organization

Resources:

- Sample Meeting Outline.....page 33

Activity:

- Brainstorm some creative ways to teach the history of the organization to the new members. (For example: ask the chapter members to prepare a presentation or play history jeopardy after they have reviewed the information)
- Put together a lesson plan for teaching each aspect of the history, what they are being educated on and how, incorporate practical things into new member tests (if applicable).

Notes:

C. Leadership Development Opportunities

Leadership is an important aspect of fraternity and sorority life. Leadership should be nurtured in new members from the beginning of new member education. New members can learn leadership skills through responsibility (such as planning a service project), or by holding elected positions in the new member class and pairing the new member officers with their chapter counterparts.

Resources:

- Leadership Development Opportunities..... pages 34-35
- Greek Council's/Honoraries..... page 36

Question:

- What are some additional or more extensive ways to provide and promote membership development opportunities?

Answer:

D. Expectations of a New Member

New members should be told in the beginning everything they will need to be responsible for. (Examples include GPA requirement, community service hours, study hours, new member and active dues, housing/parlor fees, mandatory and optional chapter activities, etc.)

Questions:

- What are some expectations of new members that may be considered demeaning, unacceptable or too demanding?
- How will the chapter's values and basic expectations be communicated to the new members?
- What are some systems of checks and balances to make sure the new members abide by these rules?

Example:

Expectations of new members

1. Pay new member initiation fees
2. Attend study tables
3. Join a campus club or organization
4. Adhere to the new member education chapter guidelines

Answers:

E. Expectations of an Active Member

Before new member education begins, the new member educator should discuss with all members the role(s) each member plays during new member education, what is acceptable and what is not. All members should take responsibility for member education.

Questions:

- What are some ways that you can continue to remind active members of the expectations during new member education?
- What systems of checks and balances can be put in place to ensure that members are following the rules at all times?

Answers:

F. Membership Contract

Resources:

- Example: Membership Contract..... page 37

A membership contract should be included for each new member. This contract should include all requirements for initiation into the fraternity or sorority and for remaining an active member. Note: Many inter/national organizations provide and require such a document.

Questions:

- What are some additional items that can be included in the new member contract?
- How do you communicate the importance of the new member contract?

Answers:

G. Letter to parents sent at beginning of process

Resources:

- Example: Letter to Parents..... pages 38-39

Communication with parents is critical in the new member education process. Fraternities and sororities should communicate with them on a regular basis. Each new member educator should send a letter immediately following formal recruitment introducing him or herself to the family, discussing financial obligations, and providing contact information. Parents should be encouraged to contact the fraternity or sorority if there are any perceived problems with the new member process.

Questions:

- What are some key elements of this letter?
- How do you plan on responding to parents if they have comments or concerns?

Answers:

H. Internal judicial procedure

Each chapter should have an internal judicial procedure to deal with all chapter members in violation of the new member education program as well as other chapter related issues. Members should be held accountable for going against the ideals of the program and engaging in any hazing activities.

I. Calendar of all new member and chapter events

All new member activities (including dates, times, and brief description) should be listed on a calendar of events for the entire duration of new member education. The calendar should be given to the new members at the beginning of the new member program. In addition, this must be included in the chapter's new member education plan for accreditation purposes.

J. Explanation of reporting system for hazing violations within the chapter and university

New members should have the ability to talk with members regarding any hazing activities. The chapter should have a system in place that encourages new members to come forward to members regarding hazing incidents that may have occurred. The system must include a prohibition on any form of harassment or retaliation against a member or new member who in good faith reports possible hazing activities to the chapter or its officers, the inter/ national headquarters, or the Office of Student Life.

Note:

- If an emergency arises, please contact:
 - University Police – 911
 - BSU Greek Life Emergency Hotline – (765) 730-3851
- If a non-emergency incident arises, please contact:
 - BSU Office of Student Life – (765) 285-2621
 - Anti-Hazing Hotline – (888) NOT-HAZE (668-4295)

Reports of hazing can be made anonymously; however, it is very important to be specific about **who** is involved, **what** was observed, **when** and **where** the incident occurred – relevant and specific information.



NEW MEMBER EDUCATION FORM

*** FOR ACCREDITATION PURPOSES, PLEASE RETURN THIS FORM ALONG WITH YOUR CHAPTER'S NEW MEMBER EDUCATION PROGRAM TO THE OFFICE OF STUDENT LIFE BY FEBRUARY 6, 2009.**

Fraternity/Sorority: _____

New Member Educator: _____ E-mail: _____

New Member Education Program Components

At minimum, the Office of Student Life strongly recommends that each chapter's New Member Education Program address the following areas. *Please place an X next to each item that is included in the written program.*

- ___ * A calendar of new member program activities (including Initiation) with dates, times, and locations
- ___ * A written description of all new member class events and activities
- ___ * A set of written new member expectations
- ___ ** Letter sent to parents/families each semester within first two weeks of new member education
- ___ ** Chapter new member education program provided to new members and parents
- ___ ** New members participate in a study skills program once per semester
- ___ Scheduled interaction between the new member class, educator, chapter officers, and advisors
- ___ Positive and purposeful brotherhood/sisterhood building and leadership development activities
- ___ Education on the values and principles of the chapter
- ___ Education on the local history of the chapter and BSU Greek community
- ___ Education on the songs of the fraternity/sorority
- ___ Education on the risk management policies of BSU
- ___ Education on the risk management policies of inter/national headquarters
- ___ Education on the Greek councils, including their organizational and officer responsibilities
- ___ Educating new members on Greek Honoraries (Order of Omega and Rho Lambda)
- ___ Informing new members of the scholarships offered (UIFI, IGLC, academic related, inter/national headquarters, local chapter, etc.)
- ___ A component of service to the community
- ___ A component involving alumni/ae to reinforce the obligations and benefits of lifelong membership
- ___ New member class academic standards and an academic assistance plan
- ___ Training or overview of the chapter's operations and officer responsibilities
- ___ Training or education on effective values-based recruitment practices
- ___ A method of new member class accountability that is 100% positive
- ___ Written tests over material that the new member class is responsible for knowing (if applicable)
- ___ Post-initiation ritual review
- ___ **Total number of components (24)**

* For accreditation purposes, these items **must** be included in your new member education plan.

** For accreditation purposes, these items are **required** for four and five star chapters.

We, the undersigned, certify that the responses above are honest and correct to the best of our knowledge. Any missing components will be addressed in our chapter's future new member education program.

New Member Educator (signature)	Date	E-mail
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President (signature)	Date	E-mail
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ANTI-HAZING STATEMENT

*** RETURN THIS FORM BY 2/6/2009 TO THE OFFICE OF STUDENT LIFE**

Please read the hazing policies and statements below.

Once complete, please sign the bottom of the following page if agreeing to comply with the anti-hazing policy.

Ball State University Student Code

- A. Hazing by student organizations and groups of Ball State University is prohibited. Hazing is defined as follows: Any mental or physical requirement, request, or obligation placed upon any person (e.g., a pledge, associate member, affiliate, prospective member, guest, or initiate) which could be harmful to the health and/or welfare of the person, or which is personally degrading to the individual involved, or which has an adverse effect on the academic progress of the person, or which violates any federal, state, or local laws or university policy. Individual acceptance or acquiescence to any activity covered by the foregoing definition in no way validates or excuses the activity. Student groups may be required to certify in writing that they are in compliance with this policy.
- B. Individual members of organizations or groups who violate this policy are subject to disciplinary action as provided in Section V, above. Any organization which violates this policy is subject to sanctions which may be imposed by the coordinating body of which the organization is a constituent member, the Vice President for Student Affairs or a designee, and/or the Student Activities Committee.

Indiana State Law

Hazing is a felony in more than 38 states. Indiana law requires any person with knowledge of hazing activities to report that information to a proper authority. At Ball State University that report should be forwarded to the Office of Student Life (765-285-2621) or the Department of Public Safety (765-285-1111).

Definition:

A person who recklessly, knowingly, or intentionally performs hazing commits criminal recklessness, a **Class B misdemeanor**.

However, the offense is a:

- **Class A misdemeanor** if the conduct includes the use of a vehicle
- **Class D felony** if it is committed while armed with a deadly weapon
- **Class C felony** if it is committed by shooting a firearm from a vehicle into an inhabited dwelling or other building or place where people are likely to gather

Inter/National Headquarters

Each fraternity and sorority should also have its own definition and policies on hazing. If you are unaware of any such policy, please contact your inter/national headquarters office or visit their website for available resources. The chapter is required to comply with these policies as well as that of Ball State University.

The chapter officers listed below agree to ensure each of the following is completed:

- ✓ The New Member Educator shall read Ball State University's Anti-Hazing Policy, page 20 of the *Student Code* (listed above), during a new member meeting at the beginning of each academic term.
- ✓ The new members will be asked and should understand their rights to report hazing without any repercussions from the chapter.
- ✓ Any functions sponsored by the chapter will adhere to the University's Anti-Hazing Policy, inter/national fraternity or sorority headquarters policies, and all applicable federal, state and local laws and ordinances.
- ✓ The chapter shall develop a written new member education program as a separate document from your inter/national headquarters program (if applicable). This program shall show in detail the activities planned and the responsibilities of the new members and initiated members, from formal pledging to initiation.
- ✓ The undersigned officers recognize their duties to uphold the laws, rules, regulations and policies of Ball State University and inter/national headquarters policies.
- ✓ The members of my chapter also understand that, if found in violation of the Hazing Policy, disciplinary action will be taken. Such action may include, but is not limited to, revocation of University recognition of the chapter and suspension or dismissal of the responsible parties.
- ✓ I understand that the chapter advisor(s) and, if appropriate, the inter/national office of the Fraternity/Sorority will be notified of cases of alleged and/or confirmed violations of the policy.

Hazing is prohibited and any member failing to comply with this policy is subject to disciplinary action. This policy pertains to all new member, active and alumni/ae members of the fraternity or sorority.

President	Vice President	Social Chair
Risk Management Chair	Recruitment Chair	New Member Educator



WHAT IS HAZING?

Hazing is - Any action taken or situation created intentionally:

- that causes embarrassment, harassment or ridicule
- risks emotional and/or physical harm
- to members of an organization or team
- whether new or not
- regardless of the person's willingness to participate

Still confused? Ask yourself these questions:

- Would I feel comfortable participating in this activity if my parents were watching?
- Would we get in trouble if an Office of Student Life staff member walked by?
- Am I being asked to keep these activities a secret?
- Am I doing anything illegal?
- Does participation violate my values or those of my organization?
- Is it causing emotional distress or stress of any kind to myself or others?

The difference between *hazing* and *bullying* is subtle. The same power dynamics are involved. The same intimidation tactics are used. The same second-class citizenship issues arise. The only real difference between bullying and hazing is that bullying can happen to anyone, anytime; and hazing is done to a person or group of people in order to gain entrance into a club, organization, team or formal group.

Statistics

- 1.5 million high school students are hazed each year; 47% of students came to college already having experienced hazing.
- 55% of college students involved in clubs, teams and organizations experience hazing.
- Alcohol consumption, humiliation, isolation, sleep-deprivation and sexual acts are hazing practices common across all types of student groups.
- 40% of athletes who reported being involved in hazing behaviors report that a coach or advisor was aware of the activity; 22% report that the coach was involved.
- 2 in 5 students say they are aware of hazing taking place on their campus. More than 1 in 5 report that they witnessed hazing personally.
- In 95% of cases where students identified their experience as hazing, they did not report the events to campus officials.
- Nine out of ten students who have experienced hazing behavior in college do not consider themselves to have been hazed.
- 36% of students say they would not report hazing primarily because "there's no one to tell," and 27% feel that adults won't handle it right.
- As of November 1, 2007, the number of recorded hazing/pledging/rushing-related deaths in fraternities and sororities stands at 89 - 83 males and 6 females.
- 82% of deaths from hazing involve alcohol.



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 teams, marching bands, religious cults, professional schools and other types of clubs and/or, organizations. Reports of hazing activities in high schools are on the rise.

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

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

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

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

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

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

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

Fact: In states that have laws against hazing consent of the victim can't be used as a defense in a civil suit. This 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.

In addition, it is important to have conversations with new members about hazing. If a new member was asked by an initiated member to do something that could potentially be considered hazing, would he or she really say no?



HIDDEN HARM OF HAZING

The concept of Hidden Harm has to do with the fact that:

- We don't know everything about the newest members of our organizations. We do not even know EVERYTHING about our best friends.
- Someone could have a hidden background that would make them highly susceptible to serious repercussions if hazed.
- Hazing can be physically or psychologically harmful to even perfectly healthy individuals.
- Mix hazing with any one of numerous issues individuals may be dealing with, and the damage can increase exponentially.

What kinds of things are we talking about?

- Consider the "baggage" that today's students can bring with them to high school or college.
- Have you dealt with or do you know anyone who:
 - Suffers from depression or another mental health issue?
 - Has served in the military - been in a war zone?
 - Been sexually assaulted?
 - Comes from an alcoholic family?
 - Has suffered the loss of a friend or family member?
 - Has had an alcohol or other addiction?
 - Has attempted or seriously considered suicide?
 - Is on medication or has been in counseling for a mental health disorder?
 - Has been abused physically or emotionally?
 - Has been hazed or bullied before?

All of the above backgrounds - as well as countless others we can't even imagine, much less know about - could put someone at higher risk of being re-traumatized through hazing.

The book *Goat*, by Brad Land, describes the car-jacking in which the author was tied up, put in the trunk of his car, beaten and driven around for hours in fear of his life, only to have his attackers dump him in a ditch in the middle of nowhere. A short time later, Land joined a college fraternity where he was brutally hazed. One of his pledge brothers committed suicide because of the experience, and Land suffered post-traumatic stress symptoms in which the faces of his "brothers" and those of his carjackers became interchangeable.



HAZING EXAMPLES

Hazing is a criminal offense in more than 38 states! Insurance does not cover a felonious act! This list of hazing activities, including examples, is intended as a guide. It is NOT complete. Almost anything that new members have to do and initiated members don't is hazing. Would you feel comfortable if the parents of your new members were present?

Remember, consent by a new member or chapter member is no defense to hazing.

- Any form of forced physical activities and exercise, whether extreme or not (e.g., push-ups, sit-ups or other calisthenics, runs, walks, etc.; whether on a regular surface such as land or a floor, or in some substance such as mud, snow, etc.)
- Publicly wearing apparel which is conspicuous and not "normally" in good taste
- Forcing an individual to participate in any activity or become involved in any situation that is in violation of federal, state or local laws; contrary to the person's genuine moral or religious beliefs; or contrary to the rules and regulations of the educational institution or the national fraternity
- Scavenger hunts, whether or not such hunts promote theft, vandalism, destruction of property, and humiliating public acts
- Using any type of demerit system other than a positive evaluation program
- All night work or study sessions
- Sleep deprivation
- Subjecting an individual to cruel or unusual psychological conditions for any reason
- Verbal abuse; yelling and screaming at new members
- Line-ups of the new member class, or grilling individuals or groups of new members with questions of any kind.
- Any activity that would degrade or otherwise compromise the dignity of the individual
- Any activity that requires an unreasonable or inordinate amount of the individual's time, or in any manner impairs the individual's academic efforts
- Any activity that makes the individual an object of amusement or ridicule
- Personal errands run by new members for initiated members (servitude)
- Assigning pranks such as stealing, painting objects, panty raids, or harassing another organization
- Initiated members intentionally messing up the house or a room for the new members to clean
- New members not permitted adequate time for studies (including during pre-initiation or initiation period)
- New members expected to do anything that initiated members will not do with them
- Black books, name lists, paddles, etc. on which signatures must be obtained. If these are solely for the purpose of getting to know each other and for no other purpose, and as long as the time and the place set for getting signatures are reasonable, this activity is not objectionable
- Purposeless runs for the sake of creating unity
- Creation of excessive fatigue
- Harassing other fraternities or sororities
- Any special pre-initiation activities which do not contribute to the development of the member.

Penalties for hazing are very severe. If you think it's hazing, it probably is. Don't put yourself in a situation that could jeopardize the chapter or any member. This is a very serious matter.



ALTERNATIVES TO HAZING

For many chapters, hazing is a deeply engrained tradition that is often difficult to change. While these traditions are often inherited they can also be easily created. It is important for chapters and new member educators to begin thinking about positive and healthy activities that will provide positive outcomes. Below is a list of alternatives to hazing to assist you in the development of your new member education program. If you have an idea for an activity but are not sure whether or not it would be considered hazing, please do not hesitate to contact the Office of Student Life.

- Pair up each new member with a mentor in the chapter and ask that they have lunch once a week or go to an event on campus (athletic, speaker, etc.).
- Hold a panel discussion with chapter leaders to talk about the importance of being involved and in engaged in the chapter and what can happen if you are not.
- Provide written guidelines for new members outlining the expectations the chapter has for them. Introduce these guidelines to the whole group at the beginning of the new member education program and have them sign the document acknowledging that they read it.
- Hold new member review panels periodically in which a group of two or three active members sits down with the new member to have a developmental/helpful conversation about what the individual is doing well so far and how the individual could improve.
- Have new members sit in a circle in a dark room with only one candle lit in the center of the circle. Provide the group with a list of questions they are to talk about. Start with non-threatening questions (what would you do with a billion dollars?) and progress to more personal questions (what is the biggest mistake you ever made?). As an alternative you could ask each person to write a question down on a card and put in a box and then go through each one.
- Divide new members into two teams and give them a box with miscellaneous materials and ask them to create a competitive game using all the materials. Rules should be that everyone plans, participates and nobody can get hurt. Have the two teams compete against each other.
- Hold an internal 3 on 3 basketball tournament with teams comprised of 1 active and 2 new members or vice versa that will last throughout the new member program. Provide a prize for the winning team.
- Have a bowling competition where everyone must use their non-dominant hand.
- Have all members attend an athletic event or other event on campus once a week selected by the new members.
- Hold a dinner and a movie night at the house and invite another chapter's new member class over.
- Travel to Indianapolis and have new members compete against active members in laser tag or paint ball.
- If within driving distance, arrange for a visit to your inter/national headquarters for new members and set up a tour of the building, see some artifacts, learn some history, meet the staff, and ask for the Executive Director to speak to the group.
- Invite the Mayor over for dinner and ask her to speak about city issues, how they and the chapter can help, and the importance of being a positive member of the Muncie community.

- At the very beginning of the new member program ask the group to develop a community service project that will span the duration of the program. Help them with ideas but ultimately allow them to decide what to do and to plan it all out from start to finish.
- Plan a philanthropy project for a local charity.
- Plan regular community service hours. Example: every Saturday morning spend a few hours at the local shelter or humane society.
- Ask new members to create a house improvement project and collaborate with active members in the process.
- Work with the new member class to create one “memento” to be donated to the campus on their behalf. Have a dedication ceremony.
- Invite Career Services over for a resume writing workshop.
- Invite faculty advisor to lunch with new members.
- Invite faculty advisor over to present a workshop on effective study skills.
- Hold study hours in which new members are expected to be present and studying with current members. Order pizza and socialize after the study ours are finished.
- Pair up a new member and current member for a semester long GPA competition. At the end of the semester average the two GPAs and announce the winner. Possibly provide a small scholarship to the winner.
- Shadow a chapter officer and assist in planning a program or event.
- Have the new member class create a letter introducing themselves and send out to alumni.
- Travel to Indianapolis for a networking meeting with alumni.
- Bring in a “successful” alumnus/ae to talk about leadership and how their experience in the chapter helped shape them.
- Host a family weekend activity allowing new members to bring family members to campus for a weekend of events, to meet current members, and learn more about the organization their son or daughter has committed to.
- Bring in campus professionals from various departments to discuss their roles and services offered.
- Invite a campus professional over to discuss campus issues related to alcohol use and abuse.
- Teach the new members about the chapter by laws and internal procedures.
- Ask your chapter’s risk manager to explain the risk management procedures for events.

For further information and ideas please feel free to visit the following websites:

<http://www.StopHazing.org>

<http://www.HazingPrevention.org>



THE BIG BROTHER OR BIG SISTER PROGRAM

The intent of the Big Brother or Big Sister Program is to foster, obviously, brotherhood and sisterhood, but also to provide the new member with a stable, one-on-one relationship. It stimulates the new member's involvement in the chapter by replacing the entire—somewhat intimidating—chapter with a name and a friendly face. Such a step is vital in the development of a good member. Men and women who feel comfortable with their brothers and sisters best understand the seriousness of the organization's mission and values.

Some crucial aspects for a good chapter Big Brother or Big Sister program are:

1. The development of specific goals for the program;
2. An alcohol-free environment; *
3. Careful selection, based on specific, predetermined criteria, of the big brothers/big sisters, who must be initiated members;
4. Development of a big brother or big sister training program;
5. Ongoing communication between the big brother or big sister, his or her little sibling, and the new member education committee.

**FIPG Risk Management Policy*

The close, personal relationship formed between big and little brother or big and little sister creates the basis for life-long friendships, is the model on which the new member will form future relationships with brothers and sisters, and is the essence of the fraternity and sorority.

Goals of the Big Brother or Big Sister Program

1. To develop good members of the organization.
2. To assist in the academic transition between high school and college.
3. To enhance fraternity or sorority education for all members.
4. To provide a communication link between the chapter and the new member.
5. To provide a role model for behavior and socialization.
6. To establish a positive, informal avenue for accountability.
7. To insure that each incoming member is prepared for initiation.

A big brother or big sister is accountable to the chapter to fulfill his or her daily responsibilities with his or her little sibling. Their commitment to friendship with the new member includes offering counsel, helping with schoolwork, urging participation, and listening to the new member's concerns and triumphs. Such a sacrifice of time and attention is the result of a truly committed, honest brother or sister.

It is the duty of the new member educator to ensure that the chapter's big brothers or big sisters possess the ability and willingness to make this effort.

Establishing specific goals for the Big Brother or Big Sister Program and a rigid selection process are crucial so that all big brothers or big sisters are aware of the level of excellence they must maintain to have a little sibling.

Selection Process

Each member interested in participating in the program is responsible for proving himself deserving of the role. Being a big brother or big sister is both an honor and a privilege, and only men and women of integrity may participate. The future of your chapter rests in their hands.

The following is a suggested time line of events that you should begin two to three weeks before the new member education program.

1. Announce at the chapter meeting that big brother or big sister selection for the incoming class will be taking place soon.
2. Invite all active members interested in participating to an organizational meeting at which the expectations of a big brother or big sister will be explained.
 - *State that attendance at this organizational meeting is a prerequisite to becoming a big brother or big sister.*
3. At the organizational meeting, hand out a written job description (see a sample job description on the following page) of the big brother or big sister to every member. Go through the description and explain each item, answering questions as you go, so that all in attendance understand the expectations.
4. Circulate a signup sheet at the meeting for each brother or sister to sign if he or she wishes to be considered as a big brother or big sister.
 - *Make very clear at this time that those who sign the sheet are agreeing to comply with the expectations set forth by the new member education committee.*
5. At a meeting of the new member education committee, committee members select a pool of eligible big brothers or big sisters based on the following criteria:
 - a. *Academic excellence.* Establish a minimum grade point average (at least 2.8 on a 4.0 scale) for consideration to become a big brother or big sister.
 - b. *Attitude.* Little siblings reflect the attitude and behavior of their big brothers or big sisters. Therefore, select big brothers or big sisters who are committed, who live by the values, who are positive about and involved in the organization.
 - *Good members create more good members.*
 - c. *Financially in good standing.* Do not select any brothers who are financially delinquent to the chapter.
5. Once a pool of eligible big brothers or big sisters has been selected, the new member education committee confirms with each man or woman that he or she is still willing to take on the obligations of the program.
6. Give the list of big brothers or big sisters to the incoming class.
7. Each new member submits the names of three or four members, ranked in order of preference that he or she would like as his or her big brother or big sister.
8. Explain to the new members that the names will be used as a basis for selection, but that it may be impossible to match everyone with his or her first choice.
9. The new member education committee meets to match big brothers or big sisters with their little siblings. Before you begin, establish selection criteria based on the needs of your chapter. Although none of the following points is an essential part of a good big or little brother match, keep them in mind as a basic guideline.

- a. *Personalities.* Similar personalities often form closer relationships.
 - b. *Interests.* Similar interests give brothers and sisters a common reference point and encourage better relationships.
 - c. *Academic major.* A common academic major among the two brothers or sisters facilitates study and provides guidance for the little sibling.
 - d. *Needs.* Any specific needs little siblings have—a confidence boost, for instance, or help with being very far away from home—should be matched with big brothers or big sisters who are able to relate and respond to them.
 - e. *Age.* Consider seniors and juniors first when choosing big brothers or big sisters. This ensures experienced big brothers or big sisters and is a great way to keep seniors involved in the chapter.
7. Formalize the big or little brother or big or little sister matches in a ceremony.

The process of selecting big brothers or big sisters, rather than just accepting volunteers, places responsibility on active members to prove themselves worthy of, able and willing to perform the duties required of them. You are presenting active members with an opportunity to live their commitments to excellence.

Sample Job Description

To be a vital part of the New Member Education Program; to insure that the little sibling makes a successful social and academic transition from high school to college; to develop a personal relationship with the little sibling; to provide an appropriate role model of commitment to excellence and living according to the chapter's values; to use as support material the services provided by the chapter's scholarship chair. In addition, big brother or big sisters have the following duties and responsibilities:

1. Monitor the academic performance of his little brother or little sister.
 - a. Obtain a copy of his or her little sibling's class schedule.
 - b. Keep current of his or her little sibling's test schedule.
 - c. Assist his or her little sibling in developing good study habits.
 - d. Monitor and report academic performance to the new member education committee each week.
2. Spend at least five hours each week with his or her little sibling, formally or informally.
3. Help his or her little sibling develop an appreciation for the chapter's rituals.
4. Provide social and behavioral counseling for his or her little sibling
5. Orient his or her little sibling with the workings of the chapter, campus, and community activities.
6. Develop and maintain a strong friendship with his or her little sibling.
7. Remain the primary communicator with the little sibling regarding successes as well as difficulties which may put the little brother or little sister's membership in jeopardy.
8. Hold responsibility for seeing that his or her little sibling attends all major chapter functions.
9. Review member education material with his or her little sibling each week.



EFFECTIVE SCHOLARSHIP PLAN

One of the key goals of the new member education program is to assist new members in excelling academically. The chapter aids in this by using the following:

1. Recruitment

One of the best ways to promote chapter scholarship is to recruit new members who are academically oriented. These steps can help make academics an integral part of recruitment:

- Set and enforce clear, written academic expectations to join the chapter.
- Utilize a committee to select a potential new member to receive a chapter scholarship.
- Include ALL of the chapter's scholarship accomplishments in recruitment materials.
- Stress the importance of scholarship with all potential new members.
- Place an ad in the BSU Daily News for members who made the Dean's list and most improved GPA.
- Have a scholarship bulletin board in the house that honors members in Order of Omega, Golden Key, Mortar Board, etc.
- Invite potential new members to scholarship programs or study nights.
- Verify ALL potential new members' grades with the Office of Student Life or to extending a bid.
- Get names of high achieving potential members from faculty, graduate advisors and alumnus.
- Target members who belong to honorary academic groups who are not yet Greek.

2. Scholarship Chairman and Committee

The Scholarship Chairman shall oversee the new member education scholarship program in conjunction with the New Member Educator and Scholarship Advisor.

3. Use of a Faculty Advisor

A Faculty Advisor plays a key role in monitoring and assisting members of the new member class. The Scholarship Chairman will need to work with this person to define his or her role. The following activities are suggested:

- Meet with new members individually to help gauge past performance, progress after any midterm deficiencies, current schedule, challenges and needs. He or she may direct the new member to resource centers or tutoring in some areas.
- Meet with those individuals with midterm deficiencies to order to discuss their plan of action for improvement.
- Aid the Scholarship Chair in arranging and presenting appropriate programming.
- Aid in development of the chapter and new member education scholarship program.

4. Big Brothers or Big Sisters and Scholarship

Big Brothers or Big Sisters have a major role in the academic performance of their little siblings. A Big Brother or Big Sister, who must be an initiated member, will:

- Set the example for their little siblings to follow.
- Study with his or her little sibling at least once per week, whether for classes or a new member education exam.
- Report his or her little sibling's progress to the Scholarship Chairman and/or Scholarship Advisor.
- Assist his or her little sibling in using campus libraries and academic resources.
- Assist his or her little sibling in setting academic goals, checking and reporting progress.

5. Monitoring

During the first week, ask new members to submit a copy of their course schedules and syllabi. This can aid the New Member Educator and Scholarship Chairman in scheduling and knowing when members have heavy academic responsibilities.

Each new member should meet with the chapter's Faculty Advisor during the new member period. It is suggested he meet with the advisor during the first two weeks of the new member education process. He or she may (and should) also meet with his campus academic advisor on a regular basis.

New Members should ask their professors to provide them with academic evaluations throughout the new member period. The Scholarship Committee and/or the Faculty Advisor should review these.

6. Incentive Programs

New members should participate in any academic incentive programs offered by the chapter. This may include individual or team competitions, chapter scholarships or recognition programs. More information will be provided by the Scholarship Chairman.

7. Study Time

Each new member should document time spent studying on a weekly basis and report this to his Big Brother or Big Sister and Scholarship Chairman.

8. Resources

New members should utilize all academic resources available to chapter members. This may include chapter study tables, tutoring, etc.

In addition, it is strongly encouraged for new members to participate in academic skills and time management programs throughout the new member program. In order to facilitate this, the new member educator should inform new members of any upcoming educational workshops.

For information on upcoming workshops, visit:

- **Ball State Learning Center - www.bsu.edu/universitycollege/learningcenter/**
- **Ball State Academic Advising – www.bsu.edu/advising/**
- **Ball State Career Center – www.bsu.edu/careers/**



SAMPLE MEETING OUTLINE

Fraternity / Sorority Week Two Meeting Agenda

Roll Call (5 minutes)

Recite Brotherhood/Sisterhood Creed or Motto (5 minutes)

Group Activity/Teambuilding Exercise (15 minutes)

Review First Meeting (5 minutes)

Presentation/Address by Chapter Officer (20 minutes)

Lesson (45 minutes)

- History of Fraternity or Sorority
- History of Local Chapter
- History of BSU Greek Community

Note: Provide handouts to new members

Review Chapter Songs (15 minutes)

Assignment

- Read New Member Manual – Chapters 1-2

Announcement

- Study Tables Wednesday – 7pm – Bracken Library



LEADERSHIP DEVELOPMENT OPPORTUNITIES

The following leadership opportunities are available to Greek students:

Excellence in Leadership (EIL) – Excellence in Leadership is a two-year Emerging Leaders Program. The program focuses on four main facets: individual leadership, group leadership, servant leadership, and global leadership. Freshmen, sophomores and juniors are welcome to join Phase 1 of the program. Participants attend workshops, mentor team meetings and complete a community service project. The program begins in mid-September and concludes in April. For more information, visit www.bsu.edu/eil/

LeaderShape – The LeaderShape Institute is six-day long educational experience during the summer to prepare students to become extraordinary leaders. Students will work to develop their own personal vision to take back with them to campus. For more information, contact the Office of Student Life.

EdHi 401a & EdHi 401c – Ball State Greeks can take advantage of two Greek leadership classes. The classes are two credit hours and count towards the Leadership Studies Minor. EdHi 401a targets emerging leaders and is offered in the fall semester only. EdHi 401c targets chapter and Greek council officers and is offered during the spring. Both classes help Greeks learn about campus and national resources, further develop their personal values and leadership skills and identify ways to create changes within their chapters and the Greek community as a whole. Permission is required to register. For more information or to enroll in the course, please contact the Office of Student Life.

Career Center – The Career Center helps BSU students look for internships, part-time jobs or full-time work; an employer wanting to recruit BSU candidates; and alumni/alumnae looking for career planning assistance. The office sponsors many programs and speakers throughout the academic year including:

- Career assessment
- Job-search skill development (résumé, interviewing, etc.)
- Employer research
- Skills employers seek
- Professional dinner etiquette
- Professional dress
- Salary information
- Graduate school
- Conflict resolution
- Diversity

Counseling Center & Health Education – The counseling center and Health Education’s mission is to assist students in reaching their personal and educational goals and removing barriers to learning. Part of their service mission is a strong outreach/consultation component oriented towards prevention, student development and wellness. The programs throughout the academic year focus on the following topics:

- Eating disorders/body image
- Relationships
- Stress management
- Diversity
- Health and wellness
- Sexual assault and responsibility
- Substance abuse

The Interfraternity and Panhellenic Council offer a variety of scholarships to Greek students every year. These scholarships allow students to further develop as leaders by attending Greek-related conferences.

Below are the scholarships available to Greek students:

UIFI – UIFI is a five-day experience in which BSU Greeks have the opportunity to attend over the summer. Most sessions are held at Indiana University or Butler University. UIFI will challenge you intellectually, emotionally, and physically. You will develop your leadership skills, teach you about resolving complex issues, grow your confidence, enhance your critical thinking ability and build your courage. You will also increase your network of relationships that can help you reach your potential and attain your goals. The Greek councils typically award four to six scholarships to students to attend the conference. **Look for applications in the spring semester!**

Inter Greek Leadership Conference (IGLC) – IGLC is a one-day conference that takes place in November at Purdue University. The conference is created by students, for students, and provides emerging leaders, chapter officers, and council officers' access to some of the best speakers and current issues related to Greek life and personal leadership development. The typical itinerary includes five educational sessions (usually an opening keynote, three workshops, and a closing keynote), plus the ability to interact with other Greek leaders, and a lunch meal. **If you are interested in attending, please contact the Office of Student Life in the fall.**

In addition, many chapters' inter/national headquarters offer workshops, conferences, or other educational opportunities for members to attend. If you are interested in attending or to obtain further information, please contact the chapter president.



GREEK COUNCIL'S/HONORARIES

Order of Omega

The **purpose** of Order of Omega shall be threefold:

- First, to recognize those students who have attained a high standard of leadership in inter-Greek activities, to encourage them to continue in this line, and to inspire others to strive for similar conspicuous attainment.
- Second, to bring together the most representative fraternity and sorority members, and to create an organization, which will help to mold the sentiment of the institution on questions of local and intercollegiate affairs.
- Third, to bring together members of the faculty, alumni, and student members of the institution's fraternities and sororities on a basis of mutual interest, understanding and helpfulness.

To be **eligible** for membership in the Order of Omega, a student shall meet the following minimum requirements.

- a) One full year of residence at Ball State University.
- b) Junior or senior (undergraduate) standing.
- c) Rank academically above the all-fraternity or all-sorority GPA average. If the fraternity or sorority average is less than the minimum requirement for graduation, the chapter will not have initiation privileges until such time as it has maintained this minimum academic requirement.

*** For more information or to receive an application, please contact the Office of Student Life.**

Rho Lambda

The **purpose** of this organization is to honor those women within the Greek community who have been outstanding in the display of demonstrated leadership, ability, and loyalty to the Greek community and their sorority.

To be **eligible** for membership in Rho Lambda, a sorority woman shall meet the following minimum requirements

- a) An overall average of 2.5 (on a 4.0 scale) is required at the time of consideration for membership.
- b) Only active members of a national sorority in their junior or senior year who must have been initiated, active members of their sorority for at least two full academic terms or semesters.
- c) Be in good standing with the local national sorority.
- d) Candidates must be regularly enrolled, full-time undergraduate students in the university or college.

*** For more information or to receive an application, please contact the Office of Student Life.**



EXAMPLE: MEMBERSHIP CONTRACT

(DATE)

(CHAPTER) Membership Contract

In my association with (FRATERNITY/SORORITY), I, _____ (NAME) _____ will, in all my endeavors, strive to respect the (CHAPTER) and the (MEN/WOMEN) who are its members.

I will strive to further the moral, social and intellectual development of its members through association and (BROTHERHOOD/SISTERHOOD);

I will fulfill all requirements necessary for my approval for initiation into the (CHAPTER) of (FRATERNITY/SORORITY):

- (GPA REQUIREMENTS)
- Financial responsibilities of (DOLLAR AMOUNT)
- Understanding of teachings, songs, and history

In pursuit of these goals, I will fulfill to the best of my ability the duties and responsibilities with which I am charged.

As a new member, it is my honor to abide by this code.

As a New Member of (CHAPTER) of (FRATERNITY/SORORITY), I realize that by signing above, I agree to abide by the New Member Code. I realize that any violations of this code are a serious matter, and will be dealt with by the New Member Educator and/or Judicial board of my chapter.

Signed _____ Date _____



EXAMPLE: LETTER TO PARENTS

(DATE)

Mr. and Mrs. (PARENT'S LAST NAME):
(ADDRESS)
(ADDRESS)

Dear Mr. & Mrs. (PARENT'S LAST NAME):

On behalf of the (CHAPTER) of (FRATERNITY/SORORITY), it is my pleasure to welcome (NEW MEMBER'S FIRST NAME) as a New Member.

As a New Member, your (SON/DAUGHTER) is given the opportunity to create a new experience for (HIMSELF/HERSELF) and many young (MEN/WOMEN) to come. At Ball State University, we will endeavor to lead the way in the Greek community as we are guided by our (FRATERNITY'S/SORORITY'S) values, a values based leadership program that focuses on the principles in which we were founded upon in (FOUNDING DATE). These principles, when adhered to, will help your (SON/DAUGHTER) to become a better (MAN/WOMAN).

The **objectives** of our New Member Education Program are:

1. To assist and develop members to be outstanding (MEN/WOMEN) - not just (FRATERNITY MEN/SORORITY WOMEN).
2. To develop members intellectually, spiritually, and socially/morally.
3. To familiarize new members with our (FRATERNITY/SORORITY) - the *organization* and the *people*.
4. To demonstrate friendship and provide a conduit to build strong, lasting friendships
5. To prepare new members to uphold the standards and ideals of your fraternity or sorority, and strive to continually improve it.

One concern that students and parents often share involves hazing activities in fraternities and sororities. Hazing constitutes an activity that is designed or intended to humiliate or embarrass a student during the process of joining an organization. Hazing practices are a criminal violation of Indiana state law, and strictly prohibited by campus and organizational policies as well. New members joining (FRATERNITY/SORORITY) will participate in a number of different activities designed to build teamwork, learn more about themselves and others in the group, as well as learn the traditions and history of our organization. These activities are intended to be beneficial to the student as well as the organization. Instances which can be construed as hazing are not tolerated within our (FRATERNITY/SORORITY). It is our goal to provide the best possible experiences for our members throughout their tenure at Ball State University.

[Promote chapter and individual member accomplishments]

These experience will allow your (SON/DAUGHTER) to focus on our mission, that is rooted in academics, responsible leadership and social conduct, a strong commitment to the community, and of course, lifelong friendship.

We want an opportunity to address any questions or concerns you may have about the (FRATERNITY/SORORITY). If you wish additional information, please contact our Chapter President (NAME) at (PHONE NUMBER), Chapter Advisor (NAME) at (PHONE NUMBER), or visit our (INTER/NATIONAL) Headquarters website at (WEBSITE URL). We would welcome the opportunity to talk with you about any concerns or questions you may have regarding the (FRATERNITY/SORORITY). We want you to be as pleased with your (SON'S/DAUGHTER'S) choice as we are with having (HIM/HER) join (CHAPTER).

Again, I am pleased to welcome (NEW MEMBER'S FIRST NAME) as a New Member in our (FRATERNITY/SORORITY) and look forward to watching (HIM/HER) grow!

Warm Regards,

(SIGNATURE)

New Member Educator
(CHAPTER)

Enclose a calendar of events, any appropriate brochures, a list and contact information of chapter members, and contact information of advisors.



EXAMPLE: WELCOME NOTE

(DATE)

Dear (NEW MEMBER),

Congratulations on your choice to join the (CHAPTER DESIGNATION) Chapter of (FRATERNITY/SORORITY). We are proud to have you as a part of our esteemed organization. Membership into the (FRATERNITY/SORORITY) will have an impact on every facet of your life. The fraternal relationships that you develop as an undergraduate will stay with you for the rest of your life.

Your development as a new member and as an initiated (BROTHER/SISTER) is the most important work of our (FRATERNITY/SORORITY) and new member education is the foundation of this development. Throughout the next several weeks, you will learn about the (FRATERNITY/SORORITY): its history and its organization. You will begin to develop those friendships that will last a lifetime. We will show you that, as (BROTHERS/SISTERS), we provide you with our aid and support and that we will rely on you to provide the same. We will work beside you, guide you, educate you, and enhance your own excellent qualities, but above all, help you become a full and deserving (BROTHER/SISTER) in (FRATERNITY/SORORITY).

The objectives of our new member program are directly in line with the mission of the (FRATERNITY/SORORITY). The program will:

- ◆ Assist and develop members to be outstanding (MEN/WOMEN) - not just (FRATERNITY MEN/SORORITY WOMEN)
- ◆ Develop members intellectually, spiritually, and socially/morally.
- ◆ Familiarize new members with your (FRATERNITY/SORORITY) - the *organization* and the *people*.
- ◆ Demonstrate friendship and provide a conduit to build strong, lasting friendships
- ◆ Prepare new members to uphold the standards and ideals of your (FRATERNITY/SORORITY), and strive to continually improve it.

The members of this chapter are proud to have you as a new member and will provide you with the opportunity to exemplify the ideals and values of the (FRATERNITY/SORORITY).

Again, congratulations on making this important first step.

Sincerely,
The (BROTHERS/SISTERS) of (FRATERNITY/SORORITY)