

New Member Educator/Intake Coordinator Handbook

Lehigh University
Office of Fraternity & Sorority Affairs
227-229 Warren Square E
Bethlehem, PA 18015
610-758-4157

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Introduction

Congratulations on being elected or appointed as the New Member Educator/ Intake Coordinator for your chapter. As a New Member Educator/Intake Coordinator, you have one of the most important roles in the chapter; the education of the newest member of your organization in the area of chapter, national and Lehigh history. Additionally, it is your responsibility, along with the rest of the chapter, to make sure that the new members/ candidates feel welcomed and supported throughout their education period.

This manual provides you with information and resources to assist you in developing and maintaining an enriching new member/ candidate program. As you look through this handbook, you will see that we have provided not only resources but also the policies which you must uphold.

The Office of Fraternity and Sorority Affairs (OFSA) is eager to support your organization in creating an exceptional new member experience . Please read through this manual thoroughly as it provides you with the tools, ideas and necessities to empower both your chapter and yourself as new educator/intake coordinator towards a successful education period.

New Member Education/Intake Responsibilities & Practices

New Member Educator/ Intake Coordinator Role

As the New Member Educator/ Intake Coordinator you have a number of different roles and responsibilities and roles. This next section will provide you with tools and resources to assist you in that position. To begin, your role should entail the following:

The New Member Educator/ Intake Coordinator should:

- ❖ Clearly define the specifics and expectations of the New Member Education/Intake Program to all new members and/or candidates for membership
- ❖ Thoroughly define how each new member/candidate will pursue the completion of the New Member Education/ Intake Program
- ❖ Clearly articulate the approved new member/intake plan all active and alumni members, in addition to their individual roles, responsibilities and expectations.
- ❖ Ensure that all activities within your plan uphold the values of your organization
- ❖ Be a role model for new members/candidates, chapter members and alumni; setting example for appropriate behavior and member accountability.
- ❖ Uphold Lehigh University, National Organization, and PA state rules and regulations
- ❖ To educate new members/candidates on the history, values and principles of your National Organization
- ❖ Promote friendship and sisterhood/ brotherhood within your chapter and the larger Greek community
- ❖ To safely and responsibly guide new members/candidates through a morally uplifting, respectful and meaningful education period.
- ❖ Communicate regularly with the Chapter President and alumni advisor(s) regarding all portions and activities of the your approved new member education/intake plan

Goals of a Constructive New Member/ Intake Program

New Member Education/Intake periods should be of substance and of value, shaping the newest additions to your chapter into your chapter's future leadership. This time in a new members/candidates experience should be uplifting and rewarding. Below you will find a few goals of what a constructive New Member/Intake Program should include and strive towards. :

- ❖ To assist in the orientation and assimilation of new members/candidates into the chapter
- ❖ To build chapter unity, camaraderie and respect
- ❖ To develop responsible, motivated and dedicated members
- ❖ To promote and encourage lifelong friendship, loyalty and the values of good sisterhood/ brotherhood
- ❖ To stimulate intellectual growth, individual identity, and community development and appreciation
- ❖ To promote an environment for the free exchange of ideas between all
- ❖ Members
- ❖ To educate new members/ candidates on the history, traditions, and national structure of the National Organization
- ❖ To facilitate an understanding of chapter operations as well as the chapter's role in the Greek community at Lehigh
- ❖ To encourage new members/candidates to become involved in the Greek Community
- ❖ To encourage a safe and responsible environment for new members/candidates to partake in.
- ❖ To develop a well-rounded and inclusive chapter with opportunities to excel in various campus activities, academics, service, and social skills

Needs of a New Member

Every human being has a desire to be respected and accepted by his or her peers. Inviting new members/candidates into your chapter should be the prime opportunity to make one feel as though he or she is valued by the members of their organization in an appropriate manner. Listed below are some shared needs of new members/candidates who undergo new member education/intake experiences.

I need ...

- ❖ A sense of belonging
- ❖ Goals and objectives that are reasonable
- ❖ To understand the true purpose behind tasks and activities
- ❖ To share in the responsibility of creating chapter ground rules and objectives
- ❖ To know what is expected of me
- ❖ Responsibilities that appropriately challenge me
- ❖ To see that progress is being made
- ❖ To be kept informed
- ❖ To have confidence in my brother or sister
- ❖ To have a positive first Greek experience
- ❖ To join an organization that is productive and meaningful
- ❖ To have fair treatment and not be subservient to all activities
- ❖ To not be physically, emotionally and mentally abused
- ❖ To not fear older members
- ❖ To know initiation requirements, but not to earn active status through personal favors, competition, or juvenile activities
- ❖ To not feel that constructive disagreement will result in punishment

New Member Education/Intake Program Audit

Please rate your current new member program as honestly as possible

New members/candidates know the history of your organization	1	2	3	4
Our new members/candidate's GPAs improve as a result of our new member/intake program	1	2	3	4
Our new members/candidates informally hang out with our membership	1	2	3	4
Our membership seeks out opportunities to get to know new members/candidates	1	2	3	4
We have an effective big brother/big sister and/or mentor program	1	2	3	4
Our new member/intake program demonstrates positive pride in the organization	1	2	3	4
Our new member/intake program demonstrates the value of brotherhood /sisterhood	1	2	3	4
Our new member/intake program demonstrates the value of Scholarship	1	2	3	4
Our new member/intake program demonstrates the value of Leadership	1	2	3	4
Our new member/intake program demonstrates the value of Citizenship	1	2	3	4
Our new member/intake program demonstrates the value of Service	1	2	3	4
We provide a calendar of new member/intake activities to all new members/candidates upon beginning the new members/intake period	1	2	3	4
We involve the entire brotherhood/sisterhood in our new member/intake education program	1	2	3	4
We hold regularly scheduled new member/candidate meetings	1	2	3	4
Our alumni play an active role in our new member/intake program	1	2	3	4
Our new members/candidates is about to articulate what it means to be a member of our organization	1	2	3	4

1=Strongly agree

2=Agree

3=Somewhat

4=Not at all

Hazing

Lehigh University Code of Conduct Information Regarding Hazing

II. Respect for Others

Lehigh University expects that all students will act in a civil manner that reflects maturity, social responsibility, and respect towards others and the Lehigh Community

D. Hazing

1. Hazing is any action taken or situation created, whether on or off campus, to produce mental or physical discomfort, embarrassment, harassment, or ridicule. Hazing includes but is not limited to any brutality of a physical nature, such as paddling, whipping, beating, branding, forced calisthenics, exposure to the elements, forced consumption of any food, liquor, drug or other substance, or any other forced physical activity that would subject the individual to physical harm or mental stress, such as sleep deprivation, forced exclusion from social contact, forced conduct which could result in extreme embarrassment, or any other forced activity which would adversely affect the mental health or dignity of the individual. Among prohibited activities are forced or coerced activities which create excessive fatigue; cause physical and psychological shocks; involve kidnapping; involve morally questionable quests, treasure hunts, scavenger hunts, or any other such activities; involve publicly wearing apparel that is conspicuous and not normally in good taste; cause students to engage in public stunts and buffoonery, morally degrading or humiliating games and activities, or late night activities which interfere with scholastic activities. Also prohibited are any activities that are in violation of federal, state, or local laws, this Code of Conduct, or accepted standards of good taste or propriety.

For purposes of this definition, any activity described in this paragraph upon which the admission into or affiliation with an organization is directly or indirectly conditioned shall be presumed to be "forced or coerced" activity, the willingness of an individual to participate in such activity notwithstanding.

- Information taken from the 2007-2009 Code of Conduct
- <http://www.lehigh.edu/%7Eindost/conduct/COCeffectiveJuly2006.htm>

Guidelines for Sanctions in Hazing Cases

The following represents recommendations for sanctions in cases where students or student organizations are found responsible for violations of the Code of Conduct involving hazing. The sanctions demonstrate the seriousness that Lehigh University attaches to these violations. Hearing panels are not limited to these guidelines in determining an appropriate sanction. Hearing panels may determine that a greater or lesser sanction is appropriate depending upon the circumstances of each case. Hearing panels may supplement the sanctions below with other appropriate mandates.

Offenses	1 st Offense (minimum)	2 nd Offense (minimum)
Physical harm to student(s) as a result of hazing 1[1]	Termination of the organization and/or expulsion of individuals	
Causing reasonable apprehension of physical harm (or creating a situation in which physical harm is likely to occur) or causing actual emotional distress 2[2] (or creating a situation in which emotional distress is likely to occur)	Dissolution of the organization for no fewer than four years, and/or suspension of the individual for no fewer than four semesters	Termination of the organization and/or expulsion of individuals
Objectionable Behavior 3[3]	Disciplinary probation for no more than two semesters, removal of officers, chapter review (with input from Lehigh University, the national organization, alumni governing body or other outside advisory committee); loss of one week of new member education (for no fewer than two years)	Dissolution of the organization for no fewer than two years and/or suspension of the individual for now more than two semesters

Examples (not exhaustive)

¹[1] Paddling, whipping, beating, branding, forced calisthenics, exposure to the elements, forced consumption of any food, liquor, drug or other substance, attempts to control body weight and or appearance, or any other forced physical activity that would subject the individual to physical harm.

²[2] Fear of those listed above, abandonment, restricting personal conduct, restricting hygiene, forced or coerced consumption of alcohol or other drugs, forced or coerced illegal acts, forced or coerced acts of a sexual nature, line-ups, insulting or derogatory comments, interruption of academic pursuits (i.e., restriction of adequate time to study, restriction of sleep, restriction of access to academic resources, forced or coerced missing of classes or other academic deadlines).

³[3] Public buffoonery, other membership requirements that are in violation of the definition of hazing (i.e., requirements to carry objects, wear certain clothing, address members in a subservient manner, scavenger hunts, personal servitude). A non-exhaustive test to see if an activity is to be considered objectionable behavior would be to examine the goals and/or outcomes of the activity. If the primary goal or outcome of the activity is to cause public ridicule, embarrassment, disruption of normal activities, harassment by others or the denotation of a student in an objectionable manner, then it would meet the definition of this category.

Lehigh University Anti-Hazing Compliance Form

All Lehigh University fraternities and sororities must file this form with the Office of Fraternity and Sorority Affairs (OFSA) to certify compliance with the Lehigh University Hazing Policy and Pennsylvania state law. This form will remain in effect until a new one is filed with OFSA at the beginning of each academic year.

Lehigh University Hazing Policy

Hazing is any action taken or situation created, whether on or off campus, to produce mental or physical discomfort, embarrassment, harassment, or ridicule. Hazing includes but is not limited to any brutality of a physical nature, such as paddling, whipping, beating, branding, forced calisthenics, exposure to the elements, forced consumption of any food, liquor, drug or other substance, or any other forced physical activity that would subject the individual to physical harm or mental stress, such as sleep deprivation, forced exclusion from social contact, forced conduct which could result in extreme embarrassment, or any other forced activity which would adversely affect the mental health or dignity of the individual. Among prohibited activities are forced or coerced activities which create excessive fatigue; cause physical and psychological shocks; involve kidnapping; involve morally questionable quests, treasure hunts, scavenger hunts, or any other such activities; involve publicly wearing apparel that is conspicuous and not normally in good taste; cause students to engage in public stunts and buffoonery, morally degrading or humiliating games and activities, or late night activities which interfere with scholastic activities. Also prohibited are any activities that are in violation of federal, state, or local laws, the Lehigh University Code of Conduct, or accepted standards of good taste or propriety. For purposes of this definition, any activity described in this paragraph upon which the admission into or affiliation with an organization is directly or indirectly conditioned shall be presumed to be "forced or coerced" activity, the willingness of an individual to participate in such activity notwithstanding.

Requirements

Each fraternity and sorority must abide by the Lehigh University Hazing Policy. In addition, the University expects, among other things, that:

- All fraternity and sorority new member/intake programs will last no longer than 6 weeks
- All new member/ intake activities, including initiation, will be alcohol-free
- All new members/candidates will be informed of their rights and of any activities in which they are expected to participate from the beginning of the new member/ intake period
- All new member / intake programs and any changes to the programs will be approved by OFSA

Fraternity/Sorority Anti-Hazing Agreement

We, the undersigned, certify that:

- We have read AND understand Lehigh University's Hazing Policy
- We have read AND understand our National Organization's Hazing Policy
- We have read this form to our entire chapter and all members' signatures are attached
- We will provide all new members with a copy of this Policy

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- We will ensure that all activities sponsored or required by our chapter, in whole or in part, comply
- with Lehigh University's Hazing Policy
- We affirm that our new member/ intake program activities do not conflict with those policies set forth by our inter/national sorority or fraternity.
- We understand that if our organization fails to abide by the Hazing Policy, in whole or part, the organization **and its individual members** will be subject to discipline in accordance with the Code of Conduct
- We understand that if we falsify information given to Lehigh University concerning our chapter, the chapter **and its individual members** will be subject to disciplinary action in accordance with the Code of Conduct.

By signing below, we certify that we have read the information above concerning the Lehigh University Hazing Policy, Expectations and Fraternity/Sorority Anti-Hazing Agreement, and agree to abide by all policies, procedures, and expectations set forth by the Office of Fraternity and Sorority Affairs, IFC, Panhellenic, and our inter/national headquarters.

Please Print:

Organization: _____

Chapter President: _____

New Member Educator/ Intake Coordinator: _____

Chapter Advisor: _____

Initiation Dates: _____ through _____

Signed:

Chapter President Signature Date

New Member Ed. /Intake Coord. Signature Date

Chapter advisors: By signing this document, you acknowledge that you have investigated the chapter's new member policies and that to the best of your knowledge the chapter is in compliance with the above material.

Chapter Advisor Signature Date

Please utilize the next sheet for your members to sign agreeing that they have read and understand the information contained on this Form.

*This form can be electronically obtained from the Office of Fraternity and Sorority Affairs at <http://www.lehigh.edu/~indost/greek/policies.shtml>

Defining Hazing

Please respond honestly according to your chapter's practices

#	Question/Statement	Yes	No	Maybe
1	Does hazing take place in your chapter			
2	Does hazing take place at Lehigh			
3	My chapter has forced new member clean-ups/waits			
4	New member/candidates are awakened and kidnapped			
5	There is a deception designed to convince new members/candidates that they will not be initiated			
6	Pushing/shoving/hitting new member or candidates			
7	New member/candidates awakened during the nights to be quizzed or harassed			
8	Late work sessions which interfere with scholastic activities			
9	Physical and psychological shocks			
10	Public stunts			
11	New member/candidates given alcohol and then told they don't have to drink it			
12	New members/candidates engaged in drinking activities with active members			
13	New member/candidates used for humiliating games			
14	Calisthenics, sit-ups and pushups as a form of discipline			
15	Keeping information concerning joining or initiation (if not included in your national education plan)			
16	Walking up the "Hill"			
17	New member class/line forced to go out with each other			
18	Yelling and screaming at new members/candidates during line ups			
19	Telling the new member/candidate that they have failed and won't be initiated			
20	Brothers/sisters intentionally destroying the chapter house so that the new member/candidates have to clean it up			
21	New members/candidates booed or hissed when making a mistake in front of the chapter			
22	Calling new member/candidates derogatory and/or degrading names			
23	Forcing new members/candidates to wear embarrassing or uncomfortable outfits			
24	Less than 6 hours of sleep during "Hell Week"			
25	Paddling and/or caning			
26	Forcing new members/candidates to carry items, dress in uniform, etc. (if it is not included in your national education plan)			

New Member Program Evaluation

- ❖ List 3 events/ components you like about your new member/ intake program that you want to continue? These are your “best practices”

1.

2.

3.

- ❖ Why are these 3 events/ components positive? Why are they considered the best?

- ❖ List 3 things that you could stand to change in your new member/ intake program:

1.

2.

3.

- ❖ How can you alter them to make them best practices?

- ❖ List anything that has to stop:

- ❖ How are you going to ensure that they stop?

Myths and Facts about Hazing

Adapted from www.stophazing.org

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

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

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

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

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

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

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

Fact: 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 even if it doesn't seem like it at first.

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 think within reason and ask yourself the following questions:

- ❖ Is alcohol involved?
- ❖ Will active/current members of the group refuse to participate with the new members and do exactly what they're being asked to do?
- ❖ Does the activity risk emotional or physical abuse?
- ❖ Is there risk of injury or a question of safety?
- ❖ Do you have any reservation describing the activity to your parents, to a professor or University official?

- ❖ 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.

Additional Questions to Ask:

- ❖ Do you want a judicial record at Lehigh University?
- ❖ Do you want your future employer to know about your college judicial record?
- ❖ Is the activity going to contribute to the moral development of the person?
- ❖ Does the activity require individuals to perform illegal or immoral acts?
- ❖ Is it an activity that you would have no problem explaining in a court of law?

Hazing is - Any action taken or situation created intentionally:

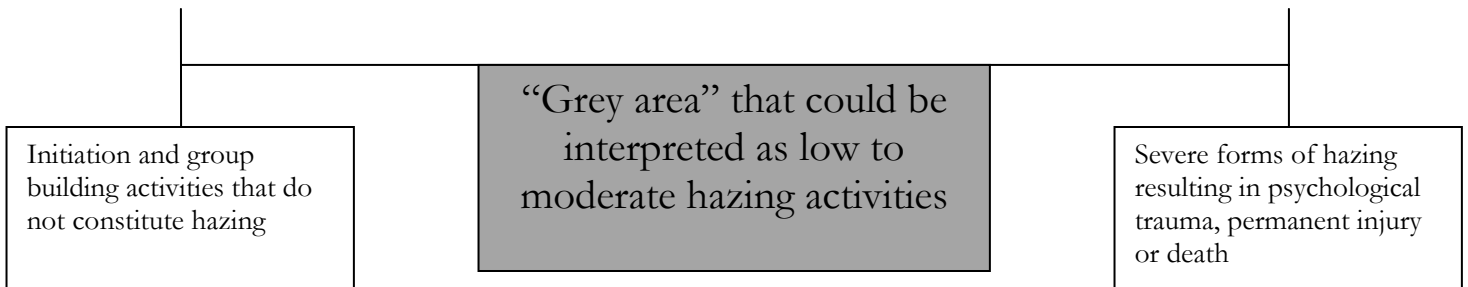
- ❖ that causes embarrassment, harassment or ridicule
- ❖ risks emotional and/or physical harm
- ❖ to members of an organization or team whether new or not
- ❖ regardless of the person's willingness to participate

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 the Dean of Students 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?

Hazing Continuum

Hazing activities vary in their level of severity and exist along a continuum. Please see description below and evaluate where your chapter falls, the desired outcome of what you want new members/candidates to experience and how obvious or borderline hazing activities can be altered to achieve this.



Read below for concepts that are further explained in the continuum of hazing:

The Reasonable Person Standard:

Where a hazing activity falls on the spectrum is not just based upon the perception of the observer. Hazing impacts individuals differently. Simply put, what others may see as a small prank or very mild, may be perceived as severe and very hurtful for another person. Both objective and subjective realities matter when assessing the severity of an action

The Vulnerability Standard:

Because of past life experiences, there are some individuals who are more vulnerable to acts of hazing. **For example, one fraternity required new members to perform an “elephant walk” in which new members were stripped down to jock straps, blind-folded, and forced to parade around the house in a straight line while holding each other’s hands between their legs. Objectively, a reasonable person might describe this as a very humiliating act. But for one new member, the act evoked memories of being sexually abused as a child. For this vulnerable individual, the act was also emotionally re-traumatizing.**

The Grey Zone

Some people find it hard to determine whether an act would be considered hazing. If you are unsure, start by using the University’s definition of what hazing constitutes. A few questions that can help you along the way are:

- Would you hesitate to describe this activity to your parents or the police?
- If a videotape of the activity was shown on the news, would you be concerned that the group would get in trouble?
- Would the current members refuse to engage in the same activity?
- If you answer affirmatively to any of these questions, there is a good chance that the activity is a form of hazing. If you are still unsure, you can place an anonymous call to university officials, including the Dean of Students and Judicial Administrator, and ask their opinion.

Hidden Harm of Hazing

parts adapted from hazingprevention.org

Hidden Harm: What We DON'T Know Can Hurt Us Most

The concept of Hidden Harm has to do with the fact that we don't know everything about the newest members of our organizations. No one ever knows the physical or psychological damage that one may have encountered before entering college, let alone joining a fraternity or sorority. It is for this very reason, as well as many others, that the intentionality and even contemplation of hazing should be nonexistent. Someone who has just joined an organization or team 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, but mix hazing with any one of numerous issues individuals may be dealing with from their past or present, 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.

Be aware of these external factors that college students bring with them as they enter their brand new environment of perceived "freedom". Consider these questions when thinking about hazing and the effects that hidden harm plays:

- ❖ Is there anything in my past that would cause me to suffer severe anxiety if I had to go through it again
- ❖ Are there things about me that my fellow brothers or sister should know that would not only help them to understand me better, but to force them to think twice about the juvenile behavior of hazing.
- ❖ Would I want someone in my family or one of my closest friends who I know have been survivors of any type of abuse or assault to become subject to this abuse?
- ❖ Am I living according to my own personal morals when participating in or witnessing hazing activities?

What Can Your Organization Do to Combat Hazing?

Adapted from Cornell University – hazing.cornell.edu

Dealing with hazing is not an easy task and we don't want to make you feel as though it is. It is a long standing societal struggle that has been in existence for quite a while. The thing about its effects on fraternities and sororities, is that it goes against everything that we say that we are about; therefore threatening our future existence and relevance to today's college campus as the civic community as a whole. Below you will find tips from two standpoints: **If your organization doesn't haze** and **If your organization does haze**. Please read thoroughly and think about your personal responsibility to each of the sections.

If your organization does not haze...

- ❖ Develop a non-hazing policy statement and share it with prospective and new members. Communicate openly and up front that you do not haze.
- ❖ Speak out in public settings against hazing, such as meetings and conferences. Being vocal and visible in your opposition to hazing will help shift the campus culture towards less tolerance for hazing.
- ❖ Offer to advise other groups who are looking for guidance in developing non-hazing approaches to initiation.
- ❖ Be vigilant in monitoring the evolution of your own practices, especially if your organization has engaged in hazing in the past. Maintaining a non-hazing approach requires ongoing attention, especially as membership changes over time.

If your organization does haze...

Take some time to think about the following reasons to stop hazing:

- ❖ Regardless of potential benefits of hazing to the group, there are costs as well.
- ❖ Hazing is either harmful or creates a significant risk of harm, whether mental or physical.
- ❖ Getting caught can result in the suspension or elimination of your organization.
- ❖ You may be charged as an individual under the Campus Code of Conduct or NYS law (lawyers are expensive even if you are found not guilty).
- ❖ A lawsuit can ruin your group and financially devastate you and your family.
- ❖ A reputation for hazing can negatively impact members' future employment or graduate school applications.*
- ❖ There are effective ways to achieve the group's pro-social goals without hazing.
- ❖ Learning ways to build group cohesiveness without hazing will develop skills that can be used after graduation.
- ❖ You will be more likely to generate committed alumni support.
- ❖ You won't have anything to hide or regret and will leave a positive legacy for future generations of members.

*When members graduate and develop professional lives, they often do not want to be associated with an organization that hazes. As one Cornell alumni who owned a major

software company said, "If I were reviewing applicants and found out that one had been involved in hazing during college, I wouldn't want him in my firm."

Below are ways that you as an organization can challenge hazing:

- ❖ Raise your concern with other members that you trust. Form an informal subgroup of members who would be willing to raise their objections to the leaders and larger group.
- ❖ If the group has relationships with alumni members, seek their support.
- ❖ Frame your argument at multiple levels. You may be able to convince some members that hazing is intrinsically wrong and harmful to individuals. Other members may only be persuaded that the risk of getting caught and the consequences that could result make hazing not worth continuing.
- ❖ Take a stand that you do not believe that new members should have to go through what you did.
- ❖ Offer ideas for alternatives to hazing that can achieve the positive outcomes of initiating new members while eliminating the risks and costs that come with hazing.
- ❖ Give examples of groups that have developed strong, non-hazing new member programs such as the following:

If you cannot find support for change within your organization:

- ❖ Seek support outside of the group. Talk with friends and ask their advice.
- ❖ Refuse to participate in the hazing.
- ❖ Do not feel obligated to keep the hazing a secret. You may want to let new members know what is going to happen to them.
- ❖ Consider quitting in protest.
- ❖ Consider [reporting the hazing](#) either anonymously or openly to University officials.

Arguments for and against Hazing

Benefits to the Group

- ❖ Brings the group closer together
- ❖ Weeds out people who don't want to take the process seriously
- ❖ Humbles new members
- ❖ Keeps traditions in tact
- ❖ Helps the group members learn about each other
- ❖ Cultivates shared pride
- ❖ Promotes discipline within group
- ❖ Makes good stories to tell later

Cost to the Group

- ❖ Sanctions for getting caught
- ❖ Risk losing the organization
- ❖ Fosters mistrust between new and current members
- ❖ Leads to dissention among current members
- ❖ Liability risks
- ❖ Poor commitment of members who resent being hazed
- ❖ Undermines long-term commitment by alumni
- ❖ May drive away desirable new members
- ❖ Contributes to poor facility conditions
- ❖ Leads to conflicts with alumni

Benefit to hazer

- ❖ Feel a sense of pride in continuing traditions
- ❖ Keeping it a secret makes one feel elite
- ❖ Promotes bonding with other members who are hazing
- ❖ Get to make others go through what you had to go through
- ❖ Feel less angry about having been hazed
- ❖ Fun to humiliate and intimidate others

Cost to the hazer

- ❖ Time consuming
- ❖ Stressful to plan and keep secret
- ❖ Discomfort of playing role that is inconsistent with one's values
- ❖ Undermines trust with new members
- ❖ Creates conflict with members who hold different views
- ❖ Risk of judicial, criminal, or civil consequences
- ❖ Impact of judicial action on graduate school or government applications
- ❖ Potential rejection by prospective employers who are aware of the hazing

Benefits to the person who is hazed

- ❖ Provides a sense of accomplishment
- ❖ Helps you learn about yourself
- ❖ Challenges you to develop coping skills
- ❖ Makes you feel like part of the group
- ❖ Develops close friendships with other new members
- ❖ Prepare you for emotional challenges in life
- ❖ Promotes self-discipline
- ❖ Allows you do to crazy things

Cost to the person who is hazed

- ❖ Loss of friendships outside of the organization
- ❖ Resentment towards current members
- ❖ Exhaustion
- ❖ Emotional duress from humiliation/intimidation
- ❖ Decreased academic performance
- ❖ Stress-related illness
- ❖ Accidental injuries
- ❖ Inflicted injuries (e.g., from being kicked or beaten)
- ❖ Decreased athletic performance
- ❖ Physical pain
- ❖ Depression or other mental health problems
- ❖ Re-traumatization of past abuse
- ❖ Severe intoxication (resulting in medical emergencies)
- ❖ Seizures (from extreme duress)
- ❖ Maiming (e.g., scarring from being paddled until flesh is torn)
- ❖ Death (the second recorded hazing death was a Cornell student)

Policies & Procedures

Overall Policy Expectations

*** Any changes or modifications to your new member/ intake plan must be approved by your GLC***

- ❖ Your new member education/ intake program will be in line with your national organization's as well as the University's mission statement. Your organizational mission statement is available on your national website and/or all official documentation. The University's statement can be accessed at:

<http://www.lehigh.edu/~inprv/missionstatement.html>

- ❖ All new member/ candidate activities and rituals **WILL** happen between the hours of 8:00am and 12:00 midnight. No other overnight activities are allowed as they are not as personal and academic balance is a goal.
- ❖ New Member/ candidate activities will not interfere with academic activities as those take priority.
- ❖ Initiation rituals will take place immediately after the allotted 6 week new member/intake period. Initiations which take place before the 6 week period is acceptable and will be approved the same by your GLC.
- ❖ Interactions with other chapters and new member/ candidate groups will need to be approved. They should be positive in nature and be centered on your approved new member/ intake program and your Inter/national organization's values. Additionally, activities such as these will be placed on your calendar. ***Culturally based organizations will need to submit official approval from their graduate advisor and or regional or national representatives for this section.**
- ❖ All new member/ intake programs will be alcohol and substance free.
- ❖ All chapter members will sign the Anti-hazing statement which will be turned into the Office of Fraternity and Sorority Affairs. If you have one through your Inter/national organization, it would be helpful for our office to have this as well. Violation of this statement is subject to action through the University's Code of Conduct.
- ❖ Any new member/ candidate tests and/ or homework will be those which are approved by your Inter/ national new member/ intake programs.
- ❖ New members/ candidates will understand what is expected of them during the new member/ intake period and additionally, will be told when their initiation will take place. **If your Inter/ national organization follows a different policy, please provide documentation to your GLC.**

New Member Education/Intake Program Cover Sheet

Return this form with your new member/ intake program to your GLC

Fraternity/Sorority: _____

New Member Educator/Intake Coordinator: _____

Email: _____ Phone: _____

Program begin date: _____ Program end date: _____

***New member education/ intake programs must end within 6 weeks of bid/invitation distribution**

Alumni Advisor for New Member Education/Intake: _____

Email: _____ Phone: _____

National Representative: _____ Email: _____

At a minimum, your new member education/ intake plan should include:

- ✓ Anti-hazing statement
- ✓ New Member Education/ Intake Calendar, including dates, time and locations
- ✓ Detailed description of all new member/ intake activities
- ✓ Expectations of New Members/ Candidates, Active Members, and Alumni
- ✓ Interactions with other chapters and/or groups
- ✓ Big Brother/ Big Sister/ mentor program
- ✓ Statement of purpose, including mission and goals of the program
- ✓ National Headquarters provided new member education/ intake information
- ✓ Explanation of chapter's hazing reporting protocol

***To be completed by GLC**

Confirm that this program was approved by: () National Organization () Chapter () Advisor

We, the undersigned, certify that we have read and agree to abide by the University, IFC, MGC and Panhellenic policies and regulations concerning new member/ candidate education and hazing.

New Member Ed/ Intake Coord. (Signed) Date Chapter

President (Signed) Date Chapter

This program has been approved: () Yes () No

Greek Life Coordinator (Print) Date Signed

****** YOU CAN NOT START YOUR NEW MEMBER EDUCATION/ INTAKE PLAN WITHOUT APPROVAL OF YOUR PROGRAM******

Explanation of the New Member Education/Intake Program Cover Sheet and Procedures

All New Member Educator/ Intake Coordinators will turn in the **New Member Education/ Intake Program Cover Sheet** with their programs to their GLC. Contents of the new member/ intake program will include:

Anti-hazing statement: This form will be signed by all chapter members acknowledging that they understand Lehigh University's Hazing Policy and PA state laws. Additionally, a chapter advisor must be aware of the new member program. This must be turned in to start your program.

New member education/ intake calendar: All new member/ intake activities (including dates and times) should be listed on a calendar of events for the entire six weeks of new member education/intake. This should include but are not limited to:

- **Scholarship program**
- **Community Service Opportunities**
- **Leadership Development**
- **Recruitment Process**
- **Campus Involvement**
- **Fraternity or Sorority History**
- **Greek Community History**
- **Internal judicial procedures**

Detailed description of all new member/ intake activities: The program will include a detailed description of all new member/intake activities. **As some of those activities are private and ritualistic in nature, please indicate those on your calendar.**

Expectations of new members, active members, and alumni: New members/candidates should be told in the beginning everything they will need to accomplish as a new member and also their initiation date. Examples include: GPA requirement, community service hours, study hours, chapter activities, leadership programs, etc. Equally important, active members and alumni will understand the new member/ intake program and their role.

Interactions with other chapters and/or groups: New members/candidates will have positive and respectful interactions with other chapters and groups which are in line with their inter/nationally organizations stated values and goals. ***Culturally based groups should speak with their GLC regarding this point.**

Big Brother/ Big Sister/ Mentor program: A big brother/big sister or mentor, when used correctly, can provide valuable resources for new members and can help the new member/candidate become better acclimated to fraternity and sorority Life. A list of expectations should be articulated and included in your program.

Statement of purpose, including mission and goals of the program: This should be a paragraph introducing the principles of the organization and the primary objectives of the program.

Inter/National Headquarters provided new member education/ intake information:

Each inter/national organization has a prescribed program which each new member/candidate must follow to ensure that they meet inter/national requirements. This should be included in the program.

Explanation of the chapter's hazing reporting protocol: New members/candidates should have the ability and feel empowered to talk with the active members regarding any and all activities that could be considered hazing. The organization should have a system in place that encourages new members/ candidates to come forward to members regarding hazing incidents that may have occurred.

Alumni/HQ Verification: Approval will be required from your alumni advisor/ chapter advisor/ state or regional representative and headquarter representative in the following forms: email, fax or letter. This must be obtained prior to starting your new member/intake program.

All documents supplied to our office are kept confidential from other students, student workers or student leaders. The only expectation is the Vice Presidents of Programming for each council. If you do not want them to see this information, please let your GLC know of this in writing. They may be shared with university officials and national organization staff as needed. In the event that anything changes, you are required to notify your GLC.

*** Any changes or modifications to your new member/ intake plan must be approved by your GLC***

INTAKE/RECRUITMENT GUIDELINES FOR CULTURALLY BASED CHAPTERS

Fall 2009 General Information

Multicultural Greek Council

Lehigh University

1. Chapters interested in intake for the semester must fill out a *Notice of Intention to Conduct Membership Intake/Recruitment Process* form through the Office of Fraternity and Sorority Affairs.
 - Regardless if the chapter will take new members following selections, if the chapter is hosting informational or interest meetings, the form must be completed.
 - Chapters not interested in intake must fill out a form as well, notifying the office that they have no intent of conducting informationals, selections, or intake for the semester.
2. Chapter Informational or Interest meetings can take place any time after the official Multicultural Greek Council (MGC) Meet the Greeks event.
3. At Informational or Interest meetings, chapters will need to maintain a sign in sheet. They will need to use Excel and include: First, Middle, and Last Name. Additionally, they will need to include student ID number. Once open houses are over, each chapter will need to turn this into MGC Advisor.
4. The MGC Advisor will provide chapters with a list of men or women who are ineligible for intake according to the lists they provide from their informational or interest meetings.
5. Final Bid List Information
 - Chapter will need to provide the MGC advisor with a final list of men or women they want to offer bids, at least two days before the chapter wants to release invitations for membership.
 - The MGC Advisor will check to ensure everyone on the list is eligible.
 - Chapter will receive an email from the MGC advisor indicating whether or not their list is approved within 48 hours.
6. Bid Signing Day Information
 - Chapters will be responsible for handing out their own invitations for membership to those who were deemed approved by the MGC advisor.
 - Chapters are responsible directing those who accepted bids to stop by the OFSA within 48 hours of accepting their bid to fill out an OFSA bid card.
 - Chapter must notify the MGC advisor of all aspirants who have accepted a bid and will be beginning the new member education period.
7. New member education may begin immediately following the signature of all those who have accepted bids and will be continuing with the new member education period. New member education may not last more than six weeks. All new member education programs must end no later than the last day of classes. Each new member education plan must be approved by the chapter's Greek Life Coordinator.
8. If chapters want to take candidates after the initial bid signing, they will need to repeat the process as stated above. (if allowed by their national organization)

Resources

Alternative New Member/ Intake Programming

As chapters are working together with not only their Inter/national organizations and the Office of Fraternity and Sorority Affairs, they should be creating activities which enhance the value of their new member/ intake program and develop their membership beyond the new member/ intake period. In addition, chapters should be thinking of their intended new member/ intake program outcomes prior to solidifying their plan. Ask yourself the question of “What is it that I want our new members to take away from this experience?”

The following are resources and suggested activities which chapters can utilize when planning their new member/ intake programs; depending on their intended outcome. It is highly recommended that chapters consult with their GLC when creating their intended outcomes to ensure that all activities are congruent with the stated values and mission of your inter/national organization.

As a chapter, with the support of alumni, it is important to not only let the new member/candidate class begins to bond but also share in that as well. The following are examples of activities that the entire chapter can do with the new members/candidates:

1. To develop team building/ unity/appreciation

- ❖ White water rafting
- ❖ IM sports
- ❖ Ropes course (Office of Student Leadership Development)
- ❖ Leadership workshops (Office of Student Leadership Development)
- ❖ House project
- ❖ Event planning
- ❖ Community service activity (Community Service Office)
- ❖ Greek week activities
- ❖ Chapter retreat
- ❖ House cleaning

2. To develop personal growth

- ❖ Shadow an officer
- ❖ Hold a seminar on etiquette (Dining Services)
- ❖ Host a career workshop (Career Center)
- ❖ Attend a conference
- ❖ Host a self-defense workshop (Lehigh Police Department)
- ❖ Community Service Activity (Community Service Office)
- ❖ Plan a Health and Wellness Seminar (Health/and or Counseling Center)

3. To develop a sense of brotherhood/ sisterhood

- ❖ Have active members interview new members/ candidates
- ❖ Plan a chapter wide event
- ❖ Build a crest to keep in the chapter's archives
- ❖ Conduct a ritual review after initiation
- ❖ Serenade another chapter in a positive manner

- ❖ Have big brothers/ big sisters/ mentors pairs plan and attend an event together
- ❖ Put information up in your chapter house or history book about the new members/ candidates which includes pictures and profile information
- ❖ Have each class plan an event for the new members/ candidates

4. To build a sense of chapter history

- ❖ Invite a more experienced alum over to talk about your chapter's history and the positive and meaningful aspects of it
- ❖ Create a skit where members dress up as your founders
- ❖ Read through a different section of the new member/ candidate manual at chapter meeting and the importance of it
- ❖ Discuss the founding of your national organization and your local Lehigh charter
- ❖ Invite a regional officer from your Inter/national organization to talk about your chapter
- ❖ Host a meet and greet and/or reunion with older chapter members to interact with both new members and current chapter members

5. To develop knowledge of the Greek community

- ❖ Invite your GLC to dinner
- ❖ Host a dinner with another new member/ candidate class
- ❖ Invite IFC, MGC or Panhellenic to a chapter meeting or dinner to discuss their goals and how it affects your chapter and the overall Greek community at Lehigh
- ❖ Have a study partner with someone in another chapter
- ❖ Have a registered non-alcoholic social event with another new member/candidate class

6. To promote scholarship

- ❖ Host an academic success workshop through the Center for Academic Success
- ❖ Designate quiet hours for the chapter
- ❖ Invite your faculty advisor to come and talk about academics or a topic of interest to chapter members
- ❖ Create a study buddy system within the chapter
- ❖ Send letters to the new members'/ candidates' parents talking about your scholarship program
- ❖ Encourage a new member/ candidate to apply for a scholarship through your Inter/national organization

Resources

Below are lists of some campus offices which can help you develop a purposeful new member education/intake plan.

General Advising:

Office of Fraternity and Sorority Affairs (OFSA)
Warren Square E
610-758-4157
<http://www.lehigh.edu/~indost/greek/index.shtml>

Leadership:

Office of Student Leadership Development (OSLD)
Ulrich Center
610-758-6674
<http://www.lehigh.edu/~insi/leadership/>

Athletics

Taylor Gym
610-758-4300
<http://www.lehighsports.com/>

Military Science and Leadership (ROTC)

University Center (UC)
610-758-3275
<http://www.lehigh.edu/rotc/>

Scholarship:

Center for Academic Success
University Center (UC)
610-758-2996
<http://www.lehigh.edu/%7Einacsup/cas/>

Support for Students with Disabilities

University Center (UC)
610-758-4152
<http://www.lehigh.edu/%7Einacsup/disabilities/>

Alumni Information:

Lehigh University Alumni Association

Alumni Memorial Building
610-758-3135
<http://www3.lehigh.edu/alumni/about.asp>

Community Service:

Community Service Office
Ulrich Student Center
610-758-6674
<http://www.lehigh.edu/~service/service.html>

Standards Boards/Member

Expectations:

Office of Student Conduct

Warren Square E

610-758-4632

http://www.lehigh.edu/%7Eindost/conduct/student_conduct.html

Additional Resources:

Career Services

484 Rauch Business Center

610-758-3710

<http://www.lehigh.edu/careerservices/>

Office of Multicultural Affairs

University Center (UC)

610-758-5973

<http://www.lehigh.edu/~inmca/>

LGBTQIA Outreach Programs

University Center (UC)

610-758-4126

<http://www.lehigh.edu/~inrainbo/>

Women's Center

University Center (UC)

610-758-6484

<http://www.lehigh.edu/~inwnc/>

**Fraternity Management Association
(FMA)**

219 Warren Square

610-758-3888