

2008

Chapter Advisor Resource Manual

Washington State University



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Did You Know?

Of all United States Presidents since 1825, only two were not of Greek affiliation

Welcome

The people and resources available to the individual chapters/colonies and to the community as a whole, influence the health and well-being of a campus Greek community. The dedicated volunteers who give their time to serve as advisors and live-in advisors provide a significant part of this resource base. Alumni may perform a variety of functions including: advising student officers, serving on the Housing Corporation/Facility Board, or acting as chapter/colony faculty advisors.

As volunteers who are concerned about Greek chapters and its members, advisors provide continuity of management, business acumen and guidance to students. Advisors serve as role models, counselors and friends, and play a vital role in contributing to a quality fraternal experience for undergraduate members of Washington State University's Greek organizations.

Greek advisors come from many sources. Whether alumni/ae of Washington State University, alumni/ae of other institutions, WSU faculty or staff, or interested members of the Pullman community, all advisors are important partners in the process of developing student and chapter excellence.

It is our hope that this Resource Manual provides you with the tools necessary to grow our Greek community and serve as guides to our undergraduate students. We encourage you to look to other chapter advisors and our staff at the Center for Fraternity and Sorority Life at WSU for any additional information.



Greek Life 101

The American Fraternity

The following remarks were given at the bicentennial celebration of the American college fraternity at the 1976 NIC Annual Meeting in Williamsburg, Virginia.

Fraternities are uniquely American. Although European schools have clubs and societies, nothing parallel to the American fraternity system exists elsewhere.

The first fraternity was begun at the College of William and Mary in Williamsburg, Virginia, on December 5, 1776, when a group of members formed a secret society which they called Phi Beta Kappa, after the first initials of their Fraternity/Sorority motto: "Love of wisdom, the guide of life." Phi Beta Kappa existed as a social group for the first 50 years of its life, and chapters were established at other schools, including Harvard, Yale and Dartmouth. It did not become the scholastic honor society we know today until after the anti-Masonic and anti-secret-society agitation of the 1820s.

But Phi Beta Kappa set the tone and instituted many of the characteristics which are considered "typical" of fraternities: a Greek-letter name, a Fraternity/Sorority motto, an oath of secrecy, a badge, a ritual, a seal and a secret grip or handshake. (Undoubtedly the Fraternity/Sorority motto and Fraternity/Sorority name arose from the fact that all these members studied Fraternity/Sorority as an academic requirement.)

Other groups that were founded shortly thereafter emulated the characteristics of Phi Beta Kappa in most respects, and fraternity chapters were established at many of our early colleges. Of the 63 men's fraternities that are now members of the National Interfraternity Conference, 36 were founded in the 19th century.

Education in the 18th and 19th centuries was rigid, structured and dogmatic. Fraternities filled a need in the lives of these young members by providing friendships and recreation. Although clubs, particularly literary societies, flourished at this time, most of them were too large and too specialized to provide variety and to foster close friendships.

When young women were finally admitted to what had previously been all-male colleges, they too wanted "something of their own." Consequently, after the Civil War several women's fraternities appeared within a few months of each other. I.C. Sorosis (coined from the Latin word "soror" meaning "sister") was patterned after the men's groups and was established at Monmouth College in Illinois on April 28, 1867. It later took the name Pi Beta Phi, after the initials of its secret motto. Kappa Kappa Gamma followed I.C. Sorosis at Monmouth in March 1870, but Kappa Alpha Theta was founded as the first Greek-lettered woman's fraternity on January 27, 1870, at DePauw University in Greencastle, Indiana. At about the same time and without any prior knowledge of the existence of the others, Alpha Phi was founded at Syracuse University in New York in September 1872, and Delta Gamma was founded at Lewis School in Mississippi in December 1873. All of these groups were incorporated as "women's

fraternities,” because at that time the word “sorority” did not exist. This term was created for Gamma Phi Beta in 1874 because their advisor, a professor of Latin at Syracuse University, thought the term “fraternity” ill-advised for a group of young ladies.

By the turn of the century, ten women’s fraternities had established themselves as national groups, and in 1902 they organized what is now called the National Panhellenic Conference. Today the conference has 26 member groups.

In 1909, 26 men’s groups founded the National Interfraternity Conference, and it now has a membership of 63 general fraternities. Not all of these fraternities are designated by Fraternity/Sorority names, exceptions being Acacia, Farm House and Triangle.

In 1930, eight national Greek-letter sororities and fraternities united to form the National Pan-Hellenic Council. Five of these traditionally black groups were founded at Howard University: Alpha Kappa Alpha Sorority in 1908, Delta Sigma Theta Sorority in 1913, Zeta Phi Beta Sorority in 1913, Phi Beta Sigma Fraternity in 1914 and Omega Psi Phi Fraternity in 1911. The remaining sorority in the council, Sigma Gamma Rho, was founded in Indianapolis in 1922 and granted its first collegiate charter at Butler University in 1929. Kappa Alpha Psi Fraternity was founded at Indiana University in 1911, and the oldest NPHC fraternity, Alpha Phi Alpha, was founded at Cornell in 1906.

American fraternities were created as social organizations, and they retain this characteristic to the present day. Even the so-called “professional” societies, which select their members from a particular discipline, have a distinct social function.

But in the middle of the 19th century, a change occurred on the American campus that caused fraternities to acquire a secondary characteristic: the fraternity house. Because of many factors and circumstances (most of them economical), a number of schools were unable to maintain housing for their members. Consequently, campuses were ringed with boarding houses where members secured their own lodging and meals.

By this time many chapters had grown too large to meet in a student’s room and had started renting halls. And in 1854, at the University of Michigan, Chi Psi built a 20- by 14-foot log cabin in which to hold its meetings.

So the members’ reaction to this double need – for meeting rooms and for living quarters – was to lease, and finally to build their own homes. Thus evolved the fraternity house and the substitution of the word “house” for the word “chapter,” as in, “What house do you belong to?” This expression is common today even on campuses where there are no housed chapters.

The effects of going into the housing business have been many and varied. Owning and maintaining property required the cooperation of the alumni and alumnae, many of whom in the past had simply graduated and disappeared. Now they become involved with the management of the chapters, which indirectly benefited the colleges by keeping alumni and alumnae interested in the school. Likewise, private ownership of these houses relieved many schools of the financial burden of building dormitories. In fact, this willingness on the part of sororities and fraternities to assume responsibility for housing has gradually led to many

Did You Know?

Virtually unheard of, "Toga Parties" became all the rage in colleges all over America after the release of the famous film, *Animal House*.

arrangements on the part of the institutions, such as “leased land” agreements, whereby the school owns the land and the fraternity constructs the building.

But the change from being a group that “met” together to being a group that “lived” together – was a real turning point in the fraternity movement. It altered the entire concept of fraternity – with all its advantages and disadvantages. It strengthened unity, discipline, activities and friendships. On some campuses the fraternities fostered the extracurricular activities, such as athletics, the newspaper, homecoming and school dances. Many colleges concerned themselves solely with the educational process and took no responsibility for the other facets of student life.

It is estimated at present that only 60 to 70 percent of our fraternities and sororities live in their own houses – either leased or owned. The rest have lodges or suites or rent meeting rooms. But the spirit of unity engendered by the “house” concept is evident even with unhoused chapters.

From the earliest days of the fraternity movement, rivalry among the groups to pledge members led to excesses in “rushing” practices, and finally to charges of exclusiveness and snobbery, resulting in several legal disputes regarding the right of fraternities to exist. Beginning in the late 1870s, several schools passed antifraternity rulings and some state legislatures prohibited fraternities in state institutions. Litigation, in various forms, has persisted to the present time, although the charges have gradually shifted from “secret societies” to “discrimination.”

Beginning at the close of World War II, when fraternities experienced a decided rise in popularity, many educators expressed the opinion that restrictions in membership based on race, color or creed had no place on the campus. As private organizations, fraternities maintained their right to select their own members, but several federal commissions and acts of Congress threatened fraternal rights, and the campus upheavals of the 1960s led to a serious decline in fraternity membership. Although Title IX of the Education Amendments of 1972 prohibiting sex discrimination in the schools was amended in 1974 to exempt membership practices of social fraternities, many schools demanded that discrimination based on race, color or creed be discontinued if the fraternity were allowed to remain on the campus. Many groups founded along religious beliefs were adversely affected by these demands. Nevertheless, such restrictions have been eliminated, although membership selection is still the privilege of the individual chapters.

The “national” character of fraternities (and many of them are “international” with chapters in Canada) evolved gradually. Before the Civil War, as a rule chapters were independent and did as they pleased. In fact, it was common for a chapter at one school to establish a chapter at another school and not even bother to inform the rest of the fraternity. But gradually authority for the “government” of the groups was vested in convention – usually a type of reunion – and one chapter would be designated as the “Grand” or “Presiding” chapter, to be responsible for information. Sometime in the 1870s fraternities began to elect national officers, a practice imitated from their beginning by the sororities. After the turn of the century, one by one the groups established national offices. Many now own their own buildings.

Although sororities patterned themselves after fraternities, and their structure is parallel, there are tremendous differences between sororities and fraternities. And, yes, it begins with differences between the sexes.

Men's fraternities, generally, have followed a "laissez-faire" or "free enterprise" philosophy. The national organization tends to allow the chapters to run their own affairs as much as possible. The national offices are run by paid professionals who supervise a staff of paid professionals who oversee the chapters. There are, of course, volunteer advisors to the chapters and volunteer house corporation boards, but the men's groups do not have a tradition of constant supervision which characterizes the typical sorority chapter.

Sororities are managed with a somewhat "maternal" philosophy. Each chapter has a board of alumnae advisors – all volunteers – that supervises the chapters and is directly responsible to the national organization. The national officers, also volunteers, supervise the various departments of the sorority.

There is not a "fault" on either side: it is merely the difference between the men's philosophy and the women's. When the National Panhellenic Conference was formed in 1902, the first thing the ladies did was draw up agreements – practical statements of fair play – that no one would belong to more than one group, that a pledge was binding for a specified period, that no one would be pledged before she was enrolled in college, and so on. The men's groups had no such agreements and felt no need for such strict observances.

Fraternities and sororities were created by members to fill a void in their lives – to foster friendships, to encourage sociability, to provide an outlet for free expression. Few members looked upon them then – or look upon them now – as agents for philanthropy, as instruments for self-improvement or as training in leadership. And yet that is what they have become through the friendships, the sociability and the free expression. Because a student must attain a satisfactory academic average before initiation, attention to scholarship is emphasized. The chapter provides an excellent laboratory for leadership training because chapter affairs demand responsibility.

Currently all groups are going through a period of intense self-appraisal. All associations connected with fraternity management – NIC, NPC, FEA, NPHC and AFA among them – are demanding an end to hazing and irresponsible social behavior. Although this will not be achieved overnight signs of improvement are evident. Some colleges and universities have threatened to eliminate the fraternity system. Some have already done so. And many national groups have expelled or put on probation chapters that have not observed proper standards.

But these young people are human beings, and the human animal has always sought companionship, preferably with those who are congenial. If the fraternity system were eliminated today, tomorrow something would rise to take its place. And it would rise without 200 years of tradition to mold it, without strong national organizations to supervise it and without the intense loyalties which have perpetuated fraternities.

The American college and university would be bereft of one of its most unique institutions – the fraternity – which has grown and developed by the side of American education.

Greek Life 101

Addendum to “The American Fraternity”

Addendum to "The American Fraternity" (1997)
Barb Robel, Kansas State University

Those of us who listened to Betty Mullins Jones deliver this speech at the bi-centennial celebration of fraternity/sorority life in Williamsburg, Virginia, in 1976, were, as always, enthralled by her wit, her dry sense of humor, and the thoroughness with which she researched the history of our fraternity/sorority heritage. To attempt to add to this overview seems almost blasphemous.

However, in the intervening twenty-five years, new initiatives to address continuing problems and a changing culture with increased expectations from society in general have subsequently impacted our fraternity/sorority community.

Perhaps the biggest change has been the introduction of risk management and liability concepts. While fraternities and, to a lesser extent, sororities continued to serve as the primary social outlet on many campuses, the resulting property damage, injuries, and fatalities took their toll when juries began awarding millions of dollars to an increasing litigious society. Fraternities and sororities found it ever more difficult to obtain insurance, and the result was the establishment of the Fraternity Insurance Purchasing Group (FIPG), a group of fraternities that joined together to form a clearinghouse for information on risk management and liability insurance. In short order, the risk management guidelines of FIPG were adopted by most other inter/national organizations, and a new culture of liability awareness emerged in fraternity/sorority life. (A sign of the constant change in this area, FIPG has since changed its focus and name to Fraternal Information and Programming Group.) Substance-free housing initiatives and shortened new member programs are direct results of the increased role that risk management plays in fraternity/sorority management. Education of chapter members and alumni/ae is a continuing commitment of the general headquarters and the campus fraternity/sorority advisors.

Another development in the fraternity/sorority world has been the emergence of ethnic fraternities and sororities and their umbrella organizations. Although integration and interaction remain primary goals of our organizations, members themselves have acted on their need for cultural identity by establishing Latino/a, Asian, Native American, and other specifically-identified groups. One result of this process has been the founding of overall governing bodies (e.g., The National Association of Latino Fraternal Organizations, Inc. known as NALFO).

Perhaps the most significant change in sororities has been the adoption of "no frills" recruitment guidelines initiated by the National Panhellenic Conference. In keeping with the change in student culture and the needs of entering freshmen, sororities now meet and greet

potential new members by making a significant effort to get acquainted through conversation, as opposed to entertaining them with songs and skits.

As in every facet of life, "politically correct" terminology has become important. We no longer "rush" our new members; they are recruited. Rushees have become potential members. Rush parties are recruitment events. Pledge trainers are obsolete; we have new member educators who begin a series of program activities to educate the newest members of our chapters throughout their college careers. We refer to fraternities and sororities, rather than "Greeks," because some of our groups do not use Fraternity/Sorority letters.

Our way of doing business has also changed to meet student expectations. No more keggers or open punch bowls (the impact of "club" or "designer" drugs continues to increase). No more "ton of sand dumped into the basement for a luau" mentality. No more co-sponsored events in "wet" fraternity houses. "Fraternities [and sororities] are struggling with old stereotypes and new problems. Hazing and alcohol abuse have put the system under strain. Aging housing, emphasis on academic performance and a wave of time-taxed members working to keep up with college costs have added stress," according to the Columbus Dispatch.

So how will we answer the ultimate question regarding the survival of fraternities and sororities in the coming decades? Just as Betty Mullins Jones did in her speech twenty-five years ago. As members of the fraternity/sorority world gathered in Williamsburg to recognize the founding of Phi Beta Kappa, the first fraternal organization, in 1776, Betty stated: "...young people are human beings, and the human animal has always sought companionship, preferably with those who are congenial. If the fraternity system were eliminated today, tomorrow something would rise to take its place. And it would rise without 200 years of tradition to mold it, without strong national organizations to supervise it, and without the intense loyalties which have perpetuated fraternities."

Yes, indeed fraternities and sororities will survive.

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The Life of Greek Student

Here is an example of the typical week for an undergraduate student member of a fraternity/sorority:

- 1 or 2 Philanthropy Events (3 Nights a Week)
- Chapter Meetings: Occur Sunday or Monday – Usually 1-3 Hours in length. (If on the Executive Board meeting prior to Chapter meeting, usually 1-2 Hours.)
- House Job (2X per Week)
- Classes (Varies)
- New Member Meetings (1 or 2 a Week for New Members)
- Committee Meetings (1 or 2 Meetings a Month)
- Intramurals (Varies – Most chapters try to field at least 1 team per sport/event)
- Social Functions (Varies)
- Study Tables (Varies – Typically 5-15 Hours a Week): The Fraternal Organization Agreement (FOA) mandates that the Chapter's have a cumulative GPA of 2.8.
- Club Involvement (Most chapters require membership in a minimum of one additional club.)
- Programming (Varies):
 - 95% of New Members/Freshman have to attend one program in the following categories: Sexual Assault, Drugs/Alcohol, Hazing, and Diversity.
 - 95% of Sophomores need to attend a Hazing program & one other program of their choosing from the categories outlined above.
 - 95% of Juniors and Seniors need to attend one program of their choosing from the categories outlined above.
 - Additional programming is dependant on Chapter requirements.

Did You Know?

Fraternity men make up only 2% of the population, however approximately 80% of the top executives in the Fortune 500 are fraternity men.

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Frequently Asked Questions

What is XYZ fraternity/sorority like? What is the best chapter on campus?

This is a common question from both parents and students. All fraternities and sororities share the values of scholarship, leadership, service, and brotherhood/sisterhood. The Washington State University Fraternity/Sorority community is strong, and all of the chapters fulfill their duties to achieve excellence in these areas. Each chapter has its own personality, and the student will sense in what chapter he or she would feel the most comfortable during the recruitment process. It is important for both students and parents to be objective when deciding on a fraternity or sorority to join, and to have conversations about what the student is looking for in a fraternity or sorority. By visiting the Center for Fraternity and Sorority Life web site, students and parents can learn a great deal about our Fraternity & Sorority community.

What is the time commitment for being involved with a fraternity or sorority?

The time commitment is what an individual chooses to give. Some people put all of their time into the fraternity/sorority, while others spend some time there, and some time experiencing other things on campus. There are some required events, but aside from those, a student can always choose which events they want to be a part of. Scholarship is one of the shared values of all fraternities and sororities, so the activities should NEVER take away from a student's academic career, as long as they plan ahead.

What is the policy on hazing?

Hazing is a violation of both state law and university policy. When students sign an invitation to membership, they sign a card or form that indicates that they are aware that hazing is not accepted, and what to do if they feel that they are being "hazed." In addition, the Center for Fraternity & Sorority Life provides educational opportunities for all students in the Fraternity/Sorority community about policies and ways to address hazing problems.

What is the alcohol policy?

The current policy prohibits alcohol use at social events in fraternity and sorority chapter houses, as well as in the common areas of chapter houses. If a chapter wishes to host events involving alcohol, they must go to an off-campus location and hire a "third party vendor" with an alcohol license to dispense the alcohol. All social events hosted by fraternities and sororities must be registered with the Center for Fraternity & Sorority Life. The majority of the WSU fraternities provide alcohol-free housing, either by national or local policy or sanction. *

**Check the Center for Fraternity and Sorority Life web site for which chapters offer alcohol free housing, and ask about this during summer or fall recruitment.*

About Academics, Retention, and Graduation

What are Fraternity/Sorority chapter grades like at WSU?

Academic excellence is one of the fundamental principles of Fraternity/Sorority life. Students in the Fraternity/Sorority community take pride in their scholastic efforts, which are supported and developed through numerous programs and services offered by the fraternities and sororities of WSU. Efficient study habits are encouraged through established study sessions, educational programs, study partners and teams. The Fraternity/Sorority community offers an extensive tutoring program that is open to all Fraternity/Sorority students. Members are also recognized for their academic success through Fraternity/Sorority scholarship awards, chapter incentives, scholarships, and Fraternity/Sorority honor societies like Order of Omega. For more detailed information about each chapter's academic performance, visit our web site.

How important are an incoming student's grades during recruitment?

The Panhellenic Council does not set specific grade requirements for membership, but individual chapters have established their own requirements. Chapters adhere closely to their grade cut-off, and it is important to note that exceptions are rare. Students with above a 3.0 from High School, or above a 2.7 from college will have the most options of sororities to join. The more a student's high school GPA is below a 3.0, the less likely they will have a wide variety of chapters inviting them to return for events during recruitment and ultimately join their chapter. A specific GPA minimum of a 2.8 (from both H.S. and college) is required by the Interfraternity Council to participate in formal recruitment. All students who register for sorority/fraternity recruitment are expected to submit a photocopy of their final H.S. "report card" to the The Center for Fraternity & Sorority Life in order for accurate academic information to be made available to the chapters.

Are Fraternity/Sorority students successful in college? Do they return to campus and eventually graduate?

National studies have shown that members are more likely to graduate from college than non-members, and that holds true for Washington State University Fraternity/Sorority students. (See the charts on our web site for statistics). Students who go Fraternity/Sorority at WSU are more likely to return to school each year than students who are not a part of the Fraternity/Sorority Community. Why? When you feel like a part of something, when someone feels accepted and appreciated, you are more likely to stay around. Fraternity/Sorority students are some of the most involved and connected students on campus. Fraternity/Sorority involvement in campus clubs and organizations is tremendous; most Fraternity/Sorority students belong to at least one club or organization outside of their chapter. When students are tapped into the campus, they have incentive to return each year. This leads to higher graduation rates among Fraternity/Sorority students than non-Fraternity/Sorority students.

About All the Negative Media Attention and Negative Perceptions

Is hazing a big problem in WSU's Fraternity/Sorority Community?

This is the question on many minds after the recent national attention regarding high school hazing activities, the University of Washington fraternity case recently in the news, as well as the portrayal of fraternities and sororities on MTV's Sorority Life and Fraternity Life.

Hazing is defined as any action taken, voluntarily or involuntarily, or a situation created intentionally to produce mental or physical discomfort, embarrassment, harassment, or ridicule. Being forced to drink, not being allowed to sleep, being called demeaning names, or being forced to do silly things for the amusement of others are all types of hazing. We have a ZERO tolerance policy for hazing. It is against the law, all Fraternity/Sorority organizations' policies (including Panhellenic and IFC) and no one deserves to be hazed. Chapters that haze are not chapters we want in our community. Hazing is difficult to discover, difficult to investigate, and often goes unreported by those involved, which makes eliminating it completely a very arduous task. We encourage students to keep the lines of communication open with a trusted adult, such as a parent, if they believe anything they are being asked or expected to do is a questionable activity, and then keep us informed. By partnering together, we can work toward the complete elimination of hazing in the Fraternity/Sorority Community.

Is WSU, particularly the Fraternity/Sorority Community, the "big party" we've heard it is?

Not only is it important to be familiar with the campus statistics collected through the campus research to completely answer the question, but likewise it is important to understand the policies regarding alcohol use by which the Fraternity/Sorority Community is expected to adhere. We encourage chapter members to have a healthy, responsible social life that is complimentary to their academic pursuits. The policies of all the sororities and more than half of the fraternities on Fraternity/Sorority Row require the house be alcohol free at all times. The WSU social policy requires that social events that take place at fraternity houses be alcohol free, and that the common areas of fraternities be alcohol free at all times. Do Fraternity/Sorority students drink? Yes. Do they drink in their houses periodically? Yes. Do they have huge parties? Some would say yes, others would say no. The reality is that no matter who you are, or where you live, you have choices to make regarding alcohol use.

Do fraternities tend to be aggressive or unsafe?

It is always important to NOT generalize and believe that ALL of any particular group is any one particular way. This holds true for the concern about safety (in regard to fighting) on Fraternity/Sorority Row. Again, WSU has a ZERO tolerance for this type of behavior and works to determine the nature of the incident and take appropriate action.

Are drugs a big problem at WSU, and in the Fraternity/Sorority Community?

Becoming familiar with the campus statistics on drug use at WSU would best answer this question. And as always, students are able to make choices (and many probably already have before coming to WSU) about drug experimentation and/or use.

Some Famous Greeks:

Steven Spielberg

Theta Chi

Bob Dole

Kappa Sigma

Sheryl Crow

Kappa Alpha Theta

Maya Angelou

Alpha Kappa Alpha

David Letterman

Sigma Chi

Candice Bergen

Kappa Kappa Gamma

Are the MTV shows, Fraternity Life and Sorority Life, accurate depictions of Fraternity/Sorority Life?

As with most “reality” TV shows, what the viewer sees in the edited version that is aired to the public, is only a fraction of the actual footage. Additionally, reality TV shows desire a large viewing audience and great ratings, therefore creatively edit for content that will make the show most dramatic, interesting, or even scandalous. It is important to keep these things in mind when considering just how accurate MTV’s Fraternity Life and Sorority Life portrayal of Fraternity/Sorority chapters really is. In addition, the chapters used for filming these shows were “local” organizations (i.e. they are not affiliated with a national governing structure, alumni network, etc) and therefore are accountable to only their host institution.

Are there elements of Fraternity/Sorority Life portrayed in these shows that happen at WSU, such as hazing, alcohol use, bickering, etc.? Perhaps, but as we’ve addressed above, at WSU all of the residential fraternities and sororities are affiliated with an (inter) national umbrella organization that sets policy to guide and direct their local chapters. Not only that, but the IFC and the Panhellenic, in conjunction with The Center for Fraternity & Sorority Life and the Office of Student Conduct, work hard to provide a positive, safe and fulfilling Fraternity/Sorority experience for students at WSU.

Greek Life 101

WSU's Greek Community

Figures for Spring 2007

	Fraternity	Sorority
Total membership	1095	1183
Number of chapters	25	15
Average chapter membership	44	79
Largest membership	Alpha Tau Omega	Kappa Alpha Theta
Smallest membership	Sigma Chi	Ceres
Fall 2006 Pullman campus enrollment	9939	9084

IFC Chapters

Alpha Gamma Rho	Delta Tau Delta	Phi Gamma Delta	Sigma Alpha Epsilon
Alpha Kappa Lambda	Delta Upsilon	Phi Kappa Sigma	Sigma Chi
Alpha Tau Omega	FarmHouse	Phi Kappa Tau	Tau Kappa Epsilon
Beta Theta Pi	Kappa Sigma	Phi Kappa Theta	Theta Chi
Delta Chi	Lambda Chi Alpha	Pi Kappa Alpha	Theta Xi
Delta Sigma Phi	Phi Delta Theta	Pi Kappa Phi	

NPC Chapters

Alpha Chi Omega	Alpha Phi	Delta Gamma	Kappa Kappa Gamma
Alpha Delta Pi	Ceres	Gamma Phi Beta	Pi Beta Phi
Alpha Gamma Delta	Chi Omega	Kappa Alpha Theta	Sigma Kappa
Alpha Omicron Pi	Delta Delta Delta	Kappa Delta	

NPHC Chapters

Alpha Phi Alpha Fraternity, Inc.	Omega Psi Phi Fraternity, Inc.
Alpha Kappa Alpha Sorority, Inc.	Phi Beta Sigma Fraternity, Inc.
Alpha Kappa Psi Fraternity, Inc.	Zeta Phi Beta Sorority, Inc.

UGC Chapters

Kappa Delta Chi Sorority, Inc.	Gamma Iota Omicron Fraternity
Omega Delta Phi Fraternity, Inc.	Chi Delta Sigma Sorority
Gamma Alpha Omega Sorority, Inc.	

Some Famous Greeks:

Johnny Carson
Phi Gamma Delta
 Condoleezza Rice
Alpha Chi Omega
 Will Ferrell
Delta Tau Delta

Greek Life 101

Terminology

There are **52 Greek affiliated chapters** at WSU

There are **5 governing bodies** for these Chapters

24 Chapters are part of the **Interfraternity Council (IFC)**

15 Chapters are part of the **Panhellenic Council (NPC)**

6 Chapters are part of the **National Pan-Hellenic Council (NPHC)**

6 Chapters are part of the **United Greek Council (UGC)**

Interfraternity Council (IFC) – The IFC is the governing body for the North-American Interfraternity Conference (NIC) at WSU. Internationally and nationally, there are 69 fraternities recognized by the NIC. Some of the chapters at WSU are not affiliated with the NIC, but IFC recognizes them on the WSU campus as means of governance.

Panhellenic Council (NPC) – The NPC is the governing body for the National Panhellenic Conference sororities at WSU. Internationally and nationally, there are 26 women’s fraternities and sororities under the NPC.

National Pan-Hellenic Council (NPHC) – The NPHC, Incorporated, is the unifying body and umbrella council for historically African American Greek letter organizations.

United Greek Council (UGC) – The UGC is specialized to the WSU campus, and serves as the consortium for the Latino(a) and Asian/Pacific Islander based organizations.

Greek Standards Board – The Greek Standards Board affirms that members are responsible enough to identify and deal with violations of Federal, State, and Local, University, Panhellenic and Interfraternity Council policies and standards. The Standards Board encourages chapters to take responsibility for their actions through education and sanctions.

Alumna – any initiated member of a sorority who has graduated from college or left college prior to graduation (plural – alumnae)

Alumnus – any initiated member of a fraternity who has graduated or left college prior to graduation

Alumni – the plural form of alumnus for men or a combination of men and women

Bid – an invitation from a sorority or fraternity to pledge

Chapter – a group of collegians, officially chartered and recognized at a given college or university

Colony – a new or returning chapter to campus in the process of receiving their charter from the (inter)national organization.

Continuous Open Recruitment – Panhellenic chapters' term for ongoing, informal recruitment. Chapters participate in COR if they do not have more than the set total members at any time during the academic year.

FIPG (Fraternity Information and Programming Group) – a group of large (inter)national fraternities that have grouped together to form a uniform risk management policy in order to obtain adequate liability insurance

Fraternal Organization Agreement (FOA) –

Greek Ambassador – members of IFC or Panhellenic chapters who are selected to provide information to potential students/parents via brief tours of Greek Row during Alive!. Greek Ambassadors occasionally assist with similar aspects of other campus visitation programs.

Hazing –hazing includes any action participated in (voluntarily or involuntarily) by any member of an organization that causes, or is likely to cause, physical, mental, or emotional harm

House – a chapter's living or meeting facility. Never used as a substitute word for "chapter," i.e., a man or woman pledges a chapter, not a house

Membership Intake – recruitment process used by the NPHC and NALFO organizations

New Member/Associate Member – the term used to describe a first-year, uninitiated member of an IFC or Panhellenic chapter. Previously referred to as "a pledge"

Philanthropy – efforts by fraternities/sororities to raise money for an organization

Potential New Member (PNM) – the term used to describe a man or woman seeking membership in an IFC or Panhellenic organization. PNMs were previously called "rushees."

Recruitment/Formal Recruitment – generally refers to the 4-day mutual selection process in which those seeking membership in an IFC or Panhellenic chapter participate. This was formerly referred to as "rush."

Recruitment Counselor – members of an IFC fraternity who disaffiliate during formal recruitment and assists potential new members through the recruitment process, similar to an OC for students going through orientation

Rho Gamma/Recruitment Guide – a member of a Panhellenic sorority who disaffiliates during formal recruitment and assists potential new members through the recruitment process, similar to an OC for students going through orientation

Ritual – the ceremonies celebrated and conducted by every chapter; the secret rites to membership

Summer-Signing– generally refers to the process in which those seeking membership in an IFC fraternity participate during the summer only. Fraternities host events, and/or one-on-one meetings with potential new members, the result of which could be the PNM joining the chapter during the summer. Only fraternities participate in "summer recruitment."

Some Famous Greeks:

Ronald Reagan
Tau Kappa Epsilon
Sela Ward
Chi Omega
Julia Louis Dreyfus
Delta Gamma

Greek Life 101

Panhellenic & Interfraternity Councils

Who are they?

Panhellenic and Interfraternity Councils govern and provide direction to the Greek community at Washington State University. They oversee all policies of University-recognized organizations, as well as create policies that are for the betterment of individual Greek communities. All positions are elected by Chapter members of the Greek community.

IFC and Panhellenic facilitate discussions among officers of Greek chapters and the legislative council. They provide programming, address issues in the Greek community, and represent the Greeks to the entire campus.

Why chapters should care about Panhellenic and Interfraternity Councils

It is important for chapters to know who the Panhellenic and Interfraternity Council officers are because they make important decisions that can directly impact every individual in the Greek community.

The councils have a combined Greek Standards Board that holds chapters responsible for policies. The Board has the authority to hear a case after a complaint has been filed. If the chapter is found to be in violation of policy, the Board has the authority to authorize a sanction.

How Panhellenic and Interfraternity Councils can help chapters

Council officers' duties are to govern the sororities and fraternities at Washington State University. They create some policies and enforce all policies, both self-made and those associated with (Inter)National boards. IFC and Panhellenic officers provide help and resources to all Greek chapters at WSU.

Officers should be contacted with questions and concerns. It is important for all chapters to express any and all concerns, thoughts, and ideas to their respective council's officers. Officers are interested in what all Greeks have to say. IFC and Panhellenic executive council meetings are held every week and Panhellenic Association and Interfraternity Association meetings are held every other week in which a representative from each chapter attends on behalf of their organization. Other chapter members who are interested in attending may also attend. It is important for all chapter delegates to give detailed reports at their chapter meetings so the chapter feedback can be relayed at the next IFC or Panhellenic meeting.

The councils' officer duties, contact information, bylaws and constitutions can be found at their respective websites.

Interfraternity Council – <http://www.wsuifc.com/>

Panhellenic Council – <http://www.wsupanhellenic.com/>

Greek Life 101

The Center for Fraternity and Sorority Life

What is the purpose of the Center for Fraternity and Sorority Life?

The Center for Fraternity and Sorority Life (CFSL) provides advising, mentoring, leadership development, and support for Fraternity and Sorority affiliated students and alumni which is necessary for the development of successful Fraternity and Sorority chapters that are a benefit to their (inter)national organization and the Washington State University community.

What are the core values of the Center for Fraternity and Sorority Life?

- The development of responsible citizens
- Academic success
- Leadership development through co-curricular experiences
- Connections between students and alumni
- A safe, healthy and positive Fraternity and Sorority experience

Who comprises the Center for Fraternity and Sorority Life?

The Director

The Assistant Director

Programming Director

Graduate Assistants

The Chapter Advisor

Responsibilities & Expectations

As stated by the Association of Fraternity Advisors (AFA), every (inter)national organization has minimum expectations of their chapter advisors. Leaders know that advising a chapter takes a personal investment of time and they want to be respectful of the time you are devoting – away from your work responsibilities, family, and other volunteer commitments. They will have a solid list of basic responsibilities for you to follow. Be sure to read your own organization's chapter advisor manual to see the overlaps and the differences in expectations with that document and this manual.

The good chapter advisor meets the basic expectations of the chapter and (Inter)National organization. The great advisor discusses expanded expectations with the chapter and works to meet them together.

Communicate!

Most often you are the liaison between the chapter and the university and the chapter and the (Inter)National organization. Do not wait until problems come up! Instead, be proactive and introduce yourself to the staff at the Center for Fraternity and Sorority Life to establish that relationship. Discuss mutually acceptable times to call them at home or another personal line.

Be sure to email and call the (Inter)National organization staff and/or your immediate volunteer supervisor for pertinent resources, materials, and training opportunities.

Talk with your WSU chapter members to see how to best to communicate with them. Some students are night owls and respond best to email at midnight. Others have their cell phones with them at all times and regularly check their voicemail. Still, others may prefer quick text-messaging for a quick conversation.

Lead with integrity!

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

Be present

Attend and be an active participant in chapter meetings to create and sustain your relationships with the undergraduates. Negotiate with the chapter on the number of

meetings they would like you to attend. You will find it easier to advise them when you have a two-way, trusting relationship. Attending at least two meetings a month will help cement those relationships. Discuss how long meetings last. If they are consistently two hours or longer, the chapter leadership may need some coaching on how to manager the meetings.

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

Be respectful of the chapter and campus culture

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

Get information on your organization's liability insurance to put your mind at ease

In order to be covered your organization's insurance policy, you my need to pay annual per capita dues. Some organizations include this in your alumnae dues. Be sure to contact your immediate volunteer supervisor to discuss your specific responsibilities and liability. Dues vary from group to group but usually average about \$35 per year.

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

The Panhellenic Delegate or Interfraternity Associate (the representatives to the Panhellenic and Interfraternity Councils) should have a copy of the IFC or Panhellenic constitution and bylaws. Along with these resources, a copy of the FOA, Crisis Management Policy, the WSU Student Code of Conduct, and insurance policies should be in your file for reference.

Know the end goal of advisement

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

Know the responsibilities of the Advisory Team/Board

Some chapters are fortunate to have one involved alumnus to advise them. Others are even more fortunate to have an entire team of volunteers working to support the

Did You Know?

Both women elected to the U.S. Supreme Court were sorority members.

members in their personal development and the chapter in its organizational development. Know and understand the team's responsibilities to maximize your volunteer time and work smarter, not harder.

In addition to your role as chapter advisor, there are some tips in working with an advisory board or advisory team, who works together to further the success of a WSU chapter:

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

Help the chapter look to the future

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

Utilize the resources already at your fingertips. One good standard of excellence is your own organization's award criteria or other campus award criteria. Work with other chapter advisors, the Center for Fraternity and Sorority Life staff, and other (Inter)National resources to develop productive activities for the retreat.

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

Adapted from the Association of Fraternity Advisors, Inc. Chapter Advisors Manual

The General List of Expectations

While your (Inter)National organization will supply you with more specific expectations, this list serves as a generic guide and understanding of the chapter advisor's expectations.

- Meet with the chapter president once every two weeks
- Complete an evaluation at the end of each academic year for the assessment and evaluation needs of the Center for Fraternity and Sorority Life
- Let the chapter know your interest areas and when you are available to meet with them
- Meet with the chapter's new member class to introduce yourself and discuss campus resources, academic commitments, and opportunities for involvement

- Meet with the chapter executive board to discuss any issues involving the chapter or the University
- Maintain a relationship with the Center for Fraternity and Sorority Life staff and attend advisor meetings hosted by the Director of the CFSL
- Greek Chapters have responsibilities as well. Listed below are behaviors you can expect from your chapter.
- Meet with you once every two weeks
- Invite you to a meal or some other group function at least once per month
- Help you arrange a meeting with the new member class
- Help you arrange a meeting with the executive board
- Provide any additional or “special” expectations of your role so that both you and the chapter are clear on the parameters of the role
- Provide you with a calendar of chapter events so that you can participate or attend when you are able

There are additional expectations of University Faculty Advisors

- Build a relationship with the chapter by attending an occasional meal
- Share perceptions of the Greek community held by faculty, administration, community, etc.
- Provide insight to any or all documents that the chapter has created (study table guidelines, constitution/bylaws, etc.)

The Chapter Advisor

Tips for Advising Chapters

FOUR STEPS TO EMPATHY

Empathy means communicating to another person that you are listening to, understanding, and accepting his or her feelings. Empathy encourages others to listen, to understand, and accept themselves, this way of responding helps people grow. It also promotes closeness and trust. Here are four steps that can help you relate more empathetically.

Step #1: Listen for Feelings

1. Empathy requires that you look at what a person is saying from his or her point of view, rather than your own.
2. As you listen ask yourself: “What is this person feeling inside?” and “How intense are the feelings?”

Step #2: Identify and Label the Feelings

1. When listening, there are several kinds of cues that assist in identifying feelings:
 - The words used, such as “I’d like to knock you out” suggest angry feelings.
 - Voice qualities such as volume, tone, inflection, and pace.
 - Facial expressions such as smile, frown, glaring eyes, etc.
 - Other nonverbal behavior such as posture, gestures, body movements, actions.
 - The situation, such as when you see people insulted you might expect them to feel hurt or angry. Caution: people react differently to the same situation. When insulted, some people generally feel angry, while others tend to experience hurt feelings. Thus, the situation itself is usually not enough to tell you what someone is feeling.
2. Once you have observed the cues, it’s helpful in clarifying your understanding of the person’s feelings and to think of feeling words or labels which accurately reflect:
 - The type of feeling, such as angry, sad, happy, scared, relaxed, etc.
 - The intensity of the feeling, such as irritation, anger, and rage are feelings of the same type, but differ significantly in intensity.
3. Having a good vocabulary of feeling words helps significantly in labeling feelings and enables you to identify feelings more precisely. For example, the labels “hopeless,” “lonely,” and “disappointed” each are more precise and potentially helpful than the general feeling word “bad.”

Step #3: Accept the Feelings

1. We will have feelings. They are good, natural and an important part of being human. While some actions may be reprehensible no feeling is wrong or bad.
2. Empathy involves accepting the other person’s feelings as valid without:
 - Negatively judging the person, e.g., “You’re crazy”, or “You shouldn’t be like this”, or looking at them as if something were wrong with them.

- Negatively judging the appropriateness of the feeling, e.g., “You shouldn’t feel that way.”
 - Pushing the person to justify the feelings through reason or logic, e.g., “Why do you feel that way?”
3. As you listen for and identify feelings in another, remind yourself, “This person is having some feelings and that’s OK.”
 4. Since many people have trouble accepting their own feelings, acceptance by someone else can be very reassuring.

Step #4: Communicate Understanding and Acceptance

1. There are many ways of showing other that you understand and accept their feelings. Here are some of them:
 - Using feeling labels; e.g., “You look sad.”, “I bet you’re happy about that.”, “You seem pretty angry.”, “That must be awfully discouraging to you.” etc.
 - Using phrases or expressions: e.g., “That must have hit you like a ton of bricks”, “You look like you’re ready to jump for joy”, “I bet you’d like to tell her where to get off.”, “That’s like being between a rock and a hard place.”
 - Using non-verbal communication: e.g., “Uh-hum”, head nodding, smiling, groaning, etc.
 - Asking a question when in doubt about what someone is feeling: e.g., “Are you angry?”, “How are you feeling inside.”
2. **Examples:** A friend is looking downcast and says with a subdued voice:
 - “I just flunked my chemistry final.”
 - **Poor response:** “You should have studied harder.” This passes judgment on the person and doesn’t even acknowledge how badly he feels.
 - **Poor response:** “Cheer up, don’t let it get you down.” This rejects the friend’s feelings and, in effect, says, “Don’t feel what you are feeling.”
 - **Empathetic response:** “You’re feeling pretty low, aren’t you buddy?” This lets the friend know you understand and accept his feelings.
 - **Empathetic response:** “Oh no!” (In a sad tone of voice) This, too, communicates understanding and acceptance.

ISSUES YOU MAY SEE

1. **Homesickness**
The member has moved from a situation in which they were of primary importance to become, what may seem to them, an ID number in a computer. Sometimes, a delicate family situation or a long-distance relationship will facilitate these feelings. There are a number of possible interventions for the homesick member. Most interventions involve simply trying to get the member involved with other members. More serious cases may involve a referral to the Counseling Center. Important question: Is the member happy here? Focus the member’s thoughts from homesickness to other things.
2. **Family Crisis**
This is a very sensitive area, but could have a serious negative impact on a member.

The crisis could stem from family problems, such as alcoholism, abuse, etc., or it could be that the parents do not accept the fact that the member is now an adult. The second item will be discussed later. The relationship between the parents and the member is probably undergoing some repair. A serious family problem may result from disagreement over curriculum choice, especially where there is financial dependence. Again, the best medicine is just to let the member talk. Disagreements over majors, etc. can be talked out. Family problems stemming from other problems may need to be referred to the Counseling Center.

3. Difficulties With A Partner

Most members are extremely sensitive in this area. The resident may not be able to ask a person out because they are shy, or possibly some deeper emotional problem may be the cause. Sympathetic listening may be sufficient. Sometimes, there is a chance to help the member meet a partner more readily and increase his/her confidence. However, a perceived pressure to have relationships (and pressure to have physical relationships) cannot be underestimated. Feelings of inadequacy can precipitate powerful self-destructive feelings, which can become violent. A little assertiveness training can do wonders for these members.

4. Reaction To Freedom

This is, like most other problems, related to previous family relationships. Either an escape from controls which were unreasonably strict or a response to temptations for which the member were never prepared can result in anti-social behavior or self destructive practices, e.g. drinking or refusal to settle down to work. Questioning standards is normal, but these members must learn that his/her freedom is real, so that defiance for its own sake is unnecessary. A voluntary acceptance of most moral codes usually follows.

5. Financial Problems

This could easily be confused with introversion in some instances. A member may not go out simply because he/she doesn't have any money. This problem can be confronted directly when it is outside the emotional-personal realm (if it doesn't seem like the member has changed emotionally). Help with budgeting or employment (discussion of sources may be referred to the Office of Financial Aid).

6. Religious Concerns

These are usually problems due to a member's search for identity and security, or interpersonal relationships. They sometimes reflect deep conflicts. A counselor or chaplain can help the member reach the underlying issues manifested in his/her conflict.

7. Conflicts With Roommates or Others

Usually roommate difficulties can be worked out. However, neither an easy escape nor forced endurance of a serious problem is likely to be harmful. No changes should be made without exploration; but, some members are totally unsuited for rooming together and the room is, after all, a member's last place of refuge in some ways. An individual conference followed by open discussion among all concerned is the approach that should be used to help solve the problem.

Did You Know?

Nationally, 71% of all Greeks graduate, while only 50% of non-Greeks graduate.

8. **Introversion or Extroversion**

Extreme withdrawal may accompany academic achievement and fairly good adjustment. Making no assumptions about the happiness of the individual, the Live-In Advisor can try to learn if he/she would like to join activities and could use some help which does not make him/her feel self-conscious and simply worsen the problem. On the other hand, the individual that spends all his/her time with others may be afraid to be alone. The impact on the member's schoolwork is usually detrimental. Here, the Live-In Advisor can help uncover reasons and restore some balance between social life and individual accomplishment.

9. **Illness**

Efficient referral to the University Health and Wellness administrator should accommodate most cases. Two possible complications are the possibility of resistance to treatment due to a desire to maintain a "tough" image or to avoid loss of time. You may even have to insist that members obtain treatment. A visit to the ill member in the Health and Wellness Center or his/her room is appreciated.

10. **Academic Adjustment**

Scholastic difficulties range from problems on one particular assignment or examination, to course difficulties, to need of assistance with planning an entire program. Faculty members can help, and referral to them is most important. Accurate information regarding requirements must come from the faculty. You, as a Live-In Advisor, should make appropriate referrals in this instance.

11. **Vocational Problems**

The vocational plans of most members are not fully developed or very stable. Frequently, an individual has no realistic plan for exploring possibilities or discovering his or her own interests and desires. You cannot advise on the basis of your own experience. If a member needs more than the simplest goal clarification, you can suggest immediate referral to his/her academic advisor or to the Office of Career Services

As a chapter advisor, your job description might vary but these tips will help you in maintaining consistency with your organization.

- Get to know the chapter members. It is important to know your audience. Different groups require different approaches.
- Keep the group's goals and objectives firmly in mind.
- Know what group members expect of you as an advisor
- Express a sincere interest in the group and its mission
- Express a sincere interest in each individual within the group
- Assist the chapter in setting realistic, obtainable goals
- Assist the chapter in developing a system through which they can evaluate their progress
- Address the needs of each individual while helping the group achieve its goals
- Assist the chapter in understanding the dynamics of the group and human interaction

- Realize the importance of the peer group and its affect on how each individual participates or fails to participate
- Assist the group in determining the needs of the people the group is serving
- Be aware of the various roles you'll be filling from time to time
 - ✓ Consultant
 - ✓ Information source
 - ✓ Clarifier
 - ✓ Counselor
 - ✓ Facilitator
- Do not allow yourself to be placed in the position of chairperson. Work toward a balanced approach to group participation
- Be aware of the institutional power structure – both formal and informal
- Provide continuity for the group form year to year
- Be creative and innovative
- Know how to access University resources

Concerns

As a resource person in the Greek Community, you will see a lot of different kinds of behavior in the people with whom you work. Most situations are "normal," but there are other situations that will benefit from or require your assistance.

Knowing and maintaining your limits is important. You are not responsible for, nor are you expected to know all about, the inner psychological workings of the students in your chapter house. In the regular process of getting to know them and letting them get to know you, you may find some people who just need a listener for awhile, others who could benefit from professional counseling, and perhaps occasionally, a more serious psychological upset needing prompt intervention.

You should know how to spot problems that might need attention and then how to make an appropriate response to the person and the situation.

It's normal for all of us to act a little abnormal at times. An isolated emotional outburst is not usually reason enough to go looking for a room with soft walls. But there are some behaviors, which when they occur frequently, can suggest more deeply-seated concerns. This is where you may want to use active listening skills to try to understand the person's concerns from his/her own perspective, or where we invite you to consult with or make a referral to a counselor.

Warning Signs of a Possible Problem	What You Can Do
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Person may frequently hang around your room, indicating that she/he may want to talk to someone, but is, perhaps, hesitant to admit this.	Offer to spend some time with the person, if you are comfortable with this.
An upsetting event may have occurred in the person's life, such as: - death or illness in the family - loss of a friendship or relationship - academic difficulties or failure - financial concerns - illness - conflict with family members or parents	Use active listening.
Person spends an unusual amount of time alone or in room; withdrawing, not attending classes.	Consider consulting with a counseling staff member, or referring the person to WSU Counseling & Testing.
A change in regular habits (i.e. sleeping a lot or very little, sudden increase or decrease in food intake).	Consult with WSU Counseling & Testing staff member by phone or in person.
Evidence of anorexia or bulimia.	Refer person to WSU Counseling & Testing.
Increase in alcohol or drug use, with academic, social, financial, medical or legal consequences.	Refer person to WSU Counseling & Testing.
Pattern of acting out, attention seeking.	Refer person to WSU Counseling & Testing.
Sudden and frequent emotional outbursts, such as prolonged crying, laughing or anger.	Refer person to WSU Counseling & Testing.
Thoughts and speech patterns seem disconnected and don't make sense; unable to perceive reality	If medical attention is needed, call Campus Police/ 911 while you have someone else look after the injured person. Or, you administer first aid while someone else calls Campus Police/911.
Person has extreme paranoid feelings, is hallucinating, or feeling that he/she is going crazy.	<i>During the day:</i> Call WSU Counseling and Testing, then you should call the Chapter Advisor for more direction.
Person has made a suicide threat (talk or behavior suggesting he/she is harmful to self).	<i>Nights and weekends:</i> You should call WSU Counseling & Testing for emergency on-call phone number, then Alumni Advisor for more direction & a CFSL Staff Member.
Person is hysterical or disruptive; possibly acting out of control.	<i>During the day:</i> Call WSU Counseling and Testing and CFSL Staff Member.
A suicide attempt has occurred.	<i>Nights and weekends:</i> Call 911 then professional staff from the Center for Fraternity and Sorority Life who will contact the WSU Counseling and Testing person on-call.

The Chapter Advisor

Tips for Working with Administrators

Establish a Relationship: Take some steps to establish a relationship with administration before you need to confront a decision or issue. Credibility and trust between people help to smooth over the bumps along the way.

Know the Structure: What is the mission of the institution? What are the goals? Who can make what decision? What are the appeal routes? What is the political structure...who holds power? What are your rights (and responsibilities) in the system? *You can't find your way in the forest without a map and the same is true on campus.*

Understand the Administration's Role: What are the values, goals, responsibilities, and realities that drive administrative decision-making. Who is the person across the table from you? What authority do they have? How can they support you in your quest? How can you support them?

Know Your Goal: It is important to know where you are going or you won't know when you get there. Remember there is generally a difference between what your goal is and what you can accept as a successful outcome. Know what those points are before you enter a negotiation or decision making process. *Write them down and keep them handy...it helps to keep it simple.*

Know Your Issue: Information is the key to establishing credibility and places you in a better position to make things happen. Do the research and ask the questions. *Clear concise accurate information is more successful than raised voices.* Be prepared to answer the questions before they are asked...but always leave a few questions to be asked, because part of the administrative role is to ask questions.

Seek Out Resources: Think about who can help you in your process...where are your allies; especially unlikely people or groups that have different values but can form coalitions on specific issues. Try appealing to a higher authority to establish credibility, on campuses the faculty are a rich source of knowledge, use them where appropriate.

Don't Over-Estimate The Knowledge or Sensitivity To Your Issue: Don't assume that the administration knows your position, possesses the same degree of information you have or even know about the issue. Be prepared to educate the administration on the facts of the situation. Start the discussion at the beginning (which may be different each time) rather than at step 3.

Students often approach a decision from a place of passion, a place of right or wrong. Administration generally approaches a decision from a place of philosophy, of policy, of limited resources, of how that issue fits into the "Big Picture." Your job is to understand where they are coming from and increase their sensitivity and understanding.

Did You Know?

The famous WSU graduate, Edward R. Murrow, was a member of the Kappa Sigma fraternity.

Communicate: Always speak so your audience can hear what you are saying or *speak in the language of the listener*. There is a better chance of real communication if people don't have to "work at" understanding what you are saying. Avoid the "*politics of surprise*" ...it may work on TV courtroom dramas to spring the surprise attack but in reality people get defensive when they feel attacked and their ability to make good decisions suffers. In the long run a clear presentation of ideas will prove more effective.

Don't Escalate the Conflict: It is inevitable that there will be disagreements about what is done, how it is done, who gets what resources...sometimes those disagreements are about differing goals, sometimes about limited resources, and perhaps the most difficult are differences in values. Try to solve the conflicts at the lowest level. Avoid personality hassles. Remember there is always a price to pay when you go over someone's head...be sure the action is worth the price.

Keep Your Objective in Mind: It is easy to lose sight of your goal in a decision making process. That is especially true if you start negotiating, offers and counter offers. ("I'll do this, if you do..., except on Tuesdays or after it rains...etc., etc.") Start to emerge. Or perhaps people are starting to get a "hot under the collar." *Write down your goal (and your minimum acceptable alternative) and keep it handy to refer to before you say yes.*

If At First You Don't Succeed...Try, Try Again: Sometimes your presentation isn't that convincing, the time isn't right, or who knows why, but you get the feeling that you're not going to get the decision you want...Don't force the decision. It is more difficult to get someone to change their mind once a decision is made, especially if it was a difficult decision or contentious process. Back off, spend some time processing what happened and come back with an improved presentation or perhaps a way of addressing concerns that were raised.

Give Grace: Although you might not agree with an action or decision....don't personalize the issue, demonize the person that made the decision, or internalize the problem. Your participation as a student in government or activities is a learning experience (and hopefully a fun and fulfilling experience)....ignite your passion, explore, hold people accountable, take risks, but always remember not to take things too seriously, give grace to yourself and others. Respect the humanity in all of us.

The Chapter Advisor

Choosing an Advising Style

Your advising style will be determined by your personality, your knowledge base, and the development stage of the group you are advising. The group's development stage is dependent on its members' programming expertise, commitment to the organization, ability to take responsibility for its own actions, and interpersonal skills. As the group develops and gains greater maturity, you will have to shift your style to match the needs of the group, thus aiding development. Some common states of group development and matching advisory studies are described below.

Group Development Styles	Advisory Styles
Infancy: Students demonstrate low levels of commitment to the organization, programming skills, and responsibility for their actions	Program Director: High concern for product, low concern for process. The advisor takes the role of group member or programmer – identifying, planning, and implementing programs and activities for the student group.
Adolescence: Students demonstrate increasing programming skills, interest, commitment, and responsibility	Teacher/Director: High concern for product high concern for process. The advisor takes the role of advocate – persuading students on the appropriateness of activities; authority – monitoring students' compliance with legal requirements, as well as institutional procedures and regulations; or expert – offering suggestions to students based on experience or specialized knowledge base.
Young Adulthood: Students demonstrate competency in programming skills, interest, commitment, and responsibility	Advisor/Teacher: Low concern for product because students have taken over this concern, high concern for process. The advisor takes the role of educator – designing and encouraging student participation in developmentally powerful experiences; resource – providing alternatives and suggestions; evaluator – assisting the group in collecting data to be used in decision making and program planning; or process consultant – assisting students with increasing the effectiveness of group functioning.
Maturity: Students demonstrate a high degree of competence in programming and group skills. They exhibit a strong commitment to the group and a willingness to take responsibility for their own and the group's actions.	Consultant: Low concern for product and process because students assume responsibility for both. The advisor takes the role of reflector – serving as a “sounding board” for students' ideas and plans; or fact finder – providing information to students on request.

The Chapter Advisor

Managing Difficult People

Rather than working around the difficult men or women in your chapter, learn to work with them. Working around those members is not a long-term solution, and doing so may irritate the chapter membership or cause more problems down the road.

The following is a list provided by the University of Michigan on seven difficult personality types and the behavior of that person followed by effective actions that can be taken to work with that person.

	Behavior	Your Action
Attackers	Attackers assert their viewpoint forcefully. They require people to listen to what they say. They need room and time to blow off steam.	Address the attacker by name and quietly, but firmly, ask him or her to sit down. Then listen carefully to what the attacker has to say. Once calmed, the attacker usually becomes reasonable and may suggest valuable solutions. The worst coping behavior on your part would be to return the attack.
Egoists	Egoists also assert themselves, unlike the attacker, they are often subject experts.	Show honest respect for their knowledge, but do not become intimidated by it. Instead, capitalize on what they know by asking questions. Compliment them when they provide helpful information but make sure they know you are the advisor.
Sneaks	Sneaks take "potshots" and often use sarcasm as a weapon.	Confront sneaks with direct questions and let them know you do not appreciate their sarcasm. Use positive reinforcement when possible to steer them toward becoming more of a team player
Victims	Victims see everything negatively. They act powerless and defeated, often whining about everyone and everything.	Ask them for suggestions to improve the situation. Have them state the negatives and address each one logically and positively.
Negators	Negators are usually suspicious of those in authority and believe that their own way of doing things is the only way.	Let negators use their negative "ammunition" in a group meeting, then let co-workers express their views about positive solutions. Group members will most likely try to "enlighten" the negator that better solutions do exist.
Super-Agreeables	These people have such a strong need to be liked that they do whatever you request at the expense of their own concerns or needs. They will over-commit and often disappoint and frustrate everyone.	Monitor assignments to make sure super-agreeables are not overworked.
Unresponsives	Unresponsive people are the most difficult things to manage. They are seemingly impossible to draw out or to get involved.	Specifically ask them for their opinion when getting group feedback. Try to include them when assigning tasks, so they too can feel a part of the organization.

Risk Management

Drugs and Alcohol

SUSPICION OF DRUGS/MARIJUANA USE

Scenario 1

If you think you smell marijuana or someone tells you that someone is presently smoking in their room:

- Move to confirm the smell.
- If you think it is marijuana, call WSUPD OR Pullman PD. If possible, do not confront the room until the Officer arrives. (You should watch the room after you call WSUPD or Pullman PD. If people leave the room, try to get their information and ask them to wait in the hallway.
- Don't get into an argument if they resist.
- When WSUPD/Pullman PD arrives, they will knock on the door and question the residents. PD may request and conduct a consent search. If the resident refuses, the incident should be documented by both PD and the Live-In Advisor. Include reasons for the suspicion (smell, fans, incense, open windows, towels, glassy eyes, etc.) and the behavior of those present in the room.
- Notify the Chapter Alumni Advisor, CFSL Staff, House Corporation Board President and complete an incident report immediately.

Scenario 2

If someone tells you that someone else has drugs hidden in their room:

1. Ask:
 - ✓ How they know
 - ✓ How much and where the drugs are located
 - ✓ When did they last see the drugs
2. Contact the Alumni Advisor/House Corporation Board
3. Consult with Alumni & CFSL Staff to determine the next course of action including possible PD involvement.

Scenario 3

If someone tells you that a member has (in the past) smoked marijuana or done other drugs in their room:

1. Follow up with the suspected resident. Have a private conversation in their room.
2. Tell them that you have heard that they MAY be doing drugs.

Did You Know?

Microsoft co-founder Paul Allen is a member of the Phi Kappa Theta chapter at WSU.

3. Do not discuss who told you, rather, emphasize that you are there to learn if what you have heard is true. Ask them if it is true.
4. If they admit to doing drugs, ask them if they currently have any drugs in the room. Work with Chapter Advisers to determine correct course of action/refer to Counseling.
5. If they admit to having done drugs in the room in the past, express your concern and document what you are told and submit it to the Alumni Advisor/House Corporation Board President, Chapter Standards Board and/or CFSL/Student Conduct on an incident report within 24 hours.
6. If the resident gets defensive and denies everything, explain that you are not accusing them, only following up on a concern and seeking clarification. We take these matters seriously. If they are not doing drugs, they have nothing to worry about. However, if they are doing drugs, they are being warned to stop.
7. Refer the student to counseling to discuss their drug use or their questions about drug use.
8. Notify your Alumni of the conversation you had with the member and how it went.
9. Follow up with the members to keep lines of communication open.

Scenario 4

If you walk in on a drug violation unexpectedly:

1. Do your best to address the situation despite being caught off guard.
2. Do not leave the room unless you feel that you are in danger.
3. Be direct about what you suspect.
4. Observe and make mental notes of the situation.
5. Call a CFSL staff member and/or WSU/PPD to respond.
6. Ask those present in the room for their ID. Try to keep them in the room if possible. If they leave, do not chase after them.
7. Speak with the member(s) about your concern. If they become argumentative or give you a hard time, explain that they are only making matters worse for themselves. They can talk with the PD when they arrive about their concerns. If they are cooperative, thank them for being cooperative and patient until PD arrives.

Signs of Problem Drinking or Alcoholism

- Frequent intoxication. Always getting drunk at parties.
- Drinking to escape from pressures, such as studies or responsibilities and demands of life.
- Drinking to hide shyness or because of a lack of self-confidence.
- Drinking more and holding liquor better than friends.
- Feeling a need to drink before social events.
- Need for alcohol as part of almost every activity, regardless of nature.
- Drinking and getting drunk even when intending to stay sober.
- Feeling guilty after drinking or regretting what was done while drinking.

- Friends sometimes express concern over the amount the person is drinking.
- Marked changes in habits, personality, or mood caused by drinking.
- Grades steadily slipping, exams being missed, assignments not completed because of drinking.
- Skipping classes due to hangovers.
- “Blackouts” or the inability to remember what happened while drinking.
- A need to drink increasing amounts of alcohol to get the desired effect.
- Injuries to self or others while intoxicated.
- Breaking the law while intoxicated. Two or more arrests for driving while intoxicated.
- Starting the day with a drink.
- Excessive denial that a drinking problem exists.
- Drinking alone or periodically throughout the day.
- Skipping meals due to drinking.
- Negative consequences due to drinking (loss of girlfriend/boyfriend, causing damages, disciplinary action in chapter or on campus).

DO’S AND DON'TS FOR THE IMMEDIATE CARE OF A DRUNK PERSON

DON'TS

- Don’t give the person any drugs (not even aspirin) to sober them up.
- Don’t give the person coffee, tea or other liquid stimulants to sober them up.
- Don’t give the person a cold shower -- the shock may cause the person to pass out, injuring him/herself.
- Don’t try to walk, run or exercise the drunk person.
- Don’t keep the person awake.
- Don’t attempt to constrain the person.
- Don’t let the person drive a vehicle -- secure keys, call cab, or provide transportation by a designated driver.
- Don’t lecture the person. This is an inappropriate time to try to change behaviors.

DO’S

- If possible, assess whether the person is in a life threatening health crisis, such as loss of consciousness, difficulty breathing or other injuries. If so, get help by calling 911.
- Keep the person comfortable -- however, don’t reinforce drinking behavior.
- If the person is put to bed -- make sure the person is lying on their side, not on their back.
- If you put a person to bed, monitor their breathing.
- Call for assistance (911) if there is fear of violence.

Risk Management

Hazing

Hazing Defined

IFC Definition as seen in the IFC Constitution:

“Hazing is defined as any action taken or situation created, intentionally, whether on or off fraternity premises, to produce mental or physical discomfort, in any form; creation of excess fatigue; physical and psychological shocks; quests, treasure hunts, scavenger hunts, road trips or any other activities carried on outside the confines of the house; wearing publicly apparel which is conspicuous and buffoonery; morally degrading or humiliating games and activities; late work sessions which interfere with scholastic activities; and any other activities which are not consistent with fraternal law, ritual, or policy or the regulations and policies of the institution.”

Panhellenic Definition as seen in the Panhellenic Constitution:

“Hazing shall be defined as any action taken, voluntarily or involuntarily or situation created intentionally, whether on or off fraternity premises to produce mental or physical discomfort, embarrassment, harassment or ridicule. Such activities and situations including but not limited to: paddling in any form; creations of excessive fatigue; physical and psychological shocks; quests, treasure hunts, scavenger hunts, road trips or any other such activities carried on outside the confines of your house; wearing publicly, apparel which is conspicuous and not normally in good taste; engaging in public stunts and buffoonery; morally degrading and humiliating games and activities; and any other activities which are not consistent with fraternal law, ritual or policy or the regulations and policies of Washington State University. Actions, required or not, which violate federal, state or local law will also be considered hazing.” Panhellenic Constitution

HAZING:

- Violates ALL (Inter)national Fraternity and Sorority policies.
- Violates University Policy
- Violates the WSU Panhellenic Association and Interfraternity Council Constitutions.
- Violates the law in 43 states, including Washington
- Negatively impacts the people who do it and the people it's done to.

*Hazing is any activity that **endangers** or **could endanger** the physical health or safety, humiliates, embarrasses or causes personal discomfort to either initiated members or new members. An activity can be considered hazing **regardless of one's willingness to participate** in the activity.*

Reasons for Hazing

- “It makes initiation special”
- “It’s a way to make them earn their membership.”
- “Builds Pledge class Unity.”
- “The pledges like it.”
- “No one has ever been hurt doing this activity before.”
- “We’ve always done it that way.”

Real Reasons for Hazing

- **Group Think:** a situation where individuals joined together as a group can find justification for an activity they would probably consider wrong as individuals
- **Peer Pressure:** This is the number one reason why pledges let themselves be hazed.
- **It’s Easy:** It takes more time and energy to put together a comprehensive membership orientation program
- **Egos:** The worst uninvolved members are often the worst hazers

If hazing is so great, we need to ask ourselves the following questions:

- Why don’t we advertise it?
- Why don’t we take pictures of the activities and put them in our brochures and posters?
- Why do we lie about it?
- Why, if hazing is premised on deceit, lies and deception, why do we claim that it develops respect?
- What does hazing say about the way we live our ritual?

Repercussions

- **The Law:** Hazing is illegal in 43 states, including Washington. In Washington
- **Hazing** is classified as a misdemeanor.
- **Civil and Criminal Cases:** Again it is a misdemeanor, which is permanently on your record. Civil suits, there have been judgments of millions of dollars to the plaintiffs. Those named can be limited to those who actually haze, all the way to their parents, but all lawsuits will include your local and national organizations.
- **WSU Student Conduct:**
WAC 504-25-230 (Sanctions) #14: Special sanctions for hazing.
(a) A person who participates in the hazing of another shall forfeit any entitlement to state-funded grants, scholarship, or awards for a specific period of time.
(b) Any organization, association, or student living group that knowingly permits hazing to be conducted by its members or by others subject to its direction or control shall be deprived of any official recognition or approval granted by Washington State University.

- **Public Image:** The more hazing cases there are, the worse our image becomes. Consider this; WSU conducted a phone survey of 175 non-Fraternity men. When asked why they didn't join: 53% responded with a "fear of being hazed."
- **Personal Regret:** Once you move on with your life, there is a good chance that you will regret the hazing that you as a new member did, or imposed on others.
- **Chapter Division:** What is a Fraternity/Sorority Chapter? How does hazing create unity within a chapter?



Myths and Realities of 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 some questions. To determine whether or not your chapter is hazing, ask yourselves these questions. If you are NOT hazing, you should be able to honestly answer "yes" to all of them

- Will this activity achieve one or more of the goals of the chapter?
- Would you be willing to describe all of the details of the activity to the chapter advisor?
- Would you be willing to perform this activity in front of a university official, such as the Fraternity/Sorority Advisor?
- Would you be willing to send a photograph of the activity to the parents of the member involved? With details?
- Would you be prepared to go to court to defend the merit of this activity?
- Would you be willing to share a written description of the activity for other chapters to use?

It is the responsibility of each member and new member to not allow themselves to be hazed. Likewise, it is the responsibility of each member and new member to not allow others to be hazed.

(Adapted from www.stophazing.org)

Did You Know?

Keith Jackson, a WSU graduate and member of Alpha Tau Omega, was a famous college football broadcaster for ABC.

A BASIC MODEL FOR CONDUCT ENCOUNTERS

Remind yourself of your role as a leader and an educator. Take a moment to ask yourself the following questions:

- What needs to be learned here?
- How can I help the student save face, recover, and get back on track?
- What is my role as a Live-In Advisor in resolving this issue?
- Do I need more information about the student or the events surrounding the issue?.
- What strategies can we use to keep this student/Chapter on track?

Keep in mind the Four Compelling Community Interests. Think for a moment about how one or more of them might apply to the situation.

- Property Loss and Damage (e.g.: vandalism, pets, chapter property for personal use)
- Legitimate Educational Purpose (e.g.: quiet hours, harassing or intimidating visual displays)
- Health and Safety (e.g.: alcohol, weapons, smoking, fireworks, solicitation, pets)
- Disruption of the Educational Living Environment (e.g.: excessive noise, discrimination, harassment, obstructing employees (Cook/Live-In Advisor))

Explain why you are there and identify what the problem is. It is suggested that you try to involve the member (s) in this step by asking questions such as:

- What seems to be the matter here?
- You seem _____.
- I've [observed/been told] that _____.
- How might your [behavior] be affecting others around you?
- I'm concerned about [you/your choices/your behaviors] because _____.
- How can we [resolve/address/take care of] this?

After you identified the problem, state what you need the member(s) to do and what actions you will take after you leave.

- For example, "I need you to dump out the beer. I will be submitting a Report about this incident to the..... (Chapter Advisor, Alumni, Chapter Conduct Board, University). You will be contacted to have further discussion about this."

Follow up with the member(s) within a couple of days. Sit down, one-on-one, and explain again what the problem was and why you needed to confront it (use the **Four Compelling Community Interests** to help you). Also explain that while you may object to his/her behavior, you still respect him or her as a person. Remember, this is your opportunity to smooth over any hard feelings and re-establish rapport with the member. He or she will respect you for this in the long run.

DOs AND DON'Ts OF CONDUCT ENCOUNTERS

The above is only a basic model of how to handle conduct situations. Each Live-In Advisor will handle conduct differently depending on his or her abilities and style. There are several other basic do's and don'ts to keep in mind. This list comes from experience, so read it now and learn from the mistakes of others:

- Situations involving violations of the University, Greek Community and chapter regulations should ALWAYS be confronted. If you confront one and ignore another, members will perceive you as unfair, and your credibility will be damaged.
- You are more likely to receive cooperation if you phrase confrontations as requests rather than demands. As example of this would be, "Would you please show me some identification" rather than "Give me your ID."
- Don't feel guilty - you are simply doing your job. When a member violates a policy, that is their decision and they must accept responsibility for their actions and the consequences of those actions.
- NEVER attempt to physically restrain or even touch a person and/or their property. Doing so could jeopardize your physical safety as well as anger the person.
- Maintain a sense of humor. When all else fails, if you can laugh at yourself and the situation you will be able to maintain a healthy perspective.
- Clearly state who you are and what your position is without flaunting it or acting as if you are above everyone else.
- Listen to what is being said - it is especially important that you listen accurately and clearly understand the situation in confronting problems.
- Talk slowly, clearly, and confidently (but not arrogantly!).
- Avoid becoming so personally involved in the situation that you become angry. As a Live-In Advisor, you will need to remain objective during confrontations.
- Present the situation objectively by refusing to take sides (when more than one person is involved). Refraining from making accusations or passing judgment on the individual.
- Avoid being trapped into telling a member what will happen to him/her as a result of the infraction. Inform them simply that you will be filing a report with the (Alumni, University, Greek Standards Board etc.) and discussing the situation with the Chapter Advisor.
- When you need a witness for a particular incident, or if you need help, get another member or Advisor.
- Inform the Alumni Advisors of the incident and file a report within a 24 hour period following the situation.

- Know that whether you personally agree or disagree with a policy is not an issue. As a Live-In Advisor, it is your job to enforce policy.

**Adapted from: <http://www2.ups.edu/dsa/studev/manual> from the University of Puget Sound*

THE OFFICE OF STUDENT CONDUCT

The Office of Student Conduct believes each person has the right and ability to make decisions about his or her own conduct. Just as importantly, each person has the responsibility to accept the consequences of those decisions. When individual behavior conflicts with the values of the University, the individual must choose whether to adapt his or her behavior to meet the needs of the community or to leave the University. This decision, among others, assists each person to determine who he or she is with respect to the rest of society.

Vision:

The Office of Student Conduct assists students develop their individual potential by fostering accountability for daily actions and an awareness of their role as a contributing member of the community.

Mission:

The Office of Student Conduct provides student-centered educational services, which promote personal development and individual responsibility. We strive to create a dynamic, open and just environment where civility, diversity, and learning are expected and celebrated.

Core Values:

Ethics: We are committed to providing learning opportunities that foster the enhancement of moral principles.

Social Justice: Fairness, respect, and inclusion guide our personal interactions and our conduct process.

Integrity: We are committed to principles of truth and academic honesty. We strive by example and process to encourage an environment of honesty and sincerity in all areas of student life.

Responsibility: We are guided by our responsibility to fairness, openness, unbiased decisions and a duty to assist students accept personal responsibility and natural consequences for their actions.

Character: The Office of Student Conduct aims to create through our work and our relationships a context that cultivates individual virtues and institutional integrity.

Discovery: We value personal and intellectual discovery and strive to provide learning experiences outside of academia, which lead to well-rounded, autonomous global citizens.

Utilizing Resources

Campus Basics

Located in the heart of the Palouse, Washington State University is a college town and is populated mainly by the student body. Of this group of young adults approximately 20 percent of the students are of Greek affiliation. The Greek presence on campus is strong and their residence of College Hill is the topic of many conversations. Because of the amount of Greek involvement and influence, it is important to know and be familiar with campus resources and activities.

Getting to the right place and knowing the right people

To get a full picture of the campus resources available at WSU, here is a general listing of common campus resources that could be helpful to you in your advising role.

- Academic Advising Center 509-335-6000
- Campus Involvement 509-335-9667
- Career Services 509-335-2546
- Counseling Services 509-335-4511
- Division of Student Affairs, Equity and Diversity 509-335-4531
- Financial Aid 509-335-9711
- New Student Programs 509-335-4242
- Office of the Dean of Students 509-335-5757
- Office of the Registrar 509-335-5346
- Office of the University Ombudsman 509-335-1195
- Pullman Police Department 509-332-2521
- Residence Life 509-335-4577
- Scholarship Services 509-335-1059
- Veteran's Affairs 509-335-1857
- WSU Police Department 509-335-8548

The Live-In Advisor

Who They Are & What They Do

Live-In Advisors are a great asset to the Chapter by serving in a leadership role. The live-in advisor will have the opportunity to grow in their own personal, professional, and leadership skills, while assisting in the growth and development of the individuals in the chapter they help oversee. It is the goal of the Center for Fraternity and Sorority Life and Washington State University that each chapter utilize their live-in advisor in a variety of capacities to assist in leadership and help all chapter members be successful. These different roles for the Live-In Advisors may include, but are not limited to, mentorship, serving as a resource, assisting the executive board with mediation, providing guidance to members, and performing check-in and check-out inventories. Because of the varying needs of each Chapter, it is recommended that the executive board and the live-in advisor collaboratively assess the outstanding needs of each chapter, including ways the live-in advisor can help to meet those needs. It is recommended that this be accomplished through a written and signed job description, which should be tailored to meet the needs of the individual chapter.

The Fraternal Organization Agreement (FOA) outlines the purpose of, and qualifications for, a live-in advisor at Washington State University. Those requirements are as follows:

II.B. Residential Fraternities and Sororities will have a live-in advisor (or House Director) when 20 or more members/new members live in the chapter facility. Chapters will not be required to have a live-in advisor if 20% or less of the chapter residents are freshmen. Live-in advisors will be hired, provided a job description and compensated by the House Corporation, Alumni Board, or (Inter)National Organization.

The minimum requirement of a candidate for the Live-In Advisor position shall be a Bachelor's degree. Candidates may be hired without a Bachelor's degree if the Dean of Students grants an exception and the candidate successfully completes a multi-faceted training program coordinated by the Center for Fraternity and Sorority Life. Such Live-In Advisors will also meet at least twice each semester with a Center for Fraternity and Sorority Life staff member. Requests for exception must be filed in writing by the hiring authority for the Live-In Advisor in the submission materials for the University Approved Housing Policy.

Sorority chapters on campus frequently hire House Directors (also called House Mothers by chapter members) who serve as the "landlord" of the chapter facility. They are the contact/point person for facility matters (repairs, maintenance, etc.) yet rarely are integrated with chapter member issues or governance unless necessary.

Fraternity chapters are more likely to have younger live-in advisors who are in a master's degree program or are working for the university. As stated in the FOA, a bachelor's degree

is required of a candidate in order to be hired as a live-in advisor, unless permission is given by the Dean of Students.

Who should you hire?

It is in the best interest of the organization to hire a person with stability, a level-headed mindset, and a high level of patience with young adults. The situations that a live-in advisor might deal with vary greatly, and this person should be able to address these matters calmly and with ease.

STANCE ON CHAPTER MEMBERS SERVING AS LIVE-IN ADVISORS HERE

The Live-In Advisor

Example Job Descriptions

Live-In Chapter Advisor at Phi Kappa Tau:

- Attends Board of Governors meetings and Resident Council meetings regularly.
- In conjunction with the Board of Governors, follows up on recommendations from the University and the National Fraternity as well as reviews the chapter's record for filing reports, making payments, and other related business with the National Fraternity.
- Provides continuity with the history and tradition of the group.
- Contributes consistency to the chapter and establishes long-term guidance.
- Acts as an advisor, teacher, counselor for the chapter and its members.
- Supplies the organization with information, expert knowledge, and insight gained through experience.
- Is familiar with National Fraternity policies, procedures, and general information as expressed in the Chapter Management and Planning Guide so as to serve as a resource to the undergraduate members.

Tau Kappa Epsilon at University of Georgia

Description: To serve as an in-house advisor and assist each member and the chapter as a whole in their development both personally and professionally.

Responsibilities:

- To assist the chapter in all instances of on-site emergency situations.
- To work with the House Manager to ensure that the property is properly being cared for and assigned duties are completed.
- Serve as a role model for all members.
- Ensure that the chapter follows all risk-management policies.
- Assist the chapter officers with guidance, suggestions, and direction as needed or as requested.
- Maintain regular contact with the Chapter Advisor and the President of the Board of Advisors.
- Oversee the new-member education process.
- Ensure compliance with the substance-free housing requirement.

Requirements: Excellent communication skills needed. Must be able to effectively deal with a variety of personalities, situations and demands. The successful candidate will enjoy working with young people and developing a positive living and learning environment. Graduate students, adjunct faculty, or coaches would be ideally suited for this position.

Compensation: Private room, parking, utilities (except personal phone), and a monthly stipend will be provided.

Other Live-In Advisor example job descriptions can be found at
http://www.gogreek.wsu.edu/Alumni_Pages/Live-In_Advisor/Live-In_Advisors_and_the_LIA_Requirement.htm

Working through Crises

What to Do

Crisis Management Procedures for Fraternities and Sororities at Washington State University

These materials are intended to be general guidelines. They need to be customized for each Chapter and coordinated with inter/national organization policies and procedures. The following suggestions are made in the event that a crisis or tragedy occurs either on or off chapter property.

Specific procedures are arranged loosely in chronological order. Some procedures may be handled simultaneously by different individuals/groups of people.

EMERGENCY PLANNING

The state and its counties and communities/Washington State University, create response plans for all types of emergencies. Fraternities and Sororities may be integral parts of a coordinated response plan depending on the emergency.

To ensure effective and timely execution of your Chapter's emergency plans, members must be trained in emergency response procedures. Drills and exercises are essential parts of emergency planning. They provide a real test of member's awareness and the plan's effectiveness. Exercises are more effective if they vary throughout the year. Plans, procedures and training should be updated annually based on the results of these drills.

COMMUNICATION

In an emergency, external communication is critical to a successful response and community relations. This issue is addressed in both the "General Procedures" section and the "Media Procedures" section of this document.

Internal communication throughout your Chapter facility, the Greek Community, the University, and law enforcement is even more critical. Emergency communication plans need built in redundancies. This guide includes instructions for communication paths for all! Linking people through multiple means of communication is the key to a quick and accurate response.

GENERAL PROCEDURES

- 1. FIRST ENSURE YOUR OWN SAFETY!**
2. If a crisis occurs, close the chapter house at once. The President cannot give instructions and maintain control if members are leaving and strangers are entering. Permit only your members and appropriate officials to enter. Assign one or more responsible members to calmly guard the door. In the case of a fire, **DO NOT** allow members to re-enter the building!

3. In nearly all situations, the President's or Officer-In-Charge's first telephone call will be the 911 emergency number. Briefly and calmly explain the situation so that appropriate emergency personnel (police, fire, ambulance) can respond. Next, notify the University. During business hours, call the Center for Fraternity & Sorority Life at 335-5433 (335-LIFE), and ask for the Director, Anita Cory, or the Assistant Director, Samantha Armstrong. Tell whoever answers the phone that it is an emergency. If the University offices are not open, proceed through the following list of university personnel until you reach someone. The first person on the list that you reach will contact the others. Do not hesitate to call at any hour.

Function	Member Assigned	Backup Member
Incident Commander (person in charge)	Should be President	
Safety		
Public Information		
Liaison		
Operations Chief		
Medical		
(attach list of qualified first-aid/CPR responders in the building)		
Site Security/Facility Check		
Logistics Chief		
Communications		
Transportation		
Planning Chief		
Financial Recordkeeping		
<i>These functions mirror the National Incident Management System (NIMS) used by emergency responders.</i>		

PLEASE NOTE: The person(s) selected for the below roles may be assisted by advisors/advisors my co-serve in some of the functional areas (ex. Financial Recordkeeping may be coordinated with a House Corporation Board.)

Function	
Incident Commander (person in charge)	Activates the Chapter's emergency response plan; assesses the threat; orders protective measures such as lockdown, evacuation or shelter-in-place; notifies advisors and other authorities and provides situation updates; requests resources.
Safety	Responsible for safety and security of the site; stops operations if conditions become unsafe.
Public Information	May be the designated Chapter spokesperson; cooperates with the inter/national headquarters, advisors, and other agencies on joint news releases; coordinates media briefings with necessary. (THIS MAY BE AN ADVISOR)
Liaison	Contact person for outside agencies; may represent the Chapter at a University emergency operations center or at emergency responders' on site command post.
Operations Chief	Directs actions, i.e., lockdown, evacuation, site security, first aid or medical care, cleanup, control of utilities. (HOUSE MANAGER?)
Medical	Provides for first aid or other medical care; coordinated with emergency medical services personnel as necessary; activates

	Chapter's first aid/CPR responders.
Site Security/Facility Check	Responsible for seeing that the Chapter building and grounds are visually inspected and secured.
Logistics Chief	Estimates logistical needs; gets personnel, facilities (relocation sites), services and materials to support operations.
Communications	Responsible for emergency communications systems and equipment; may act as lead or hub for internal communications response.
Transportation	Responsible for arranging transportation for emergency relocation; keeps current contact list of transportation providers.
Planning Chief	Assists in assessing emergencies; establishes priorities, identifies issues and prepares an action plan with incident commander.
Financial Recordkeeping	Manages financial aspects of an emergency; compiles record of expenditures; tracks injuries and lost or damaged property; coordinates with advisors for insurance; initiates business recovery efforts.

These functions mirror the National Incident Management System (NIMS) used by emergency responders.

Anita Cory, Director of the CFSL (509) 595-0653
OR Samantha Armstrong, Assist Director of the CFSL (509) 592-7169
Student Affairs "On Call" Cell Phone (509) 595-1113
Chris Wuthrich, Associate Director of Student Conduct (509) 595-8209
OR Elaine Voss, Director of Student Conduct (509) 595-5711
Fire/Ambulance 911

PUBLIC UTILITIES

Electricity: Company _____
Contact Person: _____
24 -hour emergency response number(s): _____

Gas: Company _____
Contact Person: _____
24 -hour emergency response number(s): _____

Water: Company _____
Contact Person: _____
24 -hour emergency response number(s): _____

REFERRALS

Hazardous Materials: _____
Poison Control Center: _____
Crime Victims Center: _____
Post Crisis Intervention/Mental Health Hotline: _____
WSU Counseling and Testing Center _____
Inter/National Headquarters: _____
Alumni Advisor: _____

The following people need to be notified of ANY emergency:

CFSL Advisor: _____

Office: _____ Home Phone: _____ Cell: _____

Chapter Advisor: _____

Office: _____ Home Phone: _____ Cell: _____

Regional or District Officer: _____

Office: _____ Home Phone: _____ Cell: _____

4. Keep on file in the president's room an emergency sheet for each member and pledge/associate/new member. Included on the card should be:
 - a. Member's full name, social security number and birth date
 - b. Member's local address and telephone number
 - c. Name, address, telephone numbers and email addresses of parents or guardians. Be sure to get this information for both parents. Include residence, work, and cell numbers.
 - d. Name, address, and telephone numbers of another person to notify in the event the parents can not be reached. (Ex. Neighbors of parents, relatives).
 - e. Medical information (allergies, medical conditions, etc.)
5. Assemble your members in a group. Explain that there is an emergency and that the house is closed. They are not to speak to anyone outside the chapter. The President or Incident Commander will be the official spokesperson for the chapter. Do not discuss details, speculate on events or otherwise elaborate on the situation until police, university officials, and your advisor have arrived. To do so would only create unrest and other unnecessary concerns.
6. While membership is gathered, it is important that they remain calm and realize that the situation is under control. If there is a need to inform members who are not present, the President or Officer-In-Charge may delegate this duty to a responsible member.
7. If the news media should contact the chapter, only the President, Officer-In-Charge, or advisor should speak for the chapter. With the help of your alumni(ae) and/or university personnel, a careful statement can be written. Do not release any names until you know that the timing is appropriate. The university will more than likely take over the responsibility of dealing with the press to alleviate the chapter from added pressures.
8. Document as many details as possible, including but not limited to:
 - a. Names and phone numbers of involved parties and witnesses
 - b. Time of phone calls to emergency personnel and advisors
 - c. Actions taken to help injured person or steps taken to save life.

ASSAULT

- Ensure the safety of all members not engaged in the fight first.
- Notify the President of the Chapter. Work as a team.
- If you have doubts as to whether to contact the Anita Cory, the Director of Greek Life, Samantha Armstrong, Assistant Director, or another university official, please call! It is better to let someone know of a problem than not to. NEVER HESITATE TO CALL!
- Seal off area to preserve evidence and disperse onlookers (IF NECESSARY)
- If victim requires medical attention, follow Medical Emergency procedures.
- Do Not Leave the Victim Alone
- Document all activities witnessed by members
- If your chapter members are involved in any type of altercation where someone is sent to the hospital, please call Anita Cory, 335-5433 (W) or (509) 595-0653 (Cell) or 332-0687 (H); or Samantha Armstrong, 335-5433 (W) or (509) 592-7169 (Cell) to let one of them know what is going on.
- If someone is sent to the hospital and released shortly thereafter and you do not feel it needs immediate attention, please call the Greek Life office (335-LIFE) to speak with a University official or leave a message so that they are made aware of the situation as soon as possible.
- Assess counseling needs and implement post-crisis procedures as needed.

BOMB THREAT

Critical information:

- All bomb threats must be taken seriously until they are assessed.
- The decision of whether or not to evacuate rests with the school, not the responding agencies, unless a device is located.

Procedures upon receiving a bomb threat:

- Notify law enforcement
- Notify Chapter President, CFSL Staff, Chapter Advisor
- Incident Commander orders evacuation or other actions according to threat assessment and Chapter Policies.
- By phone call
 - ✓ Complete the CHECKLIST FOR TELEPHONE THREATS.
- By written note
 - ✓ Preserve evidence.
 - ✓ Place note in plastic bag, if available.
 - ✓ Photography words written on walls.

CAUTION: Overreacting may encourage additional threats!

Scanning process considerations:

- Scan rooms and common areas for suspicious items. Scans should be made by people who are familiar with the building. Assign members to certain areas of the Chapter.

Keep in mind that a bomb could be placed anywhere on school property – inside or outside.

- Any suspicious devices, packages, etc. , should be pointed out to emergency responders. DO NOT TOUCH!
- Once a device is located, emergency responders take responsibility for it.

Evacuation considerations:

- If a decision is made to evacuate notify members. DO NOT USE CELL PHONES, RADIOS OR FIRE ALARM SYSTEM BECAUSE OF RISK OF ACTIVATING A DEVICE!
- While notification is being made, members should survey the grounds to clear exits and areas where members may be headed. Exit routes should be altered accordingly if the location of the device is known.
- When evacuating, leave everything as-is. Leave room doors unlocked. Presidents (next in command) take a membership roster.

Bomb squads generally do not search a building unless a suspicious package has been located.

CHEMICAL OR BIOLOGICAL THREAT

If a telephone threat references a chemical or biological device or package, complete the Checklist for Telephone Threats procedures and refer to safety procedures in Bomb Threat and Hazardous Materials sections. This page addresses receiving, by mail or delivery service, a suspicious letter or package that might be a chemical or biological threat.

When sorting mail or receiving delivered packages:

- Look for characteristics that make you suspicious of the content
 - ✓ Excessive postage, excessive weight
 - ✓ Misspellings of common words
 - ✓ Oily stains, discolorations, odor
 - ✓ No return address or showing a city or state in the postmark that does not match the return address
 - ✓ Package not anticipated by someone in the Chapter or not sent by a known individual/organization

If a letter/package is opened and contains a written threat but no type of suspicious substance:

- Notify the Chapter President/law enforcement
- Limit access to the area in which the letter/package was opened to minimize the number of people who might directly handle it. It is considered criminal evidence.
- Ask the person who discovered/opened the letter or package to place it into another container, such as a plastic bag.
- Turn the letter/package over to law enforcement. Document all activities.

If a letter or package is opened and contains some type of suspicious substance:

- Notify Chapter President and law enforcement.
- Isolate the people who have been exposed to the substance. The goal here is to prevent/minimize spreading contamination.
- Limit access to the area in which the letter/package was opened.
- Ask the person who discovered/opened the letter/package to place it into another container, such as a clear plastic zip-lock bag. Handle with gloves if possible.
- Emergency officials will determine the need for decontamination of the area and the people exposed to the substance.

Chapter President/Incident Commander:

- Chapter President/Incident Commander and emergency officials determine whether evacuation is necessary.
- Chapter President/Incident Commander notifies Chapter Advisors & Inter/national headquarters. Notification also needs to be made to University officials.
- Implement post crisis procedures as necessary.

Consider having gloves and zip lock bags available at mail sorting areas.

CHECKLIST FOR TELEPHONE THREATS

If you receive a telephoned threat (bomb/chemical/other):

- Remain calm.
- Do not hang up. Keep the caller on the line as long as possible and listen carefully.

Ask the following questions:

- Where is the bomb/chemical or other hazard?
- When will it explode/be activated?
- What does it look like?
- What kind of bomb/hazard is it?
- What will cause it to explode/activate?
- What is your name?
- Did you place the bomb/hazard? Why?
- Where are you?

Exact wording of the threat: _____

If voice is familiar, who did it sound like? _____

CALLER ID INFORMATION: Male: _____ Female: _____

Adult: _____ Juvenile: _____ Age: _____

CALL ORIGIN: Local: _____ Long Distance: _____ Internal: _____

Cell Phone: _____ Unknown: _____

CALLER'S VOICE: *Note pattern of speech, type of voice, tone. Check all that apply.*

Calm: _____ Excited: _____ Loud: _____ Soft: _____ Deep: _____
Nasal: _____ Raspy: _____ Distinct: _____ Slurred: _____ Normal: _____
Crying: _____ Laughter: _____ Slow: _____ Rapid: _____ Disguised: _____
Accent: _____ Lisp: _____ Stutter: _____ Drunken: _____ Incoherent: _____
Deep Breathing: _____

Background Sounds: Check all that apply.

Voices: _____ Airplanes: _____ Street Noises: _____ Trains: _____
Quiet: _____ Bells: _____ Clear: _____ Music: _____
Static: _____ Animals: _____ Party: _____ Vehicles: _____
Horns: _____ House Noises: _____ PA System: _____ Motor: _____
Factory Machines: _____ Phone Booth: _____ Other: _____

Threat Language: Check all that apply.

Well Spoken (Educated) _____ Foul _____ Taped _____
Incoherent _____ Irrational _____

Did caller indicate knowledge of the Chapter facility? Give specifics: _____

Person receiving call: _____

Phone number where the call was received: _____

LEAVE YOUR PHONE OFF THE HOOK. DO NOT HANG UP AFTER CALLER HANGS UP.

DEMONSTRATION

If demonstrators are near but not on Chapter property:

- Chapter President OR next in command notifies members and advisors
- Monitor situation. Notify law enforcement if necessary.

If demonstrators are on Chapter property:

- Ensure safety of all Chapter members, particularly safe entry into and exit from the building.
- Chapter President notifies advisors and a University administrator

- Chapter President (IF SAFE) asks demonstrators to leave Chapter property. Warn them that they are trespassing. Notify law enforcement if necessary.
 - ✓ If demonstrators do leave, continue to monitor situation.
 - ✓ If demonstrators do not leave, notify law enforcement. President may initiate “lockdown with warning.” (See Lockdown Procedures)

EVACUATION/RELOCATION

Evacuation:

- Chapter President initiates evacuation procedures.
- Evacuation routes may be specified according to the type of emergency. They may need to be changed for safety reasons.
 - ✓ Bombs: Chapter president notifies members of evacuation route dictated by known or suspected location of the device.
 - ✓ Fire: Follow primary routes unless blocked by smoke or fire. **KNOW THE ALTERNATE ROUTES!**
 - ✓ Chemical Spill: Total avoidance of hazardous materials is necessary as fumes can overcome people in seconds. Plan route accordingly.
- **Chapter President TAKES A MEMBERSHIP ROSTER!!!**
- Do not lock Chapter doors when leaving.
- When outside the Chapter facility, account for all members. Immediately inform advisors and emergency personnel of missing member(s).

Relocation:

- Chapter President (with the help of Live-In Advisor/House Director) determines whether members should be evacuated to a relocation center.
- Chapter President with Emergency Response Team notifies the relocation center.
- If necessary, a Chapter Emergency Response Team coordinates transportation to relocation center.
- Chapter Presidents stay with members en route to the relocation center and take “attendance” upon arrival.
- Notify advisors, Center for Fraternity and Sorority Life Staff of where you have relocated.

Relocation Centers:

List primary and secondary relocation centers (ex. RESIDENCE HALLS, MEETING SPACE ON CAMPUS, ANOTHER CHAPTER HOUSE). The primary site is usually located close to the Chapter House. The secondary site is usually located further away. Include maps and written directions to both sites for Chapter member reference.

PRIMARY RELOCATION CENTER

SECONDARY RELOCATION CENTER

ADDRESS

ADDRESS

PHONE

PHONE

FIGHT/DISTURBANCE

- Ensure safety of members and yourself first.
- Notify Chapter President/law enforcement/Advisors/CFSL STAFF. Work as a team, especially when separating participants.
- Don't let a crowd incite participants. Disperse onlookers and keep others from congregating in the area.
- When participants are separated, do not allow further visual or verbal contact.
- Document all activities witnessed by members.
- Deal with event according to Chapter By-Laws/Standards Board Policies and Procedures
- Assess counseling needs of participants and witnesses. Implement post-crisis procedures as needed.

For fights or disturbances that elevate to possible assault level, refer to Assault guidance.

Emergency Response Plan In The Event Of an Earthquake, Civil Disturbance, & Natural Disaster

In the event of a building or structure emergency affecting a housed fraternity/sorority, residents should agree *in advance* on an **outdoor meeting place** away from the structure if evacuation is necessary.

What The Center for Fraternity & Sorority Life Will Do If A Crisis Is Declared On Campus

1. A notification statement will be prepared and distributed to all Chapter Presidents
2. CFSL Staff will call all Chapter Presidents they advise. If they are unable to get a hold of a Chapter President they will move down the executive officer list until they are able to connect with a Chapter Member.
3. A Facebook Notice will be sent out via the CFSL Facebook Page

General Follow-Up

1. The notification of further administrators and faculty will be arranged by the Director of the CFSL and other University staff members.
2. In any emergency use tact and caution in your statements to members, the press, and others. Where possible, litigation may follow, so be cautious about jumping to conclusions or speculation.
3. University staff is always available for member counseling and general assistance. Do not hesitate to call for help. Individual and group counseling is strongly recommended following any crisis situation. No matter how well things appear to be going, counseling and other support services are both wise and appropriate choices.

The support from the university:

- Counseling services
- Parent notification
- Contact to college offices, instructors, withdrawals, refunds, etc.
- On the spot crisis management/critical incident help
- Communication with National/International Headquarters
- Communication with the media

FIRE

In the event of a fire, smoke from a fire or detection of a gas odor:

1. Pull the fire alarm and notify building occupants by means of: _____
2. Evacuate members to the designated areas.
 - a. These areas should be a safe distance away from emergency personnel.
 - b. Be aware of the arrival of emergency responders. See map of evacuation and assembly areas located: _____
3. Follow primary fire drill route whenever possible. Follow alternate route if primary route is blocked or dangerous. See map, located: _____
 - a. Presidents take membership roster
 - b. Members take inventory (membership) after evacuation.
 - c. Presidents report missing members to emergency personnel/advisors immediately
4. If trapped by fire, go to **Shelter-in-Place Procedures**
 - a. **President/Incident Commander:**
5. President notifies fire department (call 911) and advisors/CFSL Staff
6. President or designee meets with emergency officials as soon as possible
7. After consulting with appropriate officials, president moves students to primary relocation center at _____ if weather is inclement or Chapter House is damaged.

8. **DO NOT** re-enter buildings until they are declared safe by fire or law enforcement personnel.
9. President notifies advisors and members of termination of emergency when the building is declared safe.

Fire drills should be held at varied times during the day and academic year. Practice both primary and alternate routes.

HAZARDOUS MATERIALS

Incident occurs in Chapter House:

- Notify Chapter President
- Call 911. If the type and/or location of hazardous material is known, report that information to 911.
- Evacuate to an upwind location, taking membership roster. Presidents should take “attendance” following the evacuation.
- Seal off area of leak/spill. Close doors.
- Fire officer in charge will determine additional shelter-in-place or evacuation actions.
- Shut off heating, cooling, and ventilation systems in contaminated area to reduce the spread of contamination. If evacuation is not ordered, be aware of and remain alert for any change in health conditions of members, especially respiratory problems. Seek medical attention if necessary.
- President notifies advisors and CFSL staff.
- Resume normal operations when fire officials approve.

Incident occurs near Chapter property:

- Fire or law enforcement/University officials will notify Chapter
- Consider closing outside air intake, evacuating members to a safe area or sheltering members inside the Chapter House until emergency passes or relocation is necessary.
- Fire officer/Law enforcement/University Official in charge of scene will instruct Chapter on the need for sheltering or evacuation
- Follow procedures for sheltering or evacuation.
- If evacuating, President’s take membership rosters and take attendance after evacuation.
- If evacuation is not ordered, be aware of and remain alert for any change in health conditions of members, especially respiratory problems. Seek medical attention if necessary.
- Notify advisors/CFSL staff if you are evacuated.
- Resume normal operations when fire officials approve.

HOSTAGE

Witness to a hostage situation:

If the hostage-taker is unaware of your presence, DO NOT INTERVENE!!

- Call 911. Give dispatcher details of situation.
- Notify the Incident Commander or next person in line. Connect with an advisor and the staff at the CFSL!
- Seal off area near hostage scene.
- Police will take control of hostage scene; President coordinates with police for safety and welfare of members.
- Document all activities.

If taken hostage:

- Cooperate with hostage –taker to the fullest extent possible.
- Try not to panic. Calm other members if they are present.
- Treat the hostage-taker as normally as possible.
- Be respectful to the hostage-taker.
- Ask permission to speak; do not argue or make suggestions.

INTRUDER

Intruder – an unauthorized/unwelcome person who enters the Chapter:

- Politely greet intruder and identify yourself
 - ✓ Consider asking another member to accompany you before approaching intruder.
- Inform intruder that all visitors must follow your Chapters protocol
 - ✓ Ask intruder the purpose of his/her visit. If possible, attempt to identify the individual and/or vehicle they drive.
- If intruder's purpose is not legitimate, ask him/her to leave. Accompany intruder to the exit.
- Notify the President/Chapter Advisor or law enforcement of the incident.

If intruder refuses to leave:

- Notify the Chapter President, Chapter Advisor, Law Enforcement if the intruder refuses to leave. Give law enforcement a full description of the intruder.
- Back away from the intruder if he/she indicates a potential for violence. Allow an avenue of escape. To the extent possible, maintain visual contact.
 - ✓ Be aware of intruder's actions at this time (where he/she is located in the Chapter House, whether he/she is carrying a weapon or package, etc.).
 - ✓ Maintaining visual contact and knowing the location of the intruder is less disrupting than doing a Chapter-wide search later.

Should the situation escalate quickly, the Chapter President may decide at any time to initiate lockdown procedures.

NOTE: To assist members who interact with a stranger in the Chapter house, use the “I CAN” rule.

- Intercept
- Contact
- Ask
- Notify

LOCKDOWN PROCEDURES

One means of securing the Chapter House is to implement lockdown procedures. These procedures may be called for in the following instances:

- 1. Lockdown with warning** – The threat is outside the Chapter House. The Chapter may have been notified of a potential threat outside the Chapter.
- 2. Lockdown with intruder** – The threat/intruder is in the building.

Lockdown with warning procedures

- President/Incident Commander will announce “lockdown with warning” procedures via Chapter intercom system, or vocal announcement throughout Chapter. Repeat announcement several times. Be direct. Code words lead to confusion.
- Bring members inside.
- Lock exterior doors.
- Clear hallways, restrooms, and other rooms that cannot be secured.
- Pull shades. Keep members away from windows.
- Control all movement. Move on announcement only.
- President/Incident Commander will announce “all clear.”

Lockdown with intruder procedures (these actions happen rapidly)

- President/Chapter Member will announce “lockdown with intruder.” Repeat announcement several times. Be direct. Code words lead to confusion.
- Immediately direct all members to the nearest secured space. Members that are outside the Chapter house should NOT enter the Chapter. Members outside should move to the primary evacuation site.
- Lock room doors if possible (move members to a room that can be locked and lock the door).
- DO NOT LOCK EXTERIOR DOORS IF THE INTRUDER IS INSIDE THE CHAPTER!
- Move people away from windows and doors. Turn off the lights.
- DO NOT respond to anyone at the door until “all clear” is announced.
- Keep out of sight.

Some other threats may override a lockdown, i.e., confirmed fire, bomb, chemical spill, etc. Consider making an action plan for people in large common areas, dining room, living room, chapter room.

Lockdown may be initiated in non-threatening circumstances to keep people away from areas where there may be a medical emergency or disturbance.

MEDIA PROCEDURES

All Chapter members should refer media contacts to a designated spokesperson, dependant upon Chapter structure and Chapter policies and procedures.

CHAPTER SPOKESPERSON: _____
Name Contact Number(s)

ALTERNATE SPOKESPERSON: _____
Name Contact Number(s)

Media Checklist:

- Incident Commander/Chapter President relays all factual information to inter/national headquarters, Chapter Advisors, and CFSL Staff
- Establish a media information center away from the effected area. Consider:
 - ✓ Media need timely and accurate information. However, protect the privacy of members and the organization when necessary and justified.
 - ✓ Media will want to be close enough to shoot video footage and photographs, but they should not be allowed to hinder responders.
- Before holding a news conference, brief the participants and coordinate information.
 - ✓ Determine the message you want to convey. Create key messages for target audiences: parents, members, and the community.
 - ✓ Emphasize the safety of members.
 - ✓ Engage media to help distribute important public information. Explain emergency is being handled.
 - ✓ Respect privacy of victims and families of victims. DO NOT release names to the media.
- Update media regularly. DO NOT say “No comment.” Ask other agencies to assist with media (Inter/National Headquarters, University Officials, Chapter Advisors).
- Maintain a log of all telephone inquiries for future use.

MEDICAL EMERGENCY

Life –threatening injury or illness, or death:

- CALL 911
- Notify President, Live-in Advisor/House Director, to help. WORK AS A TEAM.
- Give full attention to the victim(s).
- Do not attempt to move a person who is injured or ill unless he/she is in immediate danger of further injury.
- If possible, isolate the effected member. Disperse onlookers and keep others from congregating in the area.
- Check breathing. Is the airway clear? Is the victim in a position to facilitate breathing? (IF NO – SEND SOMEONE TO FIND SOMEONE TRAINED IN CPR)
- Help stop bleeding.
 - ✓ Applying pressure on wound or elevating wound may help stop or slow bleeding.
 - ✓ Protect yourself from body fluids. Use gloves if available.
- Check for vital signs. **Initiate first aid, if you are trained!!**
- Comfort the victim(s) and offer reassurance that medical attention is on the way.
- After immediate medical needs have been cared for, remain to assist emergency medical services personnel with pertinent information about the incident.

Non-life threatening injury or illness:

- For all non-life-threatening illnesses and injuries, connect with a medical professional. Calling the local emergency room for guidance OR 911 is a good start!

Chapter President/Incident Commander:

- In case of traumatic medical emergency or death at the Chapter:
 - ✓ Notify CHAPTER ADVISOR, CFSL STAFF MEMBER, INTER/NATIONAL HEADQUARTERS
 - ✓ Activate post-crisis procedures if necessary.
- In all other medical emergencies, assess individual's need for post-crisis intervention

MEMBER EDUCATION

1. Be certain that all members and affiliates in the chapter know that the President is in command of every emergency situation.
2. In the event that the President is absent, a ranked order of officers should be common knowledge. All chapter officers should know where to find a copy of the chapter's emergency procedures and locate them immediately.
3. Make sure that the house director or live-in advisor is aware of your crisis management procedures.

4. All members must know who is in charge, and be prepared to follow instructions. Include a review of the chapter's procedures in your member education program. The house director and chapter advisor should also be aware of these procedures.

POST CRISIS INTERVENTION PROCEDURES

WSU COUNSELING SERVICES: 335-4511

- Assess the situation to determine the need for post-crisis interventions for members and families.
- Provide post-crisis briefings for members, inter/national headquarters, Chapter Advisors, families of members, and the University as appropriate.
- Re-establish Chapter routine as quickly as possible.
- Consider interventions:
 - ✓ **Defusing:** Provide defusing sessions for members as quickly as possible after the emergency. Defusings are brief conversations with individuals or small groups held soon after an incident to help people better understand and cope with the effects of the incident. **Defusing sessions should be conducted by trained individuals. Connect with WSU Counseling at 335-4511.**
 - ✓ **Debriefing:** Conduct critical stress debriefing (CISD) three or four days after the emergency. CISD is a formal group discussion designed to help people understand their reactions to the stress of an event and to give referral information. CISD should only be conducted by trained professionals. Connect with WSU Counseling at 335-4511
 - ✓ **Counseling:** Provide grief counseling.
- Provide on-going support as necessary for Chapter members.
 - ✓ Monitor and support members.
 - ✓ Provide on-going opportunities for members to talk about their fears and concerns. They may have more questions as time passes.
 - ✓ Identify and monitor at-risk members.
 - ✓ Refer members to individual crisis or grief counseling, if necessary.

In the event of a tragic, highly publicized event, mental health professionals from the University may respond to offer post-crisis aid. Effective coordination is critical.

SERIOUS INJURY OR DEATH OF A MEMBER

1. ALERT MEDICAL PERSONNEL/ CALL 911
2. **DO NOT NOTIFY THE PARENTS.** In the even of a serious injury or death, medical or police personnel (who are trained) will notify the family. You should always have the parent/guardian information on file available to proper authorities. After you know that the family has been notified, it is appropriate for a chapter representative to call and share your concern.

3. In the event of a death, do not remove any personal items from the room. Do not let members enter the room. Temporarily, move any roommates to another room in the house. Allow only authorized personnel to enter the room. If possible, keep the door locked. Ask the family what their wishes are in regard to the member's possessions. You may offer to pack them in boxes, but it is more likely that the family will want to do this themselves. Before they arrive, be sure that any borrowed items are returned. When the family arrives, have empty boxes available and offer your help. Understand that this is a difficult time for them and they may want privacy.
4. In the case of serious injury or illness, find out the visitation wishes of the family and coordinate this with members of the chapter.
5. Notify CFSL Staff

DEALING WITH THE DEATH OF A MEMBER

1. It is, of course, proper to send sympathy cards and notes, flowers etc. If the funeral is nearby, it will mean a great deal to the parents for members to attend. Offer to make a statement on behalf of the fraternity at the memorial service.
2. If the funeral is out of town, you probably will want to arrange a local memorial service. You can contact campus ministries for assistance in making arrangements. Check your ritual to see if it contains a ceremony for memorial services.
3. For some of your members, this may be their first experience in dealing with the death of someone close to them. Keep an eye out for members who appear to be having difficulty coping with the situation and encourage them to talk with a counselor.
4. Student affairs officials will take care of notifying the deceased student's instructors and other campus offices of the death.

SEVERE WEATHER

Severe thunderstorm WATCH/Wind Storm WATCH/Winter Storm Advisory has been issued near your Chapter:

- Monitor WEATHER warnings via TV/Radio
- Ask all members to move inside the Chapter.
- Close windows
- Move members to safe areas
- Close doors.
- Have a membership roster review (take attendance).
- Remain in safe area until warning expires or emergency personnel have issued an all-clear signal.

Flooding

- Monitor weather warnings via TV/Radio
- Review evacuation procedures with members

- Check relocation centers. Find an alternate relocation center if primary and secondary location centers are flooded.
- Check transportation resources
- If University officials and emergency responders advise evacuation, do so immediately.
- Presidents take membership rosters.
- Presidents take attendance.

SHELTER-IN-PLACE PROCEDURES

Sheltering in place provides refuge for Chapter members and other community members inside the Chapter House during an emergency. Shelters are located in areas of the building that maximize the safety of inhabitants.

Sheltering in place is used when evacuation would put peoples at risk. (i.e. environmental hazard, blocked evacuation route, outside gunman).

Shelter areas may change depending on the emergency.

- Identify safe areas in the Chapter House
- President/Incident Commander announce that members must go to shelter areas
- Bring all persons inside the Chapter House.
- Presidents take a membership roster.
- Close all exterior doors and windows, if appropriate.
- Turn off ventilation leading outdoors, if appropriate.
- Presidents/Incident Commander account for all members after arriving to shelter area.
- All persons remain in shelter areas until the President/Incident Commander or emergency responder declares that it is safe to leave.

If all evacuation routes are blocked:

- Stay in room and close door.
- Keep air as clean as possible.
 - ✓ Seal door.
 - ✓ Open or close windows as appropriate.
 - ✓ Limit movement and talking in room.
- Communicate your situation to the President/Incident Commander/Emergency Responders by whatever means possible.

SHOOTING

If a person displays a firearm or begins shooting:

- Move or seek safe shelter. Go to lockdown procedures.
- Call 911
- Notify Chapter President/Incident Commander/law enforcement

If you hear gunshots:

- If possible, determine where shooting is taking place.
- Seek safe shelter.
 - ✓ If outside, stay as low to the ground as possible, and find any kind of cover.
 - ✓ If inside, go to lockdown procedures.
- Chapter President/Incident Commander take attendance and notify emergency personnel/Advisors of missing members as soon as it is safe to do so.

Chapter President/Incident Commander

- Chapter President/Live-In Advisor/House Director/Incident Commander may order lockdown procedures
- Assess the situation as to:
 - ✓ The shooter's location
 - ✓ Injuries
 - ✓ Potential for additional shooting.
- Call 911 and give as much detail as possible about the situation.
- Secure the Chapter House if appropriate.
- Help members to find safe shelter.
- Care for the injured IF IT IS SAFE to do so until emergency responders arrive. Do not add to the victim list by exposing yourself to danger.
- Notify ALL ADVISORS/INTER/NATIONAL Headquarters
- Refer media to spokesperson per media procedures.
- Initiate post-crisis procedures.

If shooting happens on campus:

- Chapter President/Live-In Advisor/House Director/Incident Commander may order lockdown procedures
- Keep phone lines open for contact from CFSL Staff
- Check e-mail/Facebook if possible for notices being sent by University Staff
- Assess the situation as to:
 - ✓ The shooter's location
 - ✓ Potential for additional shooting.
- Secure the Chapter House if appropriate.
- Help members to find safe shelter.
- STAY AT THE CHAPTER HOUSE OR NEAREST SAFE PLACE
- Notify ALL ADVISORS/INTER/NATIONAL Headquarters
- Have President/Incident Commander use membership roster to account for where all members are!
- Refer media to spokesperson per media procedures.
- Initiate post-crisis procedures.

Work with local law enforcement to identify their response methods and capabilities. Provide them with updated building diagrams.

SUICIDE

Suicide Threat

- Consider any member reference to suicide as serious.
- Do not leave member alone.
- Notify WSU counseling services, Chapter Advisors, Live-In Advisor/House Director immediately.
- Try to calm the suicidal person.
- Stay with the member until suicide intervention staff arrives.
- Do not allow the member to leave the Chapter House without appropriate supervision.

Suicide Attempt in the Chapter House

- Call 911 if the person needs medical attention, has a weapon, needs to be restrained.
- Notify President/Incident Commander/Advisors, or other appropriate individuals.
- Try to calm the suicidal person.
- Stay with the suicidal person until suicide intervention arrives.
- Isolate the suicidal person or the area, if possible.
- Initiate first-aid.
- Do not allow the member to leave without help/appropriate supervision. Have someone remain with the member at all times!

Chapter President/Incident Commander

- Call emergency contact
- Notify advisors (both Alumni and University)
- Implement post-crisis procedures

WEAPONS

Members who are aware that someone has brought a weapon into the Chapter House:

- Immediately notify Chapter President/Incident Commander/Live-In Advisor/House Director OR Law Enforcement
- Give the following information:
 - ✓ Name of the person suspected of bringing in the weapon.
 - ✓ Location of the weapon.
 - ✓ Whether the suspect has threatened anyone.
 - ✓ Any other details that may prevent the suspect from hurting someone or himself/herself.

- ✓ Members who suspect that a weapon is in the Chapter House: STAY CALM.
- Do not call attention to the weapon.
- Notify the Chapter President/Incident Commander/Live-In Advisor/House Director OR Law Enforcement AS SOON AS POSSIBLE!

Chapter President/Incident Commander/Live-In Advisor/House Director:

- Call law enforcement to report that a weapon is suspected in the Chapter House.
- Ask another member or a law enforcement officer to participate in questioning the member.
- Consider the best time and place to approach the person, taking into account these possible factors:
 - ✓ Need for assistance from law enforcement.
 - ✓ Type of weapon.
 - ✓ Safety of persons in the area.
 - ✓ State of mind of the suspected person.
 - ✓ Accessibility of the weapon.
- Separate members from weapon, if possible.
- If the suspect threatens you with the weapon, DO NOT try to disarm him/her. Back away with your hands up. STAY CALM.
- Document all activities related to a weapons incident.

Many chapter advisors volunteer to serve in order to reconnect with their chapter, give back to their organization, or to work with and empower young students. Very few volunteer just to manage crisis situations. Unfortunately, crisis management is one area that should not be ignored by any chapter advisor. It is important to invest time in “what if” situations and help your students create an implementation plan to assist them as they work through the difficulties of these situations. You will ultimately be boosting their self-confidence in preparing them for the worst.

There are two types of crisis situations you may face:

- 1) Immediate Crisis
 - Fire
 - Death of a member
 - Serious accident

- 2) Short-term Crisis
 - Destruction of property
 - Alcohol/Drug abuse
 - Hazing
 - Sexual assault

- Bias-related violence
- Eating Disorders

Everyone thinks that their chapter is invisible to these types of situations however, in the event of an emergency or tragedy, your members – undergraduate and alumni – will feel more in control of the situation with proper planning.

Included is the Center for Fraternity and Sorority Life’s crisis management timeline. This document serves as a list of contacts for the chapter to keep on record in case of an emergency. Please ensure that your chapter officers have a copy of this document readily available, and that it is posted in at least one known place in the chapter house.

You (Inter)National organization will also have a crisis management plan that will be adapted for your chapter. It is important that your read and understand this document in order to be in compliance with your organization’s policies. A copy of the FIPG Manual is also available for your use at www.fig.org/media/FIPGRiskMgmtManual.pdf.

The following sheet is a useful resource, prepared by the Association of Fraternity Advisors, which will aid in creating an easy plan for you and your chapter. It should engage chapter officers and spur healthy conversation on various crisis situations.

Chapter Discussion Worksheet: Chapter Responses

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

Common Emergencies

Personal Injury	Eating Disorder
Fire	Legal
Automobile Accident	Suicide/Death
Natural Disaster	Risk Management Issue
Mental/Physical Health Issue	Property Damage

Who is the crisis management leader in each case?

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

Who should be contacted?

First:

Second:

Third:

Working through Crisis

Preparing Students: 8 Steps

1) Define The Crisis

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

2) Gather information

- Discuss the issues and concerns related to the crisis

3) Diagnose and Analyze the Causes

- Brief your chapter officers
- Perform a focused analysis
- Select areas of chapter management/programming for modification based on the analysis

4) Propose Solutions

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

5) Discuss the Solutions

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

6) Decide on a Solution or a Series of Solutions

- Choose a solution that seems feasible and has potential for success
- Choose a solution that the chapter can actually implement

7) Plan Action Steps

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

8) Evaluation

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

Resources

Helpful Websites

Center for Fraternity and Sorority Life at WSU: www.gogreek.wsu.edu

Fraternity Advisors: www.fraternityadvisors.org

Managing Millennials <http://generationsatwork.com/articles/millennials.htm>

First Year Experience and Students in Transition: www.sc.edu/fye/

Organizational Development: www.academy.umd.edu/training/index.htm

Hazing: www.StopHazing.org; www.hazing.hanknuwer.com

National Hazing Prevention Week: www.nhpw.com

FIPG, Inc. (Risk Management Resources): www.FIPG.org

Fraternal Law: www.manleyburke.com

Fire Safety: www.seton.com; www.burnprevention.org/sep.asp

Principles of Good Practice in Student Affairs: www.Acpa.nche.edu/pgp/principle.htm

Interfraternal Organizations

National Panhellenic Conference: www.npcwomen.org

National Pan-Hellenic Council: www.nphc.prd

National Association of Latino Fraternal Organizations (NALFO): www.nalfo.org

North-American Interfraternity Conference: www.nicindy.org

Center for the Student of the College Fraternity: www.indiana.edu/~cscf/

Fraternity Executives Association: www.fea-inc.org

Gamma Sigma Alpha (Academic Greek Honorary): www.gammasigmaalpha.org

Order of Omega: www.orderofomega.org

Regional Undergraduate Fraternity and Sorority Conferences

Mid-American Greek Council Association: www.mgca.org

Northeast Greek Leadership Association: www.n gla.org

Southeastern Interfraternity Conference: www.seifc.org

Southeastern Panhellenic Conference: www.sepconline.org

Western Regional Association: www.wrgaonline.org

Alumni Resources

Greek Alumni Organization

The mission of the Greek Alumni Organization is to assist the University and Alumni Association in achieving their goals by; serving as advocates for the Greek system at Washington State University, providing mentoring, career networking and professional assistance to all Greeks, encouraging academic and intellectual growth among undergraduates and by creating a supportive environment between all Greeks, the Alumni Association and Washington State University.

Goals and Objectives for the Greek Alumni Organization

- To provide increased opportunities for WSU Greek Alumni to reconnect with the Washington State University Alumni Association and their Greek affiliation.
- To support a strong and energetic Greek system at Washington State University.
- To mentor undergraduate students and provide a strong alumni connection to each past and present living group at WSU.
- To encourage positive dialogue between other constituencies groups and the Greek system at WSU.
- To promote a positive environment and image amongst the Community and Campus.
- To increase membership and participation in the WSU Alumni Association

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Nuts and Bolts

University Approved Housing

University Approved Housing Policy and Documentation Requirements

Spring 2007

Since the inception of the Freshman Residency Requirement (*originally in the 1960s, with modifications in the late 1970s*), WSU has allowed first year students to reside in fraternity and sorority houses and has considered chapter houses University Approved Housing (UAH) (*barring sanctions otherwise*). Until last year, there had not been an “approval” process or guidelines. Due to a number of influencing factors, the University has taken more proactive approach in guiding the direction of chapter house facility management and practices. Therefore, Washington State University implemented the University Approved Housing Policy (UAHP), effective Fall 2006.

Last year, the new policy was officially shared at a meeting in January with many alumni volunteers in attendance. Several concerns were raised at that meeting and throughout the spring. Since that time, many other stakeholders have reviewed and discussed possible changes to the UAHP that would enable the implementation to proceed more smoothly this year. The most concerning aspects of the original policy have been modified as you will see upon review of the policy.

This policy is applicable only to those chapters who intend to house first year students who are required to reside in University Approved Housing, not those chapters who are non-residential and those who choose to not house first year students. A partnership between the Housing Corporation, Advisory Board, and the chapter leadership will make the UAHP process more manageable. Facilities really are the responsibility of the House Corporation, while chapter operations and education are the work of the Advisory Board and the chapter leaders. The Chapter President is the official point person between the organization and Washington State University as recognized Greek organizations are contractually bound to WSU through the Fraternal Organization Agreement.

The policy indicates all materials required therein must be submitted by the **deadline of March 20, 2007** to the Center for Fraternity and Sorority Life. University approved housing decisions are not quickly made, and the UAH status of chapters has a ripple effect on recruitment, housing, and other publicity issues (web site, recruitment publications, etc.), therefore the deadline will be strictly enforced.

Nuts and Bolts

University Approved Housing Policy

The following pages provide the documents required in order to comply with the University Approved Housing Policy. More information, charts, and forms can be found at http://www.gogreek.wsu.edu/University_Approved_Housing_Policy.htm.

Washington State University: University Recognized Living Groups Policy 2007-08

The following criteria must be met for Washington State University to grant University Recognized Living Groups status for all residential fraternity and sorority chapters.

The chapter facility is defined as a property owned or leased by the organization (alumni, house corporation, or active chapter), at which first year students and more than 20 (total) students/alumni reside.

1. Verification of compliance with the Fraternal Organization Agreement must be submitted annually to the Center for Fraternity and Sorority Life no later than March 10

Compliance elements include:

- installation of fire sprinklers (or plan for doing so by August 2006),
 - maintenance of a 2.80 chapter gpa (or completion of Tier process),
 - employment of a Resident Fellow (Live In Advisor) or House Director (see criteria in the FOA regarding HDs/RFs).
2. The chapter must have a volunteer chapter advisor, or Resident Fellow (that meets the criteria in the FOA), and House Corporation officer that is able to attend a minimum of 1 executive board meeting and 1 chapter meeting per month.
 3. The chapter facility (or any chapter affiliated location first year students may reside) must successfully complete and pass an annual Fire Safety inspection. All citations must be corrected no later than March 10 each year to be approved for the following fall semester. The compliance must be documented no later than March 10 each year.
 4. The chapter facility (or any chapter affiliated location first year students may reside) must successfully complete and pass an annual inspection by Health Department officials (completed by Whitman County). Such inspections must be completed and compliance documented no later than March 20.
 5. The chapter facility (or any chapter affiliated location first year students reside) must successfully complete a facility insurance inspection. The inspection must be conducted by an appropriate inspector for such property insurance inspections in accordance with each organization's property insurance company. Chapters may submit verification of a previously conducted insurance inspection if that inspection was conducted after May 1, 2005.

Additionally, chapters will complete a Chapter House Conditions Survey and submit the survey in the University Recognized Living Groups Policy in the compliance binder.

6. Each resident at the chapter facility must be provided with the following in his/her environment; Dresser, Closet, Bed, Desk, Land Line Phone access, Internet access, and access to secure storage of personal items.
7. Each chapter facility will maintain a minimum of 2 fully functioning landline telephones. One line must be designated as a chapter "main line", which will default to the fire alarm panel when needed by the fire alarm system. The second line must be devoted to the President's room and have voice messaging capability. These phone lines must be connected year round.
8. Residents of the chapter facility will have access to a minimum of two "BALANCED" meals per weekday and self-service foods, beverages and snacks at other times.
9. Residents of the chapter facility will have access to high speed Internet at the per capita of no more than 5 residents using each port.
10. The chapter completes the required Center for Fraternity and Sorority Life annual report and submits it by the deadline.
11. The chapter is free of any sanctions barring first year student occupancy of the chapter house.
12. The chapter's social chair and risk management chair will attend the bi-annual training provided for them.
13. The chapter's leadership meets regularly with staff in the Center for Fraternity and Sorority Life to discuss chapter management issues, etc.
14. Other violations of City/County Code (noise, garbage, visual nuisance, etc.) will be given consideration in this approval process.

All standards must be met, documented and submitted together in binder format (format provided by the Center for Fraternity and Sorority Life) to the Center for Fraternity and Sorority Life no later than March 20.

A copy of the required **Fraternity and Sorority House Capacity/Occupancy and Inventory Form** can be found at the end of this document as well as online at [http://www.gogreek.wsu.edu/University Approved Housing Policy.htm](http://www.gogreek.wsu.edu/University%20Approved%20Housing%20Policy.htm) near the bottom of the page.

Nuts and Bolts

Chapter Facility Conditions Self-Inspection

This report is designed to help organizations recognize and reduce risks within the residence. These reports should be completed monthly by a competent individual, preferably by a housing corporation office or chapter advisor.

The most current self-inspection should be submitted annually in the University Approved Housing Policy Binder.

HOUSEKEEPING & STORAGE AREAS	YES	NO
General interior and exterior housekeeping good	___	___
Storage rooms neatly arranged	___	___
Floors and walls clean throughout	___	___
Combustible trash removed from building daily	___	___
 HALLS		
All halls are free from obstructions	___	___
All halls are well lighted	___	___
All stair steps and wells have secure banister/railings	___	___
 BUILDING MAINTENANCE		
Roof covering in good condition with no known leaks	___	___
All interior and exterior walls in good condition	___	___
All interior and exterior doors and windows in good condition	___	___
All fire doors between floors marked as such and kept locked	___	___
 ELECTRICAL SYSTEM		
All circuits correctly fused	___	___
All covers in place with none broken	___	___
No multiple plug/appliances policy in force and posted	___	___
Date of last electrician inspection	_____	
 PLUMBING SYSTEM		
Any known leaks	___	___
Sprinkler system been checked in last six months	___	___
 FURNACES & HOT WATER HEATERS		
All located in separate rooms	___	___

All doors to rooms close completely	___	___
All rooms free from combustible materials	___	___
All covers on equipment in place	___	___
Equipment inspected within last year by contractor	___	___

SMOKING

Allowed in safe locations only	___	___
Is there a no smoking in bed rule	___	___
Ashtrays with large lips used	___	___
Butts collected in metal container	___	___

SMOKE DETECTION AND FIRE ALARM SYSTEM

Are there manual fire alarm pull boxes in all halls	___	___
Is there a smoke detector in each room	___	___
If smoke detectors are battery operated, are batteries changed every six months	___	___

Date of last battery change

If a hard wired system, is it tested monthly by a responsible company and serviced twice annually by an outside contractor	___	___
--	-----	-----

Date of last monthly test

Date of last contractor inspection

FIRE EXTINGUISHERS

Is there at least one extinguisher on each floor	___	___
Are there extinguishers in the kitchen	___	___
Is there an extinguisher in the laundry room	___	___
Are extinguisher locations accessible and clearly marked	___	___
Does a responsible person make sure all extinguishers are in place and fully charged every month?	___	___
Are extinguishers inspected and serviced by an outside contractor yearly	___	___

Date of last yearly contractor inspection.

KITCHEN AND COOKING

Is all cooking equipment located under a hood	___	___
Is entire hood and ductwork system cleaned twice a year	___	___

Date of last cleaning

Are removable hood grease filters run through the dishwasher daily	___	___
Is the extinguishing system serviced twice a year by an outside contractor	___	___

Date of last service

LAUNDRY ROOM

Are lint filters cleaned after each
Are areas behind dryers free of lint

FIRE DRILLS

Is there a practice fire drill every six months
Date of last drill _____

INSPECTION

Has fire Marshall inspected building within last six months
Has city fire department inspected building within last six months

GENERAL

Explain any "No" answers from above

Explain any corrective action taken

Have all deficiencies from previous reports been corrected YES NO

Signature and title of person doing inspection

Name/title of person report forwarded to: _____
Date forwarded: _____

Nuts and Bolts

Mental Health Services at WSU

About Mental Health Services

Mental health services provide help for people who are experiencing emotional problems that interfere with their work or personal lives.

For example, pressures from school, home, and job may accumulate and make it difficult to function effectively in all areas. The onset of a sudden change such as job loss, break up of a relationship, or death of a close relative may create emotional problems that interfere with daily living.

Some Warning Signs

- Physical complaints when no medical causes can be found.
- Excessive anxiety for no apparent reason.
- Prolonged feelings of despair and unhappiness, withdrawal, lack of interest in daily activities, etc.
- An unusual amount of irritability or suspiciousness toward others.
- Not working up to capacity at school or work - inability to concentrate.
- Personality changes that can't be explained, such as sudden shifts in mood or behavior.

Individuals experiencing one or more of these symptoms may be helped by counseling.

How does a student make an appointment?

Counseling services does not set appointments for the first sessions. To access Center services students will need to have an initial session with a counselor. Stop by the Counseling Center, located in Lighty, room 280 during our walk-in hours. Students can call 335-4511 to find out when those walk-in hours occur or go to the schedule below.

The walk-in system is on a "first-come, first-serve" basis depending on need. Students may have to wait if there are students ahead of them. They need to make sure that they have at least one hour and fifteen minutes, as the Center's paperwork will take about 15 minutes to complete and the initial appointments can take anywhere from 20 to 60 minutes.

Once a student has an initial session, they may be assigned to a counselor for individual services, assigned to a group for group therapy, referred to another service, or placed on a waiting list for Center services.

If a student is in crisis and needs to see someone immediately, they can come in at any time Monday through Friday from 8am to 5pm. After hours, please call the 335-2159.

During the academic school year, we have "walk-in" times every week day as follows:

Monday	9:00-12:00 and 1:00-4:00
Tuesday	11:00-2:00
Wednesday	10:00-12:00 and 1:00-4:00
Thursday	10:00-12:00 and 1:00-4:00
Friday	10:00-12:00 and 1:00-4:00

Crisis Intervention for Psychological Emergencies

A personal crisis can occur after the individual has been coping effectively for some time but suddenly reaches the point of exhaustion. Sometimes, a sudden or unanticipated change in the person's environment creates a release of emotions that are overwhelming. The beginning of the freshman year and end of the senior year are times when some students feel particularly threatened by the loss of support from family or friends.

A psychological emergency is a personal crisis that requires immediate attention because there is either immediate or potential threat to a person. This can occur when a person's internal feelings about himself/herself become so negative that there appears to be no hope of things getting better, when conditions in the person's environment seem overwhelming, or when anxiety or fear become overwhelming. This condition is usually acute (i.e., temporary) rather than chronic, and therefore reversible. The person has not permanently lost the ability to cope with his/her emotions or control his/her behavior. Sometimes a psychological emergency may signal a more chronic mental disorder requiring psychiatric or medical intervention.

When WSU Counseling Services are called to intervene in a psychological emergency, they may take one or more of the following steps:

- They may talk with the student or the Live-In Advisor over the phone, asking about what is going on.
- They may talk with the person in crisis by phone, if that is sufficient or the most appropriate way to help them regain stability. They will generally ask the person to come into Counseling Services within 24 hours for follow-up.
- During weekday hours, they may ask the person to come right over to Counseling Services, and may ask the Live-In Advisor to accompany that person, if this would be helpful. At night or on weekends, they may come out to campus to meet with the person.
- In situations where the person is harmful to her/himself (suicidal) or to others, or is unable to care for him/herself, they may initiate hospitalization. Most often this can occur with the person's cooperation. An involuntary commitment is rare and occurs only when there is a clear and present danger and the person refuses to voluntarily go into the hospital.

In closing, you should be aware that although you need to be prepared to assist with psychological emergencies, they are relatively rare on our campus. Everyone, including the person of concern, your chapter and yourself, is much better served when coping difficulties can be responded to early, thus avoiding the crisis. Early consultation and effective responding is key!

Referring a Student for Counseling

There are two basic reasons to make a referral for counseling: (1) for the person to get the help they need, and (2) for you to maintain your limits of time and experience. Some people will very willingly follow your suggestion and will schedule a counseling appointment right away. Others may need more of an explanation and encouragement. When a person seems to require more than an attentive listener, it may be helpful to explain that you care and you want to maintain contact with the person, but that members of the counseling staff are better able to assist students with such matters. This communicates to the person that you care enough to see that he/she gets the help they need.

Here are some specific points about how to refer a student:

- Don't be afraid that by making a referral, you're communicating to the person "you're really messed up." Explain the range of concerns which students bring to counseling: homesickness, stress, loneliness, family problems, depression, eating disorders, date rape, relationship problems, suicidal thoughts, self esteem issues, etc. It can be useful to highlight the kinds of concerns from this list that are more similar to those occurring with the person you're referring.
- Don't worry about a referral being seen as an over-reaction. It is better to err on the side of caution and let a professional help make an assessment of the situation.
- If a student is unfamiliar with what happens in counseling, give her/him as much information as you can. Explain that everything is confidential, including the fact that she/he even came in; that it's OK to come for one visit to specifically discuss questions or concerns about being in counseling; and that they can stop counseling whenever they want.
- Suggest to the person about whom you are concerned that he/she come to WSU Counseling and Testing, referring to a staff member by name is helpful and personalizes the referral. Provide phone numbers and location for the student.
- Offer to come with the member. This often helps her/him feel more comfortable if they have expressed reluctance to follow through with a referral.

Nuts and Bolts

The Fraternity & Sorority Annual Report

Annual Report Format for Fraternities and Sororities 2007-2008

Each of the following items, and the subsequent bullet points are intended to be a “prompt” for each facet of your chapter’s annual report. Do not only answer the bullet points, but also provide qualitative information that will better describe the breath of your chapter. Provide these answers (typed) either as a part of the chapter’s binder for University Approved Housing. This report, if done well, will likely be a minimum of 4-8 pages in length.

Describe your philanthropy events (when, where, format, who participated, etc.).

- How many events did you have?
- How much money did your chapter raise for charity, and for which charities?

Describe your chapter’s community service efforts? (when, where, what was done, who participated, etc.).

- How many hours of service did your chapter contribute and to what agencies?
Attach documentation.

Describe the financial situation of your chapter as you end the year.

- Are all debts to vendors and businesses paid?
- What was your chapter’s collection rate for the 2006-2007 year? How many members currently owe the chapter money?
- What will the room & board cost for live-in members be next year?
- What will social/chapter dues be next year?
- What is the live-out fee, if any?

Describe your chapter’s facility.

- What improvements need to be made?
- What will be done this summer to improve the facility?
- Is your chapter alcohol free? Tobacco free? Drug free? If not, will it be in the future (and when)?

Describe your chapter’s recruitment efforts since June of 2006.

- How did summer recruitment go? (fraternities only)
- How did formal recruitment go?
- How many new members has the chapter pledged throughout the year?
- What will the chapter do differently (or keep doing if it’s working) to recruit new members during the summer, fall formal, AND ongoing informal recruitment?

- What is your chapter house's occupancy? How many men or women will be returning to live there in the fall?

Describe the involvement of alumni with your chapter?

- Who are the members of your Alumni Advisory Board? (attach a roster complete with contact information).
- Who is your chapter advisor?
- Did s/he, or another AAB member, meet with the Executive Officers at least monthly? If not, how often?

Nuts & Bolts

The Fraternal Organization Agreement (FOA)

A copy of the FOA can be found at the end of this manual or online at http://www.gogreek.wsu.edu/Documents/Current_FOA_packet.pdf

Consequences for Non-Compliance with the Fraternal Organization Agreement

Developed by Student Affairs and the Center for Fraternity and Sorority Life

This material is taken directly from the Non-Compliance section of the Fraternal Organization Agreement (FOA). "Agreement" refers to the Fraternal Organization Agreement.

Non-Compliance with the Live-In Advisor / House Director Requirement (FOA III-B):

Step 1	Fall (10 th Day after classes begin)	Alcohol Free Chapter Facility and Social Probation
Step 2	Thirty Days after LIA vacancy	Determination of Chapter eligibility to house freshman for the following semester
Step 3	Following Fall	Loss of Freshman Housing

Each sanction remains in effect as the next step is added to the previous sanction(s). All sanctions shall remain in effect until compliance with the requirement is reached.

Non-Compliance with the 2.8 Scholarship Standard (FOA III-C):

Tier 1	Alcohol Free Chapter Facility Written Plan for Scholastic Improvement
Tier 2	Social Probation Ineligible for Greek Awards Recognition Meeting with the Oversight Committee (if requested)
Tier 3 (See Below)	Loss of Freshman Housing Eligibility Loss of Homecoming & Greek Week Participation Meeting with the Oversight Committee (when eligible)
Tier 4 (See Below)	Loss of University Recognition Meeting with the Oversight Committee (when eligible)

If a chapter is below the 2.8 standard Tier 1 will be automatically assigned. The chapter must raise their cumulative G.P.A. by .10 by the next semester or the chapter will move to Tier 2. If there are two consecutive semesters without .10 improvement the chapter will move to Tier 3 and three consecutive semesters without a .10 improvement, will result in Tier 4. If a chapter improves the cumulative G.P.A. by .10 but remains below the 2.8 standard t the chapter will remain at the current Tier level.

Fire & Safety Inspections

All chapter facilities will be inspected in the spring semester. If the chapter does not pass their safety inspection they have 30 days to bring their dwelling up to code. If the house does not pass inspection the chapter will lose ability to house freshmen for the following year.

Oversight Committee

The Oversight Committee will be responsible for scheduling and reviewing cases for chapters in violation of the academic standards at Tier 2, 3 or 4 only (when requested, or when a chapter is eligible). The Oversight Committee will be equally comprised of student, alumni and faculty representatives, and will participate in a training session for handling of these judicial matters. If the Oversight Committee is unable to fulfill these responsibilities within 10 business days, the Associate Vice President of Student Affairs will administer the required sanctions.

Remedies

- Sanctions for violations of this Agreement shall include, but are not limited to, warnings, reprimands, restitution for property damage, monetary fines, probation, suspension, withdrawal of UNIVERSITY recognition, or withdrawal of UNIVERSITY approval for freshman housing.
- Violations of Section II of this Agreement will be referred to the Interfraternity Council Tribunal, the Panhellenic Peer Review Board, and/or the UNIVERSITY Conduct Officer who will arrange conduct proceedings in accordance with Washington Administrative Code 504-25.
- Sanctions for Section III of this Agreement will be administered by the Office of Greek Life in conjunction with the Associate Vice President of Student Affairs and the Oversight Committee when applicable.
- Upon withdrawal of recognition of the CHAPTER, the UNIVERSITY shall immediately notify the national/international parent organization that the CHAPTER is no longer in good standing with the UNIVERSITY

Facility Living

Guidelines for Successful Chapter House Living

1. From study and research, it has been shown that the influence of a college living group outranks any and every other influence in college learning and satisfaction. Where and how a college student lives, to a large degree, determines their physical and mental health and the basic attitudes that direct their actions and their achievements through the college years. Living in a chapter house should be a potent influence and a happy experience but those residing there must share the responsibilities for making it the right kind of living environment.
2. A chapter house must be many things to many people. It is a “Home away from home” for young collegiates and often their first experience in living away from the parental home. The chapter house must provide shelter, security, and a pleasant environment for its residences. By the same token, those who choose to live there must enter into such a living arrangement with the desire and determination to make it a happy and satisfying experience. This requires considerable maturity, unselfishness, flexibility, and tolerance, and a good sense of humor is invaluable.
3. Members should be constantly aware that each individual has rights that must be respected. All must learn to live together harmoniously as possible, being tolerant of the faults and failings of each, as well as enjoying the friendship and brother/sisterhood that are the most valuable asset of each chapter.
4. House rules are always necessary to protect the rights of all members and to make living together comfortable and enjoyable. Each member must have a copy of the house rules and should expect to adhere by them.
5. Keeping individual rooms neat, clean and uncluttered is most important and each roommate must share the responsibility.
6. Each member must also accept responsibility for helping care for other areas of the facility. Careless treatment of the building and furnishings will result in a shabby, unattractive home which will reflect badly on the entire chapter. Neat clean, attractive surroundings are conducive to pleasant living and without a doubt promote better morale and greater pride in the chapter. Also, it must be remembered that a clean house is a safer one for there is much less danger of accidents or destruction by fire.
7. Alumni/ae play a very important role in the care and maintenance of a chapter house and a good relationship between undergraduates and alumni/ae as they work together in House Association and Executive Council is vital to the success of the chapter.

Some Famous Greeks:

Maya Angelou
Alpha Kappa Alpha

David Letterman
Sigma Chi

Candice Bergen
Kappa Kappa Gamma

8. The growth and success of a chapter depends largely upon the strength and efficiency of its officers, but the best slate of officers can do very little without the wholehearted cooperation and support of all chapter members.
9. Live In Advisor is employed to supervise the care of the building, to act as host/hostess, and to provide a pleasant and safe environment. To function properly and fulfill their duties, a good LIA deserves and must have the respect and cooperation of chapter members. All employees should be treated in like manner.
10. For the security of the chapter, a good lock and key system must be provided and members must abide by the rules pertaining to the system.
11. Fire drill procedures are required and practice drills should be held at least twice each school term and at times when the greatest numbers of members are present.
12. Cooperation in all phases of group living is absolutely essential if it is to be successful.
13. Loyalty and kindness to each other, common courtesy, and good manners are attributes that must be emphasized within a chapter if there is to be a satisfactory living situation.
14. There must be good communication among all members, between the House Director / LIA and members, and between alumnae and undergraduates to promote a strong, healthy atmosphere with the chapter.
15. Members must accept the responsibility for keeping the chapter house filled at all times. Promptly caring for duties and obligations, and financial obligations in particular, will result in a well organized and well run chapter house.