



Cornell University

NEW MEMBER EDUCATOR HANDBOOK

FOR

INTERFRATERNITY COUNCIL
PANHELLENIC ASSOCIATION

Cornell University
Fraternity & Sorority Affairs
538 Willard Straight Hall
Ithaca, New York 14853
607-255-2310

www.dos.cornell.edu/dos/fsa

TABLE OF CONTENTS

Creating a Meaningful New Member Program.....	Page 4
Evaluating your New Member Program.....	Page 5
Assessing your Audit.....	Page 6
Comparison of Traditional and Membership Development Concepts/Programs...	Page 7
The Change Process.....	Page 8
Suggested Goals of a New Member Program.....	Page 9
Writing Your New Member Program.....	Page 10
Building the Ideal New Member Program.....	Page 12
What Can Cornell Teambuilding Do For You?.....	Page 15
Cornell Teambuilding for Fraternities and Sororities.....	Page 17
Scholarship for New Members.....	Page 22
The Problem of Hazing.....	Page 23
Myths and Facts about Hazing.....	Page 23
Hazing – Important Questions to ask Yourself.....	Page 25
Defining Hazing.....	Page 26
Suggested Activities	Page 27
Alternatives to Hazing.....	Page 30
Anti-hazing Compliance Form.....	Page 34
Cornell University Anti-hazing Policy.....	Page 35
Associate/New Member Registration Form.....	Page 36
New Member De-pledging Form.....	Page 37

New Member Educator Handbook for IFC and PA

Hazing: New York State Law and University Policy.....	Page 38
Creative New Member Programming Funding Guidelines and Application.....	Page 40

August 2005

Congratulations... You have been Elected New Member Educator!

As new member educator, you have one of the most important tasks, preparing the next generation of members for leadership, service and fellowship in your organization.

This manual includes information that will assist you in developing an enriching new member program. There are three content areas:

- Getting Started
- Suggested Activities
- The Problem of Hazing

The Office of Fraternity and Sorority Affairs is eager to support your organization in creating an exceptional new member experience that will serve to strengthen your organization and improve the Cornell Greek community overall.

GETTING STARTED

Worksheet 1 CREATING A MEANINGFUL NEW MEMBER PROGRAM

Complete individually and share responses as a group.

What do you hope to accomplish during your new member program?

How do the activities that occur during the new member education program affect the long-term success of a chapter?

What broad topics should be included in a new member program?

Worksheet 2 Evaluating Your New Member Program

New Member Program Audit

Please rate your current new member program as honestly as possible. *Please complete on your own then compare responses of the entire organization.*

	Poor		Excellent		
New members know the history of our organization	1	2	3	4	5
Our new member's GPAs improve as a result of the new member period	1	2	3	4	5
Our new members informally hang out with the membership	1	2	3	4	5
Our membership seeks out opportunities to get to know the new members	1	2	3	4	5
We have an effective big brother/sister and/or mentor program	1	2	3	4	5
Big brothers/sisters understand the responsibility of being a mentor	1	2	3	4	5
Our new member program demonstrates PRIDE in the organization	1	2	3	4	5
Our new member program demonstrates the value of BROTHERHOOD/SISTERHOOD	1	2	3	4	5
Our new member program demonstrates the value of SCHOLARSHIP	1	2	3	4	5
Our new member program demonstrates the value of LEADERSHIP	1	2	3	4	5
Our new member program demonstrates the value of INTEGRITY	1	2	3	4	5
Our new member program demonstrates the value of SERVICE	1	2	3	4	5
We provide a calendar of new member activities to all of the new members upon beginning the new member period	1	2	3	4	5
We involve the entire brotherhood/sisterhood in our new member education program	1	2	3	4	5
We hold regularly scheduled new member meetings	1	2	3	4	5
Our alumni play an active role in our new member education program	1	2	3	4	5
Our new members understand what it means to be a member of our organization	1	2	3	4	5

TALLY MARKS:

Now What?

ASSESSING OUR AUDIT

NEW MEMBER PROGRAM AUDIT

LIST THREE EVENTS/COMPONENTS YOU LIKE ABOUT YOUR NEW MEMBER PROGRAM THAT YOU WANT TO CONTINUE? WE WILL IDENTIFY THESE THREE THINGS AS YOUR ORGANIZATION’S “BEST PRACTICES”.

- 1.
- 2.
- 3.

WHY ARE THESE THREE EVENTS/COMPONENTS POSITIVE FOR THE ORGANIZATION? WHY ARE THESE CONSIDERED “THE BEST”?

LIST THREE THINGS THAT COULD STAND TO CHANGE IN YOUR NEW MEMBER PROGRAM?

- 1.
- 2.
- 3.

HOW CAN WE ALTER THESE EVENTS AND MAKE THEM “BEST PRACTICES”?

LIST ANYTHING THAT HAS TO STOP:

HOW ARE WE GOING TO MAKE SURE THAT THESE PRACTICES DO INDEED STOP?

Comparison of Traditional and Membership Development Concepts/Programs

ASSIMILATION
(Membership Development)

rites of passage
(Traditional Pledge Programs)

EMPHASIS IS ON THE INDIVIDUAL

Each person is considered to be unique, having different values, needs, goals, talents, and skills. Each new member is assessed individually, identifying talents and weaknesses as they relate to the chapter as a whole.

CHAPTER UNITY IS STRESSED

New members already have so much in common that they will NATURALLY be attracted to one another. The REAL challenge is to integrate new members into the chapter. When a person joins, he/she joins the chapter, not the “pledge class”, yet we seldom, put our energy into providing opportunities for meaningful interaction with brothers/sisters.

NEW MEMBERS ARE DRAWN INTO THE *WHOLE* OF CHAPTER ACTIVITIES

If the purpose of the new member program is to create good “sheltered” brothers/sisters, we should help new members get to know what rights, responsibilities, and realities of being a member are - e.g. serving on committees, shadowing officers, participating in the setting of goals, and helping to achieve goals.

RESPONSIBILITY OF THE NEW MEMBER FALLS ON EACH MEMBER

Each chapter member exercises his right to assist new members throughout the assimilation process. The size of the new member class may actually be determined by counting how many brothers/sisters will accept this responsibility fully and follow through with it.

THE GOAL OF NEW MEMBER LESSONS IS NOT SIMPLY TO MEMORIZE THE MATERIAL, BUT TO UNDERSTAND AND BE ABLE TO APPLY IT

DEVELOPMENT CONTINUES FOR THE DURATION OF AFFILIATION

Members are aware that there are always new skills to be as “active members,” and fraternity officers. Just because a person is initiated doesn’t give him the right to “coast” or sit back on his/her proverbial “laurels” while others do the work. The Chapter provides members with opportunities for growth.

PRIME MOTIVATORS ARE PRIDE, ACCEPTANCE, UNDERSTANDING, AND THE EMERGENCE OF SELF-RESPECT AND CONFIDENCE

Brothers/Sisters are responsible for setting a good example for results, new members to follow. Expectations are explained and

EMPHASIS IS ON THE GROUP

Attitude of “What’s good for one is good for all.” Equal/same treatment based primarily on tradition and the convenience of the brothers.

PLEDGE CLASS UNITY IS STRESSED

Chapter makes a “big deal” out of the “pledge class” as a single unit, requiring and encouraging group pranks, separate projects, etc. Meetings, discussions and goals are from those of the brothers/sisters.

NEW MEMBERS PARTICIPATE MAINLY IN “PLEDGE” ACTIVITIES

In traditional programs, new members are or “protected” from participation in chapter, the decision making, and goal setting.

THE NEW MEMBER EDUCATOR IS RESPONSIBLE FOR THE SUCCESS OF THE PLEDGES

After rush, active members generally dust their hands of responsibility for new members, and the new educator is left (alone, usually) to and acculturate new members.

NEW MEMBER LESSONS ARE CHARACTERIZED BY ROTE MEMORIZATION

GROWTH AND LEARNING END WITH INITIATION

Initiation signals “you’ve finally arrived,” learned “I made it and survived”. Somehow, scruffy new members miraculously turn “cool” and “acceptable” over night.

PRIME MOTIVATORS ARE FEAR AND INTIMIDATION

These tactics may have fairly good short term but do not foster respect and commitment to

established early and regular individual evaluations are used to evaluate progress throughout the new member period.

the organization. Rather, the new member learns of values antithetical to the mission of the fraternity and sorority.

The Change Process

Establish a Sense of Urgency

Examine competitive realities. Identify and discuss crises, potential crises, or major opportunities.

Create the Guiding Coalition

Assemble a group with enough power to lead the change effort.
Encourage the group to work together as a team.

Develop a Vision and Strategy

Create a vision to help direct the change effort.
Develop strategies for achieving that vision.

Communicate the Vision

Use all possible vehicles to communicate the new vision and strategies.
Teach new behaviors by example from the guiding coalition.

Empower Others to Act on the Vision

Eliminate obstacles to change.
Encourage risk taking and nontraditional ideas, activities, and action.

Generate Short-Term Wins

Plan for visible improvements in performance.
Recognize and reward those who made the wins possible.

Consolidate Improvements and Produce Still More Change

Use increased credibility to change systems, structures, and policies that do not fit the vision.
Reinvigorate the process with new projects, themes, and change agents.

Institutionalize New Approaches

Articulate the connections between new behaviors and organizational success.

Develop the means to ensure leadership development and succession.

Based on Leading Change, J.P. Kotter, 1995

SUGGESTED GOALS OF A NEW MEMBER PROGRAM

Thank you to members of the ILR Leadership and Management Seminar (Steven Niditch, Pi Kappa Alpha; Mike Maratto, Chi Phi; Jarret Slepian, Pi Kappa Alpha; Marc Chalfin, Pi Kappa Alpha) for writing several sections of this manual.

- **Encourage individual development** – The new member program helps promote a well-balanced person and presents opportunities for social, intellectual, moral, and leadership development.
- **Promote adjustment to college life** – For many, the transition from high school to college is a difficult one. The new member program should include an orientation to the campus, as well as provide guidance and aid in adjusting to the academic community.
- **Build respect for the individual** – New member programs should encourage and build self-esteem rather than belittle and degrade. The programs should provide understanding and appreciation for individual diversity.
- **Stimulate intellectual growth** – Scholarship is the primary responsibility of the new member, and the new member program should encourage scholastic achievement. Participation in the new membership program should not cause an individual to suffer academically.
- **Promote an understanding of the fraternity or sorority** – Fraternity and sorority membership entails responsibility and requires knowledge of the organization and operation of the fraternity. The new member program should provide instruction about chapter organization, national organization, officer and member responsibilities, and all other aspects of chapter operations.
- **Promote social graces** – The program should include training in social and business etiquette.
- **Provide an environment for the free exchange of ideas between all members** – The greatest potential offering of any fraternity/sorority is the opportunity of its members to learn to live and work with people of many different backgrounds. The program should create an environment that is free of animosity and hostility, where the thoughts and ideals of individuals can be openly exchanged.
- **Promote friendship** – This is the reason that individuals join a fraternity or sorority. Friendship cannot be taught or commanded, it can only be acquired.

NON-GOALS OF A NEW MEMBER EDUCATION PROGRAM

- To “mold” pledges
- To make them “ready”

- To “earn” brotherhood/sisterhood
 - To have janitors or servants
- To have telephone receptionists
 - To build better pledges

WRITING YOUR NEW MEMBER PROGRAM

A copy of each chapter's new member education program is submitted to the Office of Fraternity and Sorority Affairs (OFSA) prior to each recruitment period. This program is kept on file in the OFSA and is reviewed during the end-of-year evaluation process. In addition, each new member of the organization should have a copy of the new member program that outlines the following:

A. Purpose and goals of the program

B. Responsibilities of the associates/new members/pledges related to:

- History
- Standards, By-laws, Constitution, Policies
- Academic requirements
- Financial obligations
- Live-in requirements
- Chapter activities
- Educational Program Opportunities
- Mentoring Program (Big Brother/Sister)
- Community Service
- Calendar of meeting and events for entire new member period
- Agenda for each meeting, which may include details on the aforementioned categories

C. Responsibilities of chapter members related to:

- Knowledge and understanding of University, State, Inter/national anti-hazing policies
- Active participation in the program
- Mentoring program
- Calendar of meetings and events for entire new member period
- Agenda for each meeting, which may include details on the aforementioned categories

- **Themes for first four weeks of new member program:** Orientation, overview of organization, team building within the organization, meeting officers and other members, mentor program, on campus support and referral for personal and academic concerns

Week 1

Week 2

Week 3

Week 4

- **Themes for last four weeks of new member program:** History, ritual, learning about alumni responsibilities of membership

Week 5

Week 6

Week 7

Week 8

- **Inspiration/Initiation Week Activities.** Inspiration week is intended to be a memorable time, where the new member learns many special rituals and accepts the final commitment to lifelong membership into the organization. Include dates, times, agenda for this week when submitting your new member program to the OFSA.

- **Chapter activities that involve new members should NEVER involve alcohol.**
- The new member calendar should not be overwhelming. **No activity should go past midnight nor begin prior to 8 AM.** Adequate time should be reserved for studying, at least 15 hours during the week and 10 hours on the weekend.
- Chapters are not allowed to recruit **FIRST SEMESTER FRESHMEN** for Fall Recruitment.
- New Members, who chose to de-pledge need to submit a **NEW MEMBER DEPLEDGING FORM** to the OFSA.

SUGGESTED ACTIVITIES

Worksheet 3 Building the Ideal New Member Program

Adapted from Breaking Down Hazing and Building up Brotherhood, a National Interfraternity Conference Resource.

As individuals, from the list below, choose nine essential characteristics of the new member program. If you wish to add to the list, you may.

History

Brotherhood/Sisterhood

Awareness

Community Service

Leadership

Ritual Education

Values & Ethics

Time Management

Social

Scholarship

Intramurals

Campus Involvement

Alumni

Risk Management

As a small group, reach consensus on six qualities of an ideal new member program. Make sure that everyone is satisfied with the final decision before moving on.

- 1.
- 2.
- 3.
- 4.
- 5.

6.

New Member Educator Handbook for IFC and PA

As a chapter, each group should write their list on newsprint. The chapter should then decide which qualities best represent the organization.

List the qualities below:

As a small group, brainstorm one activity/event for each characteristic decided upon by the chapter. So if the chapter identified six characteristics, each small group should have six activities.

Characteristic:

Activity/Event:

Characteristic:

Activity/Event:

Characteristic:

Activity/Event:

Characteristic:

Activity/Event:

Characteristic:

Activity/Event:

Characteristic:

Activity/Event:

As a **chapter**, share the activities that have been created by the small groups and forward to the new member education committee for their review. An example of what might result is as follows:

Week 1 Focus on history

- Have new members select an area of chapter history about which they will research and write an essay.

Week 2 Focus on education

- Conduct programs on time management, study skills, university resources, etc.
- Have study tables for both new members and actives.
- Establish a peer-mentoring study program.
- Implement a weekly, written, academic progress report

Week 3 Focus on brotherhood/sisterhood

- Have an all-chapter teambuilding and goal-setting retreat.
- Have a sports competition between new member classes.

Week 4 Focus on awareness

- Have seminars on risk management, sexual assault, health issues, conflict management, alcohol and other drugs, etc.
- Help new members understand all university policies and procedures.

Week 5 Focus on service

- Have new members organize a community service event for the entire chapter.
- Have community members share the importance of community service & philanthropy.

Week 6 Focus on leadership

- Have a leadership development program for new members.
- Have chapter officers share what their responsibilities include.
- Have new members set long-term goals for the chapter which they can help realize.

Week 7 Focus on values

- Have members facilitate a discussion with new members about the meaning of creed, ritual, founding values and principles.
- Have brothers share what the chapter means to them through pass-the-gavel-type activities.
- Invite alumni back to share what the fraternity means to them beyond college.

What Can Cornell Teambuilding Do For You?

Low Initiatives—The low initiatives program at the Hoffman Challenge Course engages teams of 10 to 14 participants in unique exercises called "initiatives"-- mentally challenging tasks designed to address leadership, communication, trust, planning, and calculated risk-taking. These minimally physical, somewhat unconventional, fun activities are also designed to relax and integrate your team. There will be opportunity for individuals to consider their role in the group process, and how these tasks relate to other settings. The activities planned will be physical in the sense of requiring active participation, but they do not require above average physical fitness. Above all, the program is designed to be both fun and safe.

Portable Indoor Group Initiatives— low initiatives can also be done indoors. The emphasis on full participation, trusting others, and creative thinking provides a rich framework for examining how learning can be transferred to "real world"; situations and bring your group closer together as a fully functioning team.

High Ropes Course—High elements can be team oriented, but are usually individual or small group challenges commonly installed between twenty to forty feet above ground, requiring the use of climbing equipment and a belay system for safety. Participants often find the high elements the most memorable part of their challenge course experience because of the anxiety and exhilaration they feel while on these activities. Whether it's traversing the Cat Walk beam or diving for a trapeze from the Pamper Pole, these activities allow participants to go far beyond their perceived limits. Participants often come away with a clearer understanding of their capabilities and a greater willingness to tackle new challenges in their lives.

Raft Building Program—Originally designed for students from Cornell's Johnson School of Management, this 1/2 day activity allows your group to take teambuilding to the pool. Teams must "purchase" supplies, organize their resources, and build the strongest raft possible.

Others:

- Coordinate Adventure Trips (Camping, canoeing, caving, climbing)
- The Lindseth Climbing Wall
- Traversing A Gorge
- Rappelling
- Customized Programs

CHALLENGE BY CHOICE:

As Cornell Teambuilding facilitators present challenges to the group, each participant is responsible for his or her own level of participation. Although these activities do not require more than average physical fitness, it is possible that not every activity will accommodate every person. Those with bad backs or other relevant medical concerns should speak with their facilitator and exercise good judgment regarding their participation. *At no time will any participant be obligated to do anything he or she does not wish to do.*

Student Organization Price Scale (Approximate)

1/2 Day program (4 hours)	\$30.00 per person	(10 person minimum)
1 day program	+\$5.00 per person per hour	

Questions to ask your chapter?

- What is our purpose/goal for the program?
- How much time do we have?
- What are our financial resources?

CONTACT INFORMATION:

Karl Johnson
Teambuilding Program Manager
Cornell Outdoor Education
B01 Bartels Hall
254-7474
kej3@cornell.edu

Cornell Teambuilding for Fraternities and Sororities

New Member Education Proposal

Below is an outline of various programs and modules that can be used in combination or separately to enhance your current new member education program. All programs will be facilitated by trained Cornell Teambuilding facilitators and will be specifically designed for your chapter.

As Cornell Teambuilding facilitators present these various programs and challenges to the group, each participant is responsible for his or her own level of participation. Although the programs and activities outlined below do not require more than average physical fitness, it is possible that not every activity will accommodate every person. Those with relevant medical concerns should speak with their facilitator and exercise good judgment regarding their participation. *At no time will any participant be obligated to do anything s/he does not wish to do.*

The Foundation of Trust

One of the cornerstones to the fraternity experience is trust: trusting yourself and trusting your members. Through experiential activities, the new members will explore the dimensions of trust and discuss the important factors that need to be present for trust to take hold among a newly formed group of people—and in this case, a newly formed group of members who will be learning, sharing, and experiencing the organization together.

Program design: 2 and 1/2 hours, mostly indoor activities

Experiential activities include: mood setting activities/warm-ups, spy, support sequence, trust leans, levitation, water-flip gymnastics, trust falls, and trust dives. Discussion and mini-lecturettes will be interspersed throughout the program.

Learning Outcomes: At the end of the program, the new members will:

1. Have an increased sense of trust among their new member class
2. Understand the complexities of trust—how it is made, lost, renewed, and maintained
3. Develop a greater sense of self-confidence and trusting themselves
4. Be able to apply this understanding and experience of trust to the rest of their fraternity experience

The Wall – Strengthening the Big/Little Connection

One of the most remarkable facilities available to participants of Cornell Outdoor Education programs is the Lindseth Climbing Wall. The wall is the largest indoor natural rock climbing wall in North America. It covers the entire east end of The Fieldhouse, and is 160' wide and 30' high, for a total of 4800 square feet of climbing surface. A wide variety of interesting climbing routes are provided, including face climbs, both finger and hand cracks, laybacks, overhangs, aretes, slabs, and chimneys. At the Lindseth Wall there are opportunities for climbers of any ability level to develop their confidence and climbing skills, challenge themselves and have fun.

New Member Educator Handbook for IFC and PA

In this program—geared specifically to the members of your organization—the new member class will climb and be supported by their big brother/sister in the chapter. Each little and big pair will take turns scaling the wall while the other is “on belay”. Members will learn how to belay a climber and take turns serving in this critical support and coaching role. The wall will become a metaphor to the challenges and obstacles we face during pledging, in college, and in the “real” world. Having members—and especially big and little pairs—serve as a lifeline can be a powerful demonstration to the meaning of fraternity and the friendships made within the organization.

Program design: 3 hours at the Lindseth Climbing Wall

Brothers will participate in a “belay school” to learn belay and safety skills as well as receive instruction on top-rope climbing. Other time will be spent climbing in big/little pairs and in personal reflection on the experience.

Learning Outcomes: At the end of the program, members will:

5. Have an increased connection with their big/little pair
6. Understand the importance of a mentor/coach relationship within the fraternity and the true role and responsibilities of a initiated members
7. Understand the importance of a mentor/coach relationship within the fraternity and the resources and support that can come from such a relationship (new members)
8. Develop a greater sense of self-confidence and personal challenge
9. Be able to apply this understanding and experience of teamwork to the rest of their chapter experience

Teambuilding – What it means to live the Chapter Creed

All of our organizations have powerful creeds that illuminate value-based leadership and a declaration to live with integrity. While members must learn and memorize the creed as a part of their new member education, this program actually challenges and encourages the new members to put the words of the creed into action. Through experiential team building activities, thoughtful discussion, and a review of your chapter’s founding history, the new members will be able to bring meaning and real life application to the creed. Key points include the concepts of brotherhood, value-based leadership, appreciating personal differences, and standing up for truth, right, and good.

Program design: 4 hours, inside activities

Experiential activities will provide a “living laboratory” in which new members can experience the concepts fundamental to the chapter creed. It is not enough to tell new members “this is what it means to be a member of our organization.” New members need to know what this means through direct experience. This program offers direct experience in a challenging, yet supportive environment in which new members can learn, understand, and discover the meaning behind the chapter. Discussion and mini-lecturettes about the history of the organization will be interspersed throughout the program.

In order for this program to take on a deeper meaning, it is critical that several initiated members and alumni participate and assist in the facilitation of the experience. Cornell Teambuilding will provide training for these key players a few days before the program.

Learning Outcomes: At the end of the program, members will:

10. Have an increased connection to the new member class as a result of their shared experience
11. Know and recite the Creed from memory

12. Experience and internalize the true meaning behind the creed
13. Share examples of how they will apply the creed to their everyday lives
14. Be able to apply this understanding of brotherhood/sisterhood to the rest of their fraternal experience

The Regatta

The Regatta program combines two fun challenges: first, design and build a raft using a wild mixture of floatable materials, and then race the contraption in a sprint with other teams. Materials for the raft may be “purchased” from the “store” and decisions as what to buy, how much to buy, and how to build the most successful, efficient, and sea-worthy craft is at the discretion of each team. How successful teams develop and carry out a winning strategy becomes a potentially powerful metaphor for excellence, leadership, and effective teamwork within the organization.

Teams can be purposefully created: new members vs. initiated members; seniors/freshmen vs. juniors/sophomores, etc. You can even invite another fraternity to participate in the competition in a fun, safe, and supportive atmosphere.

Program design: 4 - 5 hours at the Helen Newman Pool

Participants will be briefed as to the activity, the raft building parameters and scoring. Because there is always meaning behind the fun, a series of debrief discussions follow the activity.

Lifeguards will be provided. Not all Regatta participants have to swim or get wet.

Learning Outcomes: At the end of the program, members will:

15. Have an increased connection to members of their raft building team
16. Have a better understanding on how group dynamics, individual talent and shared leadership play a role in the outcome of a task/project
17. Have a better understanding of the role of competition, cooperation, and how to find a balance between the two
18. Be able to apply this understanding and experience of teamwork and project planning to the rest of their fraternal experience

Orienteering - A Winter Adventure In Teamwork and Leadership

The Orienteering program encourages individuals to share a sense of excitement and commitment to their team and to look for new ways to work with teammates to reach a common goal. The challenge also involves working across group boundaries (class levels, new member vs. initiated member, etc), which is a basic requirement for excellence in the fraternity. Squads (or sub teams) of from 4 to 9 members work to complete parts of the challenge for the big team. Squads will need to share information and develop strategies to reach the common goal. The aim of the program is for the whole team to score as many points as possible to meet or exceed a predetermined standard. The squads set out to find a series of intermediate destinations while traversing the orienteering course area. Once at these sites, new information and resources are available. These intermediate sites vary in distance and difficulty to find, and the potential scoring is relative to the challenge the team takes on for itself.

Program design: 5 hours, outside in state park location (TBA)

The first phase of the program is the orientation that requires about 45 minutes to get teams established, go over the materials, do a basic warm-up activity, and get people “outfitted” with their supplies and winter gear (possibly snow shoes, skis, etc.). The main activity lasts

approximately 3 hours. The final hour is a debrief of the activity and discussion of key learning to take back to the fraternity, followed by a quick celebration and wrap-up/closing.

Learning Outcomes: At the end of the program, members will:

19. Have an increased connection to other members as a result of their shared experience
20. Understand the need for and benefits of interrelated teamwork, various project or committee teams, and cooperation
21. Experience and internalize that the whole—working together—is greater than the sum of its parts working in isolation or in internal competition
22. Discover new principles of team based leadership, personal initiative, and mutual cooperation
23. Be able to apply this understanding and experience of teamwork to the rest of their chapter experience

Myers-Briggs Type Indicator and Leadership

How well do the new members know each other? How well do the new members know themselves? To be effective fraternity members and build a greater sense of team, shared leadership, and brotherhood among the members, it is important for the new members to truly come to know themselves and to be known by others. This program uses the Myers-Briggs Type Indicator (MBTI), a widely used personality and leadership inventory, to begin the process of self exploration and the discovery of how others may differ in their personality and leadership styles. The MBTI provides powerful insights into the structure and dynamics of individuals and how these individuals work as a part of a larger team.

Program design: 3 hours, indoors

New members will take the MBTI before the session so that results can be tabulated and supporting materials can be provided. Experiential activities and active discussion will be the primary method used to explore the concept of type, leadership, and the importance of valuing the differences in style and type.

Learning Outcomes: At the end of the program, members will:

24. Understand the Myers-Briggs Type Indicator and its applications
25. Become more familiar with their own MBTI type, leadership style, and strengths and challenges that are inherent in their own type
26. Become aware of the MBTI types of others and the strengths and challenges that are inherent in types different from their own
27. Understand the dynamics of different types working together and how that may affect the fraternity
28. Be able to apply this understanding to the rest of their chapter experience

The High Ropes Course –The Launch into Initiation

High ropes activities take the new members to new heights literally and figuratively. With total team support and involvement, members work through a series of climbing and balancing activities up to 40 feet in the air. Whether it's traversing the Cat Walk beam or diving for a trapeze from the Pamper Pole, these activities allow participants to go far beyond their perceived limits. Right before initiation, the new member class needs an opportunity to reflect on all that they have done during the new member period,

New Member Educator Handbook for IFC and PA

celebrate, and prepare for full membership. Through metaphors found on the high course (overcoming fear, launching into the unknown, taking a leap of faith, relying on the support from their peers, etc.), the new member class can have a fun, final bonding experience that will prepare them for full brotherhood. In many cases, new members will have the opportunity to belay each other (applying the skills they learned on the climbing wall).

Program design: 4 hours, Hoffman Challenge Course

Due to weather conditions, the challenge course will open after Spring Break—even then winter or muddy conditions may exist.

Learning Outcomes: At the end of the program, members will:

- 29. Come away with a clearer understanding of their capabilities and a greater willingness to tackle new challenges in their lives
- 30. Renew their commitment to the fraternity, their brothers, and another goal that they have for their lives
- 31. Be able to apply this understanding to the rest of their Chapter experience

Cornell Teambuilding Price Structure and Fees

Typically, Cornell Teambuilding follows a basic formula to determine the cost of programs for Cornell Student Organizations.

Four Hour Program	Additional hours
\$29.00 per person	+\$5.00 per person per hour

Fees for programs less than four hours are negotiated based on number of facilitators and the amount of preparation needed. Given this formula, below is a suggested fee structure for the programs outlined in this proposal.

Program	Time	Per person fee	Extras
The Foundation of Trust	2 1/2 hours	\$15.00	none
The Climbing Wall	3 hours	\$21.00	none
Living the Creed	4 hours	\$29.00	none
The □□ Regatta	4 – 5 hours	\$29.00	Lifeguard fees
Orienteering	5 hours	\$34.00	Equipment rental
MBTI and Leadership	3 hours	\$21.00	\$6.00/person for MBTI materials
High Ropes Course	4 hours	\$29.00	none

➔ Final prices and fees will be negotiated and determined by the chapter and Cornell Teambuilding.

THE PROBLEM OF HAZING

Cornell University has launched a bold initiative to disclose to its community any organizations that have been found, following a judicial review, to be responsible for hazing. Further, as hazing is completely inconsistent with the mission of an educational institution, no chapter, colony, student or alumnus shall conduct nor condone hazing activities.

Cornell University defines hazing activities as:

To haze a person. Hazing is defined as an act that, as an explicit or implicit condition for initiation to, admission into, affiliation with, or continued membership in a group or organization, could be seen by a reasonable person as endangering the physical health of an individual or as causing mental distress to an individual through, for example, humiliating, intimidating, or demeaning treatment; destroys or removes public or private property; involves the consumption of alcohol, other drugs, or other substances; or violates any of the policies of the university(Campus Code of Conduct, Title Three, Article II.Z).

As chapters work to develop their new member programs that are free of hazing, give attention to this basic assumption: The functioning of the active chapter is equally as important as the functioning of a new member class. What you need to know about a new member, quite simply, is how will he/she function as an active member? To learn this, the rules and programs for new members must be similar to those for actives; unique to each group, but equal.

In other words, the overall goal for a new member program is the preparation of a new member for membership in the active chapter. Given this goal, hazing is an ineffective means of imparting responsibility, self-respect, confidence, and acceptance.

MYTHS AND FACTS ABOUT HAZING

Adapted from www.stophazing.com

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, and other types of clubs/organizations. Reports of hazing 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 is no malicious intent, a little hazing should be O.K.

Fact: Even if there is no malicious “intent,” safety may still be a factor in hazing activities that are considered to be “all in good fun.” For example, serious accidents have occurred during scavenger hunts and kidnapping trips.

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

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

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 is not difficult to decide if an activity is hazing if you use common sense and refer to your campus policy or chapter policy.

HAZING

IMPORTANT QUESTIONS TO ASK YOURSELF

As an individual, do you want a judicial record at Cornell that indicates you were involved in a hazing incident?

Are you willing to have your organization's involvement in a hazing incident available for anyone in the community to learn about?

Are you willing to videotape the activity and show it to a future employer, your professor, or your parents?

Is the activity going to contribute to the moral development of the person?

Is the activity one that you would have no problem explaining in a court of law?

Does the activity require individuals to perform illegal or immoral acts?

Does the act mentally, emotionally, or physically threaten an individual?

Does the activity involve alcohol?

DEFINING HAZING

The following items describe aspects of pledge education. Respond to each item according to the way you would most likely describe hazing by checking the appropriate column.

#	Question/Statement	Yes	No	Maybe
1	Does hazing take place in your chapter?			
2	Do you think hazing takes place at Cornell University?			
3	Pledge clean-ups (dishes after meals).			
4	Pledges awakened and kidnapped.			
5	Deception designed to convince the pledge he/she will not be initiated.			
6	Pushing or shoving pledges during movement to various events.			
7	Pledges awakened during the night, quizzed and/or harassed.			
8	Quests, treasure hunt or scavenger hunt.			
9	Late work sessions which interfere with scholastic activities.			
10	Physical and psychological shocks.			
11	Public stunts.			
12	Pledges given shots of alcohol, and then told they don't have to drink it if they don't want to.			
13	Pledges engaged in drinking games with actives.			
14	Pledges used for humiliating games.			
15	Calisthenics, sit-ups and push-ups.			
16	Keeping information concerning joining from the pledges.			
17	Running stairs while reciting material.			
18	Running for the sake of creating "unity".			
19	Yelling and screaming at pledges during line-ups.			
20	Telling a pledge he/she has failed by snuffing out candles in front of him/her.			
21	Brothers/sisters intentionally mess the house or room for pledges to clean.			
22	Pledges booed and hissed or demeaned when they make a mistake in recitation in front of the chapter.			
23	Calling pledges "scum" or other names.			
24	Forcing pledges to wear embarrassing or uncomfortable garments.			
25	Less than six hours of sleep each night during "Hell Week".			
26	Paddle swats.			
27	Forcing pledges to carry pledge books, march, dress in uniform.			

SUGGESTED ACTIVITIES

1. Teambuilding

- White water rafting
The intake class could adventure on a white water rafting excursion. While water rafting they will learn to depend on each other for their safety. The very nature of the activity will force the individuals to work as one to become an efficient team.
- Interfraternal / sorority sports
There is no better team building activity than to compete against another group of people. Fraternities and sororities that have a pledge/intake class during the same semester should participate in sport contests. As the individuals work together, they will form camaraderie amongst themselves and learn to interact together while depending on each other.
- Utilizing Cornell Outdoor Recreation – camping trips, ropes courses, etc.

2. Self-esteem/Character Building

- For the Individual
Positive personal notes: each potential new member writes about the others in his/her pledge/intake class. This can occur every week so the content of the message can be based on that week's activities and interactions. Notes can serve as verbal praise and should be alternated to praise each new member (i.e. all the positive notes about one new member are highlighted).
- As a Group
The pledge/intake class can formulate a positive message about one of the potential new members (without their input). The message should be a well thought out note about how that particular potential new member has impacted the development of the pledge/intake class. This should be rotated so that every individual in the pledge/intake class is made aware of their contribution to the development of the class.
- Talent Showcase
Host a talent showcase in which potential new members portray an issue, topic or passion that is important to them in a unique and creative way that would illustrate their talents and personality.

3. Challenge/Accomplishment

- Program planning assignment
The pledge/intake class will be given the responsibility to plan a program or event (i.e. banquet, pageant, community service). During the course of the intake/pledge process, potential new members are provided guidance on the campus resources necessary to make the program/event successful.
- Outdoor activity
Camping, guided excursion/adventure program, outdoor challenge (ropes courses, etc.).
- Resource list challenge
Pledge/intake class is asked to compile a resource list of specific areas of support and programmatic services on campus. Activity can incorporate interviewing various campus officers/administrators, etc.
- Merit Badge/Funny Money program
This program is similar to the Boy Scouts program in which members would earn various badges that are in line with the values and goals of the organization (ex:

service, leadership, integrity, brotherhood, etc.). As each potential new member earns his/her respective badges they are also paid with monopoly money as an additional incentive. (Each dollar amount for each badge will be established prior to the start of the intake/pledge program and should be provided to potential new members at the beginning of the process) At the end of process the chapter would host a big sale at which time, new members can use the funny money earned during the process to purchase items at the sale. (Items could be donated and/or purchased and could include organization paraphernalia, etc.).

- Step Team
Pledge/intake class will develop a step routine for the Annual Greek Freak Step Show.

4. Professional networking

- Identify professional organizations of interest to the group (i.e. National Association of Black Accountants, etc.) and describe the organization's objectives and membership requirements. Prepare information on the background and history of the organization for discussion with the entire organization.
- Identify at least ten members of the organization from different professions and secure from these individuals a brief piece of advice for anyone starting out in that profession and on how to be successful in his/her particular profession. The information and advice should be shared with the members of the organization.

5. Reaching in/ Reaching out to the community

- Participate in a service project that is important to another organization and then research why that service project is important to the organization and how it reflects the goals and purpose of that particular organization.
- Plan a day where organizations meet to share and discuss the contributions of their organizations to a common theme (i.e. civil rights, affirmative action, economic empowerment, etc.).
- Each intake/pledge class is responsible for researching the achievements of famous/not so famous members of their organization and the organization's efforts in the particular theme. Each class then presents the information to the other members of the other organizations to educate the entire group.

6. Research

- Plan an ethnic/cultural dinner where potential new members from two or more organizations bring and share foods related to their culture and heritage. Each dish should have a place card indicating its name, origin (if known) and cultural significance.
- Invite members and potential new members of other organizations to travel to, or attend an exhibit, lecture or display that is reflective of your organization's heritage and provide a forum for discussion.
- Jeopardy Match, where pledge/intake classes will face the current members of the organization in a game show styled match. Questions can include categories like organizational history, general Greek history, College/University history, etc.

7. Community Service

- Clothing/book drive challenge
- Plan a group community service trip through on-site
- Game show-themed events
Pledge/intake classes organize a game show themed event that will raise funds for a particular charity (Funds can be raised via participant entry fees, etc.).

8. Academics

- Academic bowl
Incorporate information from the various fields of study from each potential new member. Each organization that is doing membership intake will submit a study packet for each of the fields to the MGLC. MGLC will compile a study packet that will incorporate the information submitted by all participating organizations. The council will host the Academic Bowl the week following the initiation deadline. The teams will be comprised of the newly inducted/initiated members of the organizations who will compete for a monetary prize and the title of New Member Academic Bowl champions.
- Homework spotlight
Copies of each potential new member's course outlines should be collected with application materials. The pledge/intake program should incorporate an activity that assists a potential new member with a required assignment. The selected potential new member assignment should rotate according to the deadline/due date listed on the syllabus. The activity should be creative and include all potential new members.

For example:

Joe's assignment in art is to identify letters occurring naturally in everyday things. The pledge/intake classes' assignment for that particular week could be to spell out the organization's name using pictures of naturally occurring letters.

- Learning Strategies hours
Replace mandatory study hours with making appointments with a learning strategies professional or other academic support service.

ALTERNATIVES TO HAZING

A non-inclusive list of hazing practices commonly found in chapters is provided below with suggested alternative activities.

INSPIRATION WEEK AND NATIONAL EXAMS

Often new member classes must conclude their program with two to seven days of full-time activity, usually including numerous activities late into the night, which interrupt study and sleep habits. Inspiration sessions, oral exams covering fraternity/sorority history trivia, and other forms of mental and physical hazing are performed. Many times inspiration week will end with an artificial Inter/national exam, administered by someone disguised as the National Examiner, Grand Inquisitor, or another inane title. Even though the hoax is dispelled after inspiration week, everyone is left with a misconception of the value and worth of the organization's history and ideals, and the true role of the Inter/national headquarters.

Suggested Alternatives: Delete the false national exam practice and replace inspiration week with meaningful exercises that can be accomplished through a combination of discussions, reflective papers, seminars, workshops, written and/or verbal exercises, and other constructive methods.

- A. Exercises in gaining knowledge of fraternity/sorority operations.
 - 1. Relationship of chapter to IFC/Panhellenic, district and national organization
 - 2. Financial Responsibility
 - 3. Alumni Relations
 - 4. Scholarship
 - 5. Recruitment Techniques
 - 6. Chapter Management
 - 7. New Member Education
- B. Exercises in understanding the philosophy of fraternity.
 - 1. Role of the fraternity/sorority in the community and in higher education
 - 2. Brother/sisterhood
 - 3. Self-actualization of needs
 - 4. Chapter Unity

- 5. Group patterns of behavior
 - C. Exercises in group communication
 - D. Post-initiation seminar on highlights of the ritual

HOUSE CLEANING DETAILS

A new member's primary responsibility to the chapter is often his/her role as "The Janitor." Disguised as house duties, he/she must clean up after active members to develop a pride in the house. This, in effect, says to the new member, "be neat as a new member, and sloppy as an active."

Suggested Alternative: Work TOGETHER on house details in new member-active groups. This provides an excellent opportunity to test the acceptance of each other, resulting in a constant mutual respect for the maintenance of the physical structure.

NEW MEMBER EDUCATION THROUGH MEMORIZATION

New members are frequently required to learn minute details of fraternity/sorority history and are tested weekly on their assigned materials. Sometimes members demand oral recitation of new members' knowledge and then verbally reprimand new members when answers are repeated too slowly or incorrectly. Engaging members in active learning is a more effective means of mastering a topic.

Suggested Alternatives:

- A. Assign groups a specific decade or time frame for research into chapter history (people, places, events, etc). Groups can present, in a professional manner, to the chapter/alumni the results of their research.
- B. Develop a list of important information regarding fraternity/sorority history, chapter management procedures, Inter/national structure and other areas which will assist new members in understanding the total picture of the Greek system.
- C. Inform new members that the reason for learning important fraternity/sorority information is to develop an understanding of the ideals which founded, extended, and preserved the organization for over a century (in many cases).

STUDY HALLS

New members are often forced to study collectively, usually in the university library, during specified hours determined by the active chapter. The setting is usually uncomfortable, noisy, and

seldom conducive to academic needs. Actives usually accompany them to make certain they are sitting at their desks.

Suggested Alternatives: Develop academic programs designed to meet individual needs. Create big-little academic teams, have new members complete a weekly academic progress report, assist with study schedules and class schedules, offer individual courses tutoring and group seminars. Make available a list of student counseling services. Encourage house quiet hours at appropriate times. Invite instructors and counselors to the chapter house to discuss good study habits, job interviewing, writing resumes, and so on. Scholarship program opportunities available to chapters are virtually unlimited.

PERSONAL SERVITUDE

New members frequently are required to carry change and matches, answer telephones, shine shoes, clean individual rooms and so forth, which tend to make new members avoid active members.

Suggested Alternative: Delete all forms of personal servitude in the new member program and substitute with healthy, constructive group activities which foster new member-active communication.

ACTIVITIES DEMANDING NEW MEMBERS' RESPECT

New members must often call members Mr./Ms. _____, or say “yes, sir”/ “yes, ma’am” or “no, sir”/”no ma’am” when spoken to. They are frequently restricted from using the front door, eating with actives, and subjected to other degrading practices. New members must immediately respond to any demands made by actives or they are orally reprimanded and are sometimes required to perform calisthenics.

Suggested Alternative: When members have personal criticisms or requests of individual new members, they should maturely approach him/her as they would another active. Utilizing the chapter relations board, new member review board or executive board to confront more serious behavior is recommended.

FUN AND GAMES SESSIONS

New members are often forced to entertain actives by participating in food races, eating unfit items, running up and down stairs with water in their mouths to extinguish artificial fires, and other dehumanizing activities. Road trips or kidnappings (where actives take new members - and vice-versa - miles from the chapter house and leave them stranded, sometimes ill-clothed, and often in dangerous areas) are other forms of this abuse. These practices have resulted in accidents, permanent personal injury and in death.

Suggested Alternatives: Recognizing that new member programs can certainly include entertaining activities, produce game sessions which everyone can enjoy and where there is no chance of personal injury, property damage, or humiliation. Have contests with active/new member teams, big-little teams and the like. Road trips should be eliminated and replaced with annual pilgrimages to other chapters, national shrines, and other places that would allow the new members to learn more about the organization outside their local setting.

SIGNATURES IN THE “BLACK BOOK”

New members are forced to acquire the signature of each active member, and must usually include hometown, major, significant other’s name, favorite brand of booze, or other ‘pertinent’ information about him/her. The active can then test the new member on the accumulated knowledge, may sometimes be allowed to rip pages out of the book if answers are incorrect, and the pledge must then repeat the process. The intent of this activity is usually disguised as either an opportunity to become acquainted with each active, or a convenient method to acquire member addresses.

Suggested Alternative: Construct individual active/new member conferences throughout the education process to seek out areas of mutual interest and become more personally acquainted. Photocopied address lists appear to be a much easier method for producing that information.

INSPIRATION SESSIONS

Active members attempt to “discipline” pledges under uncomfortable circumstances, usually in the form of a line-up and/or under lights. Members criticize new members by asking numerous, and

often ridiculous, questions and new members are rarely given the opportunity to respond. Group punishment occurs, the individual causing harm is rejected, and cliques result.

Suggested Alternative: Encourage constructive one-to-one consultations between actives and new members in a comfortable setting, and allow the new member the opportunity for rebuttal when the active criticizes his actions. If further action is required after individual consultation, utilize the chapter relations board, new member review board, or executive board.

**OFFICE OF FRATERNITY & SORORITY AFFAIRS
IFC/PA ANTI-HAZING COMPLIANCE FORM**

We understand that absolutely no activities should occur during the new member period that do not comply with our Inter/National values and guidelines.

We understand that the chapter is not to engage in any pre-pledging activities.

We have informed new members and initiated members of the *Cornell University Anti-Hazing Policy* and our Inter/National Organization hazing policy.

We understand that our Inter/National headquarters will be notified if there are any concerns or allegations of illegal new member activities.

We understand that violating the *Cornell University Anti-Hazing Policy* will result in a judicial hearing for the chapter and may result in a referral to the Judicial Administrator for those individuals involved in any hazing activity.

We understand that if found responsible for violating the anti-hazing policy through the Greek Judicial process, the findings of facts, sanctions, and name of our organization will be posted on the www.hazing.cornell.edu website.

THIS FORM HAS BEEN READ BY ALL OFFICERS OF THE CHAPTER. WE UNDERSTAND AND AGREE TO ADHERE TO THE AFOREMENTIONED STATEMENTS.

Organization		Chapter
Chapter Advisor	New Member Educator	President
1. _____ Office Title	_____	_____ Signature
2. _____ Office Title	_____	_____ Signature
3. _____ Office Title	_____	_____ Signature
4. _____ Office Title	_____	_____ Signature
5. _____ Office Title	_____	_____ Signature
6. _____ Office Title	_____	_____ Signature

**CORNELL UNIVERSITY
ANTI-HAZING POLICY**

Fraternity and Sorority Affairs

DECLARATION OF NEW MEMBER AND CHAPTER RESPONSIBILITIES

This statement is to be read, understood and practiced during the new member education period in your chapter. This contract is to be completed and submitted to the office of Fraternity & Sorority Affairs within 48 hours of a new member accepting a bid.

HAZING IS PROHIBITED

No chapter, colony, student or alumnus shall conduct nor condone hazing activities. Hazing activities are defined as:

To haze a person. Hazing is defined as an act that, as an explicit or implicit condition for initiation to, admission into, affiliation with, or continued membership in a group or organization, could be seen by a reasonable person as endangering the physical health of an individual or as causing mental distress to an individual through, for example, humiliating, intimidating, or demeaning treatment; destroys or removes public or private property; involves the consumption of alcohol, other drugs, or other substances; or violates any of the policies of the university(Campus Code of Conduct, Title Three, Article II.Z).

The undersigned new member understands that he/she has the following responsibilities:

- * To understand and abide, in fact and in spirit by the above definition of hazing;

New Member Educator Handbook for IFC and PA

-
- * To maintain his/her satisfactory academic standing with the University while participation in new member education;
 - * To refrain from questionable activities that may jeopardize or demean the image of fraternities/sororities;
 - * To make a constructive contribution to his/her new member education program and chapter to which he/she is pledging.

The undersigned chapter officer understands that he/she has the following responsibilities:

- * To understand and abide, in fact and in spirit, by the above-definition of hazing;
- * To conduct a new member education program tapered to the needs of individuals, that is a positive, educationally sound, growth experience.

Date

Name of Associate/New Member

Name of Chapter President

Signature of Associate/New Member

Signature of Chapter President

ASSOCIATE/NEW MEMBER REGISTRATION FORM

Chapter: _____ Sem/Year _____

Name: _____

Student ID: ___ * ___

Class Status: _____ Major/Intended: _____

Home Address:

(Street)

(City)

(State)

(Zip)

Home Telephone No.: (____) _____ - _____

College Address:

Residence Hall

Room No.

Campus Telephone No.: (____) _____ - _____

NEW MEMBER DEPLEDGING FORM

IT IS THE RESPONSIBILITY OF THE RECRUITMENT CHAIR TO INSTRUCT THE NEW MEMBER TO BRING THIS FORM TO OFFICE OF FRATERNITY AND SORORITY AFFAIRS. **THIS FORM IS TO BE SIGNED AND DATED IN THE PRESENCE OF A REPRESENTATIVE FROM THE OFSA.**

I _____, HAVE DECIDED TO DE-PLEDGE
(PRINT YOUR NAME)
_____ CHAPTER OF _____

FRATERNITY/SORORITY. I UNDERSTAND THE RECRUITMENT POLICIES THAT APPLY TO MY COUNCIL AND I AM AWARE THAT THESE POLICIES MAY AFFECT ME DURING A FUTURE RECRUITMENT PERIOD.

SIGNATURE

CU ID

DATE

NOTE: IT IS THE RESPONSIBILITY OF THE NEW MEMBER TO COMPLETE ALL LOCALLY AND/OR NATIONALLY MANDATED REQUIREMENTS TO DE-PLEDGE FROM THE ORGANIZATION. THIS FORM SERVES AS OFFICIAL NOTIFICATION TO THE OFFICE OF FRATERNITY AND SORORITY AFFAIRS. NOTIFICATION TO OFSA DOES NOT AND SHOULD NOT IMPLY NOTIFICATION OF THE CHAPTER OR INTER/NATIONAL ORGANIZATION

HAZING: NEW YORK STATE LAW AND UNIVERSITY POLICY

New York State Law

New York statutory law includes two (2) provisions making hazing an illegal act and one (1) provision requiring the adoption of university regulations proscribing hazing.

The Penal Law - Hazing in the First Degree

This provision makes hazing a crime punishable against any of the individuals who take part in activities if they intentionally or recklessly engaged in and cause injury. The person need only have taken part in the activity and if injury results to any person as a result, that person can be guilty of hazing. This form of hazing is a Class A misdemeanor, punishable by a fine of up to \$1000, up to one year in jail, or both.

The Penal Law - Hazing in the Second Degree

This relatively new provision makes hazing a crime punishable against any of the individuals who take part in activities if they are intentionally or recklessly engaged in conduct that creates a substantial risk of physical injury. This form of hazing is classified as a Violation, punishable by a fine of up to \$250, up to 15 days in jail, or both.

The Education Law - Description of Hazing

This provision describes hazing as "any action or situation which recklessly or intentionally endangers mental or physical health or involves the forced consumption of liquor or drugs for the purpose of initiation into or affiliation with any organization." Such conduct is chargeable to the individual carrying it out and to the organization authorizing it. Sanctions to be invoked upon proof of the violation include whatever penalties are generally applicable in the university to violations of that university's rules and, by statute, rescission of permission for that organization to operate on campus property.

New Member Educator Handbook for IFC and PA

- Title Two. Regulations for the Maintenance of Public Order
- II. Violations
 - D. To engage in any action or situation which recklessly, or intentionally endangers mental or physical health or involves the forced consumption of liquor or drugs for the purpose of initiation into or affiliation with any registered organization.
- Title Three. Regulations for the Maintenance of the Educational Environment
- II. Violations
 - G. To threaten or use physical force to endanger, injure, abuse, intimidate, or coerce another person.
 - H. To endanger or to cause damage to or loss of property of another person or of the University, or to endanger another person.
 - I. To fail to leave a university building after a fire alarm has sounded or other notice of fire has been given, whether a drill or not.
 - Z. To haze a person. Hazing is defined as an act that, as an explicit or implicit condition for initiation to, admission into, affiliation with, or continued membership in a group or organization, could be seen by a reasonable person as endangering the physical health of an individual or as causing mental distress to an individual through, for example, humiliating, intimidating, or demeaning treatment; destroys or removes public or private property; involves the consumption of alcohol, other drugs, or other substances; or violates any of the policies of the University.

For more information see *Policy Notebook for Cornell Community*

Interpretation of the Definition of Hazing

In determining whether an activity constitutes hazing, the University shall use the common and ordinary meaning of the terms in the definition. If an organization is unsure whether a proposed activity will constitute hazing, the organization should feel free to contact the Office of Fraternity & Sorority Affairs.

Factors that affect the determination of chapter responsibility:

In determining responsibility, the University will take into account the following:

Consent

- Actual consent of member(s) knowingly agreeing to carry out the activity.
- Implied consent of member(s) failing to take steps to interdict the activity.

Coercion

- Actual Coercion of member(s) physically compelling participation.
- Implicit Coercion: Member(s) making participation a condition or precedent to membership.

Endangerment

- Intentional Endangerments: Harm being the natural and inevitable consequence of the activity.
- Reckless Endangerment: Disregard or indifference to safety; harm being a possible and foreseeable, but not a certain consequence.

Examples of Hazing Activities

Examples of conduct which would violate the New York State "Anti-Hazing" Law and related Cornell University Campus Code of Conduct. This list is not meant to be inclusive, but is only meant to serve as an instructional aid. Specifically, such action or situation may include, but is not limited to:

- All forms of physical activity that are not part of an organized, voluntary athletic contest or not specifically directed toward constructive work.
- Any activity (including voluntary athletic contests and constructive work) that might reasonably bring physical harm to the individual.
- Paddling, beating, or otherwise permitting undergraduate or alumni members to hit other individuals.
- Requiring individuals to wear any degrading or uncomfortable garments.
- Depriving individuals of the opportunity for sufficient sleep, decent and edible meals, or access to means of maintaining body cleanliness.
- Activities that interfere with an individual's academic efforts by causing exhaustion, loss of sleep, or loss of reasonable study time.
- Requiring individuals to consume alcohol or drugs and/or any other substances.
- Forcing, coercing, or permitting students to eat or drink foreign or unusual substances.
- Throwing, pouring, or applying substances to the bodies of individuals.
- Morally degrading or humiliating games or any other activities which make the individual the subject of amusement, ridicule, or intimidation.
- Subjecting an individual to stressful, psychological conditions for any reason.
- Any requirement which compels an individual to participate in any activity which is illegal, perverse, publicly indecent, contrary to the individual's genuine moral and/or religious beliefs, or contrary to the Campus Code of Conduct or policies and regulations of the University.

**Office of Fraternity and Sorority Affairs
Funding Guidelines and Application**

Anthony B. Cashen '57, MBA '58, Chair of the Fraternity and Sorority Advisory Council, has generously started a fund to support productive new member education activities as part of the New Member Education Program. This funding will act as seed money for chapters as they work to explore educational activities that are centered on integrity, and community building. Chapters are encouraged to be creative in their programming ideas, and to develop activities that integrate values and leadership. It is strongly recommended that the new member class participate in the design of these activities.

Several chapters will be granted funding, and the Office of Fraternity and Sorority Affairs is currently seeking applications. The Office hopes to assist approximately 30 chapters with the funding that is available (individual chapter grants of up to \$300). The Office may require funds to be matched by the undergraduate or alumni chapter.

Funding Criteria:

Creativity in programming is encouraged. The following is a list of example activities:

- A project to launch a new chapter or class program in philanthropy or community service.
- A project to establish a new educational initiative or program that is adopted by the entire chapter.
- A program, plan, or activity that constructively engages one or more other chapters in a worthwhile community effort.
- A project that addresses a campus need or requirement that improves student, faculty, or staff life for the University Community.
- An event that demonstrates to the Ithaca Community good citizenship, service, or philanthropy.
- Work project to improve or enhance the physical condition of the chapter.
- A sport or other activity based program that engages the entire chapter in a uniting "team building" endeavor.
- A program to develop, improve, or meet a leadership need within the chapter (for example, revise or update the chapter officer orientation program and manual).

Application Process:

Please submit the attached application to **Patty Case by mail at 540 Willard Straight Hall, or by email at pac25@cornell.edu.**

New Member Educator Handbook for IFC and PA

Name of Chapter: _____

New Member Educator: _____

New Member President: _____

Date of Proposed Activity: _____

Proposed Participants: _____

Total funding required: _____

Outside funding, if any: _____

Using the following space, please describe the activity for which you would like funding. Several ideas are described on the previous page. If you would like additional project suggestions, please contact your staff liaison at 255-2310.

CREATIVE NEW MEMBER PROGRAMMING
Office of Fraternity and Sorority Affairs
Funding Guidelines and Application

Program Assessment (to be returned to OFSA upon the completion of the activity)

Date of activity: _____

Contact Person: _____

Address: _____

Brief Assessment of program:

Grant Amount: _____

Signature of Approval: (to be signed by OFSA) _____