

East Carolina University Greek Life Advisor Manual



Established 1902



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East Carolina University's Fraternity and Sorority Community

Governing Council: Panhellenic Council (PC)

Alpha Delta Pi
Alpha Phi
Alpha Omicron Pi
Alpha Xi Delta
Chi Omega
Delta Zeta
Kappa Delta
Sigma Sigma Sigma
Zeta Tau Alpha

Governing Council: Interfraternity Council (IFC)

Beta Theta Pi
Chi Phi
Delta Chi
Delta Sigma Phi
Phi Kappa Psi
Phi Kappa Tau
Kappa Alpha
Kappa Sigma
Phi Gamma Delta
Pi Kappa Alpha
Pi Kappa Phi
Sigma Alpha Epsilon
Sigma Phi Epsilon
Sigma Tau Gamma
Theta Chi
Tau Kappa Epsilon

Governing Council: National Pan-Hellenic Council (NPHC)

Sororities
Alpha Kappa Alpha Sorority Inc.
Sigma Gamma Rho Sorority Inc.
Zeta Phi Beta Sorority Inc.
Delta Sigma Theta Sorority, Inc.

Fraternities

Alpha Phi Alpha Fraternity Inc.
Kappa Alpha Psi Fraternity Inc.
Omega Psi Phi Fraternity Inc.
Phi Beta Sigma Fraternity Inc.
Iota Phi Theta Fraternity, Inc.

Governing Council: Multicultural Greek Council (MGC)

Lambda Theta Alpha, Latina Sorority Inc.
Sigma Omicron Epsilon, Native American Sorority
Theta Nu Xi, Multicultural Sorority Inc.

****No active chapter on campus as of 8/4/10****

History of Fraternity and Sorority Life

The American Fraternity

Betty Mullins Jones

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 students formed a secret society which they called Phi Beta Kappa, after the first initials of their Greek 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 Greek motto, an oath of secrecy, a badge, a ritual, a seal and a secret grip or handshake. (Undoubtedly the Greek motto and Greek name arose from the fact that all these students studied Greek 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 68 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 students 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 Greek names, exceptions being Acacia, FarmHouse 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 students. Consequently, campuses were ringed with boarding houses where students 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 students' 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 has 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 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 anti-fraternity 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.

Fraternalities and sororities were created by students to fill a void in their lives – to foster friendships, to encourage sociability, to provide an outlet for free expression. Few students 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

Reference:

From *Advising Fraternities and Sororities Manual*. Association of Fraternity Advisors.

Core Values

Inherent in this mission is the facilitation of our values as fraternity and sorority members:

- **Friendship:** To create an eternal bond of loyalty, camaraderie, and respect based on the pride and unity that encompasses our community.
- **Leadership:** To develop the skills and talents for our members to impact our campus, community, state, country and world as undergraduate members and as graduate and alumni members.
- **Scholarship:** To encourage and provide the resources for our members to succeed academically through continuous learning, moral development, and scholastic recognition.
- **Service:** To enrich the lives of our members through meaningful involvement in service and philanthropic events.
- **Social Advancement:** To formulate meaningful friendships through a wide range of activities that bring together our members and develop personal and professional skills.

All of these are facilitated with a respect to:

- **Diversity:** To create an opportunity for people of different backgrounds, cultures and interests to come together and celebrate the common experiences that we have as fraternity and sorority members while appreciating our individual differences.

The North-American Interfraternity Conference

The North-American Interfraternity Conference
Peter Smithhisler, North-American Interfraternity Conference

The North-American Interfraternity Conference (formerly known as the National Interfraternity Conference) has a long and storied history as a body that has assisted fraternal organizations to work together. In 1883, in Philadelphia, a Panhellenic Conference was organized to create more harmonious and ethical relationships among existing fraternities. Due to jealousy, suspicion, and intense rivalry, a majority of the 14 fraternities represented did not support the call for a second meeting. In 1909, The Religious Education Association sponsored a meeting in Chicago to which 17 fraternities sent representatives. Positive discussion led to the call for a second meeting to discuss mutual problems and consideration of a Panhellenic Union. Nine months later, on November 27, 1909, 26 fraternities met to discuss critical issues facing fraternities at that time. A formal organization was completed in 1910. In 1931 the organization's name was changed from Interfraternity Conference to National Interfraternity Conference. In 1999, at the annual meeting in Denver, the House of Delegates again changed the name to North-American Interfraternity Conference to celebrate the membership of brothers in Canada.

Today, the NIC has 66 member organizations with 5,300 chapters located on 800 campuses in the United States and Canada with approximately 350,000 undergraduate members. The NIC is led by a Board of Directors comprised of 15 volunteers from member fraternities. It is important to note that neither the Board nor the NIC House of Delegates acts as a governing board. The headquarters and professional staff are located in Indianapolis, Indiana.

Mission

The NIC serves to advocate the needs of its member fraternities through enrichment of the fraternity experience; advancement and growth of the fraternity community; and enhancement of the educational mission of the host institutions. The NIC is also committed to enhancing the benefits of fraternity membership. Each of the member organizations has adopted basic expectations of their members and agreed to the following Nine Basic Expectations.

- I.** I will know and understand the ideals expressed in my fraternity ritual and will strive to incorporate them in my daily life.
- II.** I will strive for academic achievement and practice academic integrity.
- III.** I will respect the dignity of all persons; therefore I will not physically, mentally, psychologically or sexually abuse or harm any human being.
- IV.** I will protect the health and safety of all human beings.

V. I will respect my property and the property of others; therefore, I will neither abuse nor tolerate the abuse of property.

VI. I will meet my financial obligations in a timely manner.

VII. I will neither use nor support the use of illegal drugs; I will neither misuse nor support the misuse of alcohol.

VIII. I acknowledge that a clean and attractive environment is essential to both physical and mental health; therefore, I will do all in my power to see that the chapter property is properly cleaned and maintained.

IX. I will challenge all my fraternity members to abide by these fraternal expectations and will confront those who violate them.

Resources

Resources offered by the NIC are intended to support the work of campus advisors and fraternity staff members. The resources fall into two categories: Information Network and Educational.

Information Network resources include the important and popular Interfraternity Directory. The directory is a listing of every NIC, NPC, NPHC and NALFO member group, a leadership directory of fraternal organizations, and a listing for every campus that has a fraternity community. Interchange is information and resource network comprised of undergraduate Interfraternity Councils. The tiered structure of the program allows IFCs to join based on the number of fraternities currently recognized on campus. Information is regularly distributed, both electronically and via mail, to the councils for distribution on campus.

Educational resources to be used by the councils are distributed to Interchange members on a quarterly basis. Interchange members also receive a reduced cost on supplemental educational resources and reduced fees to attend NIC programs such as UIFI and Futures Quest. A series of Awards of Distinction are presented to undergraduates and alumni for service to fraternities beyond the standard of membership. These awards, presented regionally, recognize outstanding service that advances the ideals of the fraternal movement. Because of these men's willingness to serve and give, fraternities are advanced and the ideals realized.

Educational Programs can be purchased through the NIC. These programs contain everything that a campus/council/fraternity needs to conduct the program. Curriculum includes information and instructions about activities, processing questions, follow-up measures, and programming alternatives. Topical areas covered by resources are Membership Development, Risk Management, Public Relations, Ritual and Values Education, Leadership Development, Community Relations and Community Service, Officer Development, Recruitment, Greek Week Resource Kit, Alcohol Free Housing, Diversity, Hazing, and Personal Development. Detailed descriptions of each resource are found at the resources and services section of the NIC's web page at www.nicindy.org.

Resolutions

A series of resolutions adopted by the NIC House of Delegates (voting body) are important documents with which the fraternal community should become familiar.

Intended to act as a guide, not a mandate, the resolutions outline the NIC's position on a number of serious topics including Freedom of Association, Freedom of Speech, Hazing, Recruitment, New Member Education, the Dignity of Others, and a variety of other issues. These resolutions are available in their entirety at www.nicindy.org and a number of important and often-requested resolutions are found toward the back of the Interfraternity Directory.

Future

The future of the NIC and fraternal organizations for men will be drastically different. Fraternities will thrive in the next decade, with the main emphasis turning to individual responsibility and personal fulfillment. The founding values of fraternities will resonate loudly with the matriculation of the latest cohort of students being called the Millennials (Brownstein, 2000). The Millennial Generation is projected to have a greater personal commitment to teamwork and community service, which connects to the values of group success and service for others within fraternities. This generation is also projected to have a sense of group responsibility that also matches the fraternal experience. Fraternity housing of the future will emphasize smaller houses, sleeping no more than 25-30 men. Greek Villages, with stringent restrictions, will be created to partner with campus/university administrators who will not tolerate dysfunctional behavior. Safety will be a major concern. All fraternity housing will contain house-directors and will be alcohol free. Sprinkler systems will be in every fraternity structure. Pledgeship or Associate Membership in a fraternity will be reduced to periods of one month or less in order to reduce the number of hazing incidents. Hazing will not fit with the Millennial's value structure. Fraternity grade point averages will be above the all-men's average GPA on 85 percent of campuses. As a result of the return to our founders' principles, alumni contributions will be at all time highs. Respect for fraternity membership will have returned.

Public Relations Effort

The NIC will begin an era of research and development related to targeting a distinct market of individuals interested in joining a fraternity. Preliminary internal research indicates time, resources, energy, and message should be focused on high school juniors and seniors. Great effort must be made to influence this group to consider membership in a fraternity. The target group needs to be exposed to the values of the fraternity culture and be given the opportunity to see that their personal value structure can match that of a fraternity. This effort needs to occur prior to the target group entering the college environment. Support from the university community is essential to the success of the NIC public relations initiatives. Through solid partnerships, the fraternity and university communities recruit a solid student base and this will have a positive effect on the retention of these students in college and within the fraternity.

Reference:

Brownstein, A. "The Next Great Generation?" *Chronicle of Higher Education*, Oct. 13, 2000, pp. A71-A72. From *Advising Fraternities and Sororities Manual*. Association of Fraternity Advisors.

About the National Panhellenic Conference

Early histories of women's fraternities contain accounts of "rushing and pledging agreements" or "compacts" among fraternities on various campuses, and also many stories of cooperation and mutual assistance. However, no actual Panhellenic organization existed and no uniform practices were observed. By 1902, it was obvious that some standards were needed, so Alpha Phi invited Pi Beta Phi, Kappa Alpha Theta, Kappa Kappa Gamma, Delta Gamma, Gamma Phi Beta, Delta Delta Delta, Alpha Chi Omega and Chi Omega to a conference in Chicago on May 24. Alpha Chi Omega and Chi Omega were unable to attend. The remaining seven groups met and the session resulted in the organization of the first interfraternity association and the first intergroup organization on college campuses. (National Interfraternity Conference for men's fraternities was organized in 1909, now called the North-American Interfraternity Conference).

This meeting, and the next few, resulted in several mutual agreements, especially regarding pledging. Up to this time, no guidelines had been set, and women could be pledged to groups before enrolling in college and, indeed, even belong to more than one group.

The fact that NPC is a "Conference" is significant to the NPC philosophy because the organization is a conference, not a congress. It enacts no legislation except for the conduct of its own meetings. Other than the basic UNANIMOUS AGREEMENTS which all groups have voted to observe, NPC confines itself to recommendations and advice, and acts as a court of final appeal in any College Panhellenic difficulty. One of its greatest services is providing Area Advisors for College Panhellenics and Alumnae Panhellenics.

AES Merger with NPC

Members of Sigma Sigma Sigma and Alpha Sigma Alpha organized the Association of Pedagogical Sororities on July 10, 1915. The membership consisted of sororities, who like the name indicates, were primarily located on state campuses where women entering the educational field were predominant. In 1917, Pi Kappa Sigma and Delta Sigma Epsilon joined the association, followed by Theta Sigma Upsilon in 1925, Alpha Sigma Tau in 1926, and Pi Delta Theta in 1931. At the third biennial conference, the name of the association was changed to the Association of Educational Sororities (AES). Later, the word "Educational" was changed to "Education".

The AES was a strong group of leaders that focused not only on educational (providing scholarships) and women-centric issues, but cooperated to support issues outside of the sorority world including defense projects during World War II. One of the projects started by the AES member groups resulted in what is today the world-renowned Leader Dogs for the Blind School in Rochester, MI.

After much work on the part of NPC and AES, on November 12, 1947, the six AES sororities were unanimously accepted as associate members of NPC. At the same time, five other sororities were also admitted. In December of 1951, the six sororities became full

members of NPC. Since that time, three have merged with other NPC member groups leaving Alpha Sigma Alpha, Alpha Sigma Tau and Sigma Sigma Sigma as the remaining former-AES members.

National Panhellenic Conference Vision Statement

Adopted at the Biennial Session, 10/05.

The National Panhellenic Conference will be the premier advocacy and support organization for its members, member groups, college and alumnae panhellenics and a proponent of women's fraternity membership.

National Panhellenic Conference Mission Statement

Adopted at the Biennial Session, 10/05.

The National Panhellenic Conference exists to promote the values of and to serve as an advocate for its member groups in collaboration with those members, campuses and communities.

National Panhellenic Conference, founded in 1902, is an umbrella organization for 26 inter/national women's fraternities and sororities. Each member group is autonomous as a social, Greek-letter society of college women and alumnae. Members are represented on over 620 college and university campuses in the United States and Canada and in over 4,600 alumnae associations, making up over 3.6 million sorority women in the world.

NPC Creed

We, as Undergraduate Members of women's fraternities, stand for good scholarship, for guarding of good health, for maintenance of fine standards, and for serving, to the best of our ability, our college community. Cooperation for furthering fraternity life, in harmony with its best possibilities, is the ideal that shall guide our fraternity activities.

We, as Fraternity Women, stand for service through the development of character inspired by the close contact and deep friendship of individual fraternity and Panhellenic life. The opportunity for wide and wise human service, through mutual respect and helpfulness, is the tenet by which we strive to live.

About the National Pan-Hellenic Council, Incorporated

The National Pan-Hellenic Council, Incorporated (NPHC) is currently composed of nine (9) International Greek letter Sororities and Fraternities: Alpha Kappa Alpha Sorority, Inc. Alpha Phi Alpha Fraternity, Inc., Delta Sigma Theta Sorority, Inc., Zeta Phi Beta Sorority, Inc., Iota Phi Theta Fraternity, Inc., Kappa Alpha Psi Fraternity, Inc., Sigma Gamma Rho Sorority, Inc. Phi Beta Sigma Fraternity, Inc. and Omega Psi Phi Fraternity, Inc. NPHC promotes interaction through forums, meetings and other mediums for the exchange of information and engages in cooperative programming and initiatives through various activities and functions.

On May 10, 1930, on the campus of Howard University, in Washington DC, the National Pan-Hellenic Council was formed as a permanent organization with the following charter members: Omega Psi Phi and Kappa Alpha Psi Fraternities, and Alpha Kappa Alpha, Delta Sigma Theta and Zeta Phi Beta Sororities. In 1931, Alpha Phi Alpha and Phi Beta Sigma Fraternities joined the Council. Sigma Gamma Rho Sorority joined in 1937 and Iota Phi Theta Fraternity completed the list of member organizations in 1997.

The stated purpose and mission of the organization in 1930 was “Unanimity of thought and action as far as possible in the conduct of Greek letter collegiate fraternities and sororities, and to consider problems of mutual interest to its member organizations.” Early in 1937, the organization was incorporated under the laws of the State of Illinois and became known as “The National Pan-Hellenic Council, Incorporated.”

The growth of NPHC fraternities and sororities, on both historically white and historically black campuses, can be viewed in three distinct phases:

Post World War I

Undergraduate chapters of NPHC affiliate organizations began to spread to major research universities admitting Blacks and to major historically Black colleges in the South. Graduate chapters were birthed in cities across the US as civic and service organizations, due to blatant racism prohibiting African Americans from participating in general civic organizations within their communities after college graduation.

Post World War II

NPHC affiliate chapters proliferated on southern historically Black college campuses. Many cultural traditions which differed markedly from historically white college traditions became refined and embedded within the African American tradition and culture (e.g., "lining" and public skits on campus as a part of "pledging").

Post Civil Rights Act 1964

Many colleges and universities which had previously denied admittance to African Americans or which had small enrollments grew in their enrollment of African Americans and established chapters on their campuses. Such actions caused the numbers of NPHC

affiliate organizations to swell to over 400 undergraduate chapters and just as many graduate chapters on the average for each organization. Presently, there are approximately 1.5 million members of undergraduate and graduate affiliate chapters served by NPHC.

The establishment of tradition

In 1992, through the joint cooperation of Indiana University-Bloomington and the National Board of Directors of NPHC, the first permanent national office for NPHC was established in Bloomington, Indiana on the campus of Indiana University. Prior to its establishment, for over a 62 year period, the national office would sojourn from one officer to the next.

NPHC changed its national constitution in 1993, at the National Convention, to allow for the appointment of its first Executive Director, Dr. Michael V. W. Gordon. At the same convention, NPHC changed its constitution to create the possibility for like organizations to apply for membership. In 1995, the first international council was chartered in Nassau, Bahamas. While in 1996, Iota Phi Theta Fraternity joined as its ninth affiliate member.

“Why the Tradition must continue on college campuses”

To understand the need for and concept of the National Pan-Hellenic Council, Inc., one must first consider, understand and familiarize oneself with the historical accounts and significance of predominantly Black Greek-letter organizations. While having their own distinct heritages, the nine (9) member organizations of NPHC offer insight and a unique perspective into this understanding and the development of Black socioeconomic and cultural life.

Each of the nine (9) NPHC organizations evolved during a period when African Americans were being denied essential rights and privileges afforded others. Racial isolation on predominantly white campuses and social barriers of class on all campuses created a need for African Americans to align themselves with other individuals sharing common goals and ideals. With the realization of such a need, the African American (Black) Greek-lettered organization movement took on the personae of a haven and outlet, which could foster brotherhood and sisterhood in the pursuit to bring about social change through the development of social programs that would create positive change for Blacks and the country. Today the need remains the same.

While NPHC affiliate organizations recognize the social aspect of Greek college life, the primary purpose and focus of member organizations remains community awareness and action through educational, economic, and cultural service activities. NPHC affiliates and their respective members have pledged to devote their resources to service in their respective communities, realizing that the membership experience of NPHC organizations goes beyond organizational membership during an individual’s college career. A lifetime commitment to the goals and ideals of each respective organization is stressed. The individual member is also expected to align himself with a graduate/alumni chapter, following graduation from college, with the expectation that he/she will attend regular chapter meetings, regional conferences and national conventions, and take an active part in matters concerning and affecting the community in which he or she lives.

The need to form campus-based councils to represent NPHC affiliate organizations is not motivated by a “separatist” philosophy. The establishment of councils assists in maintaining a distinct identity as “service based organizations,” as opposed to organizations that may be strictly social in nature; NPHC, Inc. does not advocate a disassociation from NIC, NPC, or NALFO organizations on college campuses. The council’s purpose is to promote unity and expose members to the “service for life” philosophy and foster leadership development and scholarship. Furthermore, the National Pan-Hellenic Council provides a forum for participation and interaction among the members of affiliate organizations and the organizations themselves. It provides for a stronger unified voice and a stronger unified body. The continued advocacy for the establishment of local councils not only stems from tradition, but also from the realization that many colleges and universities maintain organization registration policies requiring an organization to belong to a national organization and that national organization to a national umbrella organization, in order to function on that respective campus.

It is the endeavor of NPHC, Inc. to foster a more stable environment on campuses for local NPHC councils, provide a forum for dialogue, and provide training for and management of it's respective councils. Having such an entity in place to serve as an umbrella organization centralizes and provides a clearinghouse for information sanctioned by the NPHC Council of Presidents, whether on the university/college campus and/or in civic, social, and political arenas. It is essential to have such a voice to advocate concerns of local councils and assert the position of the national body, particularly in decisions or rulings that may have a negative impact.

Source- <http://www.nphchq.org/about.htm>

Fraternity and Sorority Terminology

Active: A fully initiated member of a fraternity or sorority; a chapter or colony current members.

Affiliation: The fraternity or sorority to which an individual belongs.

Alumna/Alumnus: A graduated member of a fraternity or sorority.

Badge: A symbol that Greeks wear to indicate their membership to their organization, often a pin that is worn on the left breast.

Bid: A formal invitation to join a fraternity or sorority.

Bid Matching*: A system for matching the choice of the potential member with the choice of the chapter.

Chapter: The local groups of a larger national organization designated by a special Greek letter name.

COB*: (Continuous Open Bidding) A term used by sororities that indicates the opportunity for a chapter to invite a woman to membership if it did not fulfill its quota in formal recruitment or it has not reached its membership total. Chapters may COB anytime during the school year.

Colony: Status of a new chapter prior to installation.

Dues: Membership, philanthropic, room, board, and other fees paid to the local chapter of a sorority or fraternity in order to be a member.

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.

Formal Recruitment: The recruitment process which takes place during the fall semester.

Fraternity: The name that applies to all Greek letter organizations and is characterized by a ritual, pin, and a strong bond of sisterhood and/or brotherhood.

Greek: A person who is a member of a fraternity or sorority.

Initiation: The formal ceremony that brings new members into full active membership.

Legacy: A potential new member whose grandparent, parent, or sibling is an alumnus or active in, a particular sorority of fraternity. Fraternities and sororities are not obligated to invite all legacies to join.

National Panhellenic Conference (NPC): The governing body for 26 of the inter/national women's fraternities.

National Pan-Hellenic Council (NPHC): The governing body for the 9 traditionally African-American organizations, for both men and women.

New Member/Pledge: Someone who has been accepted as a member of a fraternity or sorority. After a period of education about the group, a new member may be initiated.

North-American Interfraternity Conference (NIC): A body of delegates from the 64 affiliated fraternities.

Panhellenic: A Greek word meaning All-Greek; the cooperative organization composed of the chapters of NPC sororities on campus.

Philanthropy: Charitable projects sponsored by an organization.

Potential New Member: (PNM) Any non-Greek student at UM. More specifically, during formal recruitment, a PNM is a man or woman who is registered for recruitment and is attending recruitment functions.

Quota*: The number of women that each NPC-affiliated sorority is allowed to extend a bid to during the formal recruitment process.

Recruitment (formally known as Rush): A social experience in which mutual selection occurs in order to determine membership. A function where undergraduates interested in joining a sorority or fraternity are able to meet members, learn more about the organization, and join a sorority or fraternity.

Ritual: A set of values Greek organizations were founded upon. Members of a fraternity or sorority vow to live by these values.

Total*: The allowable chapter size, including both new and initiated members, as determined by the college Panhellenic.

* indicates terms that are used for The National Panhellenic Conference recruitment process

Your Role as an Advisor

Responsibilities

You have been selected by the members of a Fraternity to act as an advisor to their chapter. Advisors assist in the general operation and governance of the chapter, including identifying educational, scholastic, cultural and developmental resources within the University community.

As a Faculty Advisor, you are expected to:

- Meet once a month with the scholarship chair and/or president to talk about scholarship related issues
- Attend one chapter meeting each semester to emphasize academics and your availability as a mentor
- Be available to meet with individual members who may need academic guidance.
- Provide guidance to the chapter if they want to develop a speaker series or host a faculty reception or dinner
- Attend any faculty reception the chapter hosts
- Help the chapter formulate academic incentives to reward members who do well academically
- Review the scholastic achievement of the chapter and determine whether it meet the national's expectations
- Attend one chapter event (other than a chapter meeting) each semester
- Advise chapter and or officers on university issues

Tips for Advising Chapters

1. Get to know the chapter members. It is very important to know your students and establish trust with them. Different groups require different approaches.
2. Keep the group s goals and objectives firmly in mind.
3. Know what group members expect of you as an advisor.
4. Express a sincere interest in the group and its mission.
5. Express a sincere interest in each individual within the group.
6. Assist the chapter in setting realistic, obtainable goals.
7. Assist the chapter in developing a system through which they can evaluate their progress.
8. Address the needs of each individual while helping the group achieve its goals.
9. Assist the chapter in understanding the dynamics of the group and human interaction.
10. Realize the importance of the peer group and its affect on how each individual participates or fails to participate.
11. Assist the group in determining the needs of the people the group is serving.
12. Be aware of the various roles you'll be filling from time to time:
 - Consultant
 - Information source
 - Clarifier
 - Counselor
 - Facilitator

13. Don't allow yourself to be placed in the position of chairperson. Work toward a balanced approach to group participation.
14. Make yourself aware of the institutional power structure both formal and informal.
15. Provide continuity for the group from year to year.
16. Challenge the group to grow and develop.
17. Always try and be creative and innovative.
18. Know how to access University resources.

How You can Benefit the Chapter

- You can offer advice to graduating seniors on career opportunities.
- You can give encouragement to students to participate in campus events and organizations.
- Officers and members will have access to you, an additional mature resource.
- You may be able to positively impact the chapter academic performance by reviewing the scholarship plan, meeting with the scholarship chairperson, new members, and/or the chapter, and by providing a system of accountability.
- You can advocate for the fraternity experience to other faculty, university administration, and/or parents.
- You may have specific organizational, financial, facility, or other resource management expertise to share with the chapter.
- You can assist in the development of chapter goals, procedures and action plans.

Types of Advisors

Each chapter currently has a chapter advisor who is a member of that organization. Below are the various advisors that some chapters have. Most lack many of these advisors. Below you can see in which ways you can help benefit the chapter.

Chapter Advisors (CA)

- Attend Executive Board meetings weekly or find an alternate
- Advise Executive Board, Chapter President (CP) and any other officers without a designated advisor
- See that the Executive Board and chapter goals are set and evaluated
- Attend Convention and other required advisor trainings
- Attend specialized training as requested
- Assist chapter in preparation for official visitors
- Approve all social events if there is not a Social Advisor

Academic Advisor

- Advise Scholarship Chairman, Scholarship Committee and other officers
- Ensure chapter has a viable Scholarship Program
- Attend meetings with members failing to meet chapter's scholarship standards
- Attend scholarship acknowledgement ceremonies

Administrative Advisor

- Advise officers related to the administration of the chapter that may include: Vice President, Corresponding Secretary, Recording Secretary, and other officers, as designated by the CA
- For Panhellenic member organizations, this advisor may also advise the Panhellenic representatives.

Alumnae Relations/Public Relations Advisor

- Advise Alumnae Relations Officer, Public Relations Chair, and/or Historian
- Attend events sponsored by the chapter designed to improve the relationship with area alumni
- Ensure that the chapter is submitting appropriate content for alumni newsletters

Standards Board Advisor

- Advise officer responsible for the chapters standards board and standards operations
- Attend Standards Board meetings
- Process paperwork on chapter initiated probations
- Process paperwork on initiated suspensions
- Work with other advisors to ensure education and adherence to all Fraternity policies and procedures
- Assist the chapter in addressing internal concerns around sisterhood/brotherhood, member conduct, and any other issue that would effect the continued development of the chapter
- Attend specialized trainings as requested

Fraternity Education Advisor

- Advise chapter officers related to member and new member education
- Work with other advisors to ensure education and adherence to all Fraternity policies and procedures
- Assist with administration of Membership Education Exam
- Work with the new member educator to develop the plan for new member education
- Attend NM meetings or find an alternate
- Assist with the administration of the New Member Exam
- Approve pre-initiation plans
- Ensure hazing is not occurring
- Work with other advisors to ensure each new member has paid all required fees prior to initiation, and that the money is forwarded to HQ with the proper forms and releases
- Read and utilize the New Member Manual in cooperation with the officers being advised

Financial Advisor

- Meet with Treasurer to assure the financial soundness of the chapter
- Ensure payments are current to the Corporation
- Approve expenditures before purchases are made
- Attend meetings of the Financial Committee
- Attend budget meeting and approve the proposed and revised budget
- Cosign all checks
- Ensure bills are accurate
- Do NOT sign blank checks
- Assist the Treasurer in informing new members of their financial responsibilities
- Meet with members having financial problems and attempt to find solutions
- Have a working knowledge of all forms
- Assist the Treasurer to accurately prepare quarterly reports and Federal Tax Forms (990)
- Assist the Treasurer in the collection of delinquent accounts
- Assure the Treasurer completes a confirmation of each member's account at the end of each school term

Risk Management Advisor

- Advise Risk Management Chair, Social Chair, Risk Management Committee and other officers, as requested by the Chapter Advisor
- Understand Risk Management Program and ensure all officers understand Risk Management procedures
- Work with other advisors to ensure education and adherence to all Fraternity policies and procedures
- Be familiar with campus risk management policy

Recruitment/Intake Advisor

- Advise the Recruitment Chairman, COR (Continuous Open Recruitment) Chairman, Intake DP's, and the Recruitment Committee
- Advise other officers as requested by CA

- Read Recruitment Manual
- Know campus recruitment rules
- Attend recruitment workshops and assist chapter in making recruitment plans
- Attend recruitment parties

Ritual Advisor

- Assist in presentation of Ritual Workshop for new initiates
- Attend Ritual Workshops

Social Advisor

- Advise Social Chair, Activities Chair and other officers, as requested by the Chapter Advisor
- Work with other advisors to ensure education and adherence of all Fraternity policies and procedures
- Attend all chapter social functions or find an alternate chaperone

Advising Style

Choosing an Advising Style

Your advising style will be determined by your personality, your knowledge base, and the development stage of the group you're 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 styles are described below.

Infancy: Students demonstrate low levels of commitment to the organization, programming skills, and responsibility for their actions.

Adolescence: Students demonstrate increasing programming skills, interest, commitment, and responsibility.

Young Adulthood: Students demonstrate competency in programming skills and an increase in commitment, plus a willingness to take responsibility for their own actions.

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.

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.

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.

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.

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 student ideas and plans; or fact finder - providing information to students on request.

Advisor Helpful Hints

How to be a Successful Advisor

- Be honest
- Be competent.
- Be forward looking.
- Be inspiring.
- Create a trusting relationship.
- Inquire as to expectations.
- Receive input prior to giving advice or taking action.
- Customize your advice.
- Provide reasons for why your advice should be taken.
- Keep your advisees' priorities in mind.
- Provide alternatives when making suggestions.
- As much as possible, avoid being an enforcer.
- Avoid putting yourself in the limelight.
- Get your accepted responsibilities done on time.
- Respond to all questions and requests for help.
- Show you are interested.
- Be a positive example.
- Make your communications positive-avoid cynical or negative remarks.
- Never lose your temper.
- Anticipate potential problems.
- Avoid saying, "I told you so."
- Recognize success.
- Show that you are proud to be a part of the group.

Causes of Advisor Burn-Out

- Frustrating meetings (no agenda, order, long, argumentative)
- Indefinite task descriptions
- Lack of feedback
- Being uninformed
- Indeterminate terms of office
- Difficulty with delegating
- No opportunities for spiritual renewal
- Lack of appreciation

Communication Skills

Building Relationships that Work

Faculty and Chapter Advisors are the link between students, faculty, community, and headquarters, as well as between the chapter and the campus leadership. The responsibility for building a positive, rewarding relationship is shared between the advisor and the organization. These strategies will help you maintain a solid foundation for working with a Greek chapter:

- Attend a lunch or dinner at the house, if possible.
- Encourage the chapter to host a scholarship banquet.
- Be available and enthusiastic about helping the chapter to educate themselves.
 - Present a study skills seminar to the chapter and/or new member class.
- Attend Parent's Day activities. Parents will feel good knowing their child is a member of a chapter with an active, positive role model.
- Get to know all chapter members by name.
- Assist officers in planning events when needed.
- Try to attend and participate in community events with the chapter when appropriate.
- Ask to be on the chapter's E-mail list serve or mailing list.
- Stay informed of what is happening in the organization, both positive and negative.
- Stay connected with the Director and Assistant Director of Fraternity and Sorority life and use them as a resource often.
- Take the chapters or officers schedules into consideration when arranging meetings.
- Agree to support the rules and regulations of the university and the national fraternity.
- Keep honest and open with chapter members and officers.
- Stay informed of problems and issues in the Greek community through the chapter or Office of Greek Life.
- Attend chapter activities when invited, including social events.
- Stay informed of the chapter's organizational activities, meetings, and social events.
- Meet regularly with the chapter or chapter representatives to discuss organizational challenges.
- Stay informed of any potential problems or concerns with the chapter, especially regarding academic, membership and conduct issues.
- Attend advisor and/or alumni meetings when scheduled by the Office of Greek Life.

Dealing with Conflict and Managing Difficult People

Difficult people are everywhere. They can be negative, irritating, and seem impossible to manage, this creates stress for everyone around them. Sometimes it seems easier to avoid or work around difficult people, but this is never a good long-term solution. If you learn to assess the person's behavior and listen with genuine interest, it is possible to effectively manage every difficult person. Good leaders and advisors never avoid difficult management situations. To assist you in managing difficult people, the following are seven difficult personality types. In each personality type, the behavior of each type is described first, followed by effective action you can take to handle each type of behavior.

Seven Difficult Personality Types:

1. Attackers

Behavior: Attackers assert their viewpoint forcefully. They require people to listen to what they say. They need room and time to blow off steam. *Your Action:* 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.

2. Egoists

Behavior: Egotists also assert themselves, but unlike the attacker, they are often subject experts. *Your Action:* Show honest respect for their knowledge, but don't 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.

3. Sneaks

Behavior: Sneaks take potshots and often use sarcasm as a weapon. *Your Action:* 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.

4. Victims

Behaviors: Victims see everything negatively. They act powerless and defeated, often whining about everyone and everything. *Your Action:* Ask them for suggestions to improve the situation. Have them state the negatives and address each one logically and positively.

5. Negators

Behavior: Negators are usually suspicious of those in authority and believe that their own way of doing things is the only way.

Your Action: 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.

6. Super-Agreeables

Behavior: 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.

Your Action: Monitor assignments to make sure super-agreeable are not overworked.

7. Unresponsive

Behavior: Unresponsive people are the most difficult to manage. They are seemingly impossible to draw out or to get involved.

Your Action: 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.

Dealing with Interpersonal Conflict

- Seek first to understand.
- Separate the person from the behavior. Use I statements.
 - Refrain from saying you are uninvolved, instead try saying, I've noticed you haven't been involved lately.
- When you initiate discussion, acknowledge the conflict.
 - Don't beat around the bush, state how you interpret the situation and let the other person/s do the same.
- Set a time to communicate directly, preferably in person.
 - Choose a place that is neutral.
 - Include the other person in the scheduling; show them you are flexible!
- Ask directly, but sensitively, for the other person's ideas and recognize positive intentions.
 - Don't make all the decisions yourself; conflict resolution should be a compromise and a team effort.
- Reflect back to the other person what you are hearing to make sure you've understood.
 - It is important that what one person is saying is being interpreted correctly by the other person.
- Listen empathetically.
 - Instead of trying to plan what you'll say next, listen to what the other person is saying, then plan your response.

Relationship between Collegiate Officers and Advisors

Generally, the advisor's contacts with the organization will take place in two settings: discussions with the officers, and attendance at meetings and other group activities. When working in these two settings, the adviser must constantly be aware of their role in the organization. Although active participation by the advisor is desirable, the advisor is not the leader of the group. The key to advising is developing a good relationship with the officers of the organization.

Officer-Advisor Relationship

1. The officer should meet regularly with the advisor and use them as a sounding board for discussing organizational plans and problems.
2. The officer should keep the advisor informed as to all organizational activities, meeting times, locations, and agendas. The advisor should receive minutes of all meetings.
3. The advisor should assist the officer in formulation long-range goals and in planning and initiation short term projects.
4. The officer should utilize the advisor as a resource person. From their previous experiences the advisor can provide the officer and member with background information and perspective on various campus and Fraternity/Sorority issues and concerns.
5. The officer will find the advisor able to assist in evaluating individual and group projects, performance, and progress.
6. The advisor may assist the office in preparing meeting agendas. This not only provides structure for conducting the organization's meetings, but also serves as a point of departure for the discussion of other areas of mutual concern.
7. The advisor should point out factors bearing on the ideas presented by the officer without imposing their own bias. If an idea is inappropriate, the adviser should try to encourage the officer to consider other alternatives.
8. If the officer asks "what should we do?", or "what do you think?", the question should be rephrased and handed back to the officer. The advisor is there to assist the officer, but not to solve the problem for them, an advisor should never make a decision on behalf of a chapter.
9. The advisor may suggest ways by which group meetings can be improved.
10. The advisor makes suggestions to help the officer improve other leadership skills. The officer should be encouraged by the advisor to take an occasional chance on some less proven members in delegating authority.

Danger Signs and Possible Solutions

Chapter members not participating in chapter activities:

- Re-examine activities to be sure they appeal to majority. Ask what members want out of their fraternal experience and what activities will best help them achieve their goals.
- Help each member understand their individual responsibility for participation.
- Divide chapter into committees to plan each major activity so everyone is involved and has responsibility.

Imbalance of chapter activities, thus appealing to limited interests:

- Whole group must face imbalance (or possibility of it) and discuss, with everyone present, allowing for individuals to express their views.
- Perhaps activities are too sophomoric to retain upper class interest or participation.
- List chapter activities under categories (social, philanthropic, community, etc.) and see where imbalance occurs.

Conflicts between members; little cooperation; cliques:

- Determine source of conflicts.
- Stimulate programs to emphasize positive aspects of the chapter.
- Involve all members in chapter decision-making and activities.
- In housing situations, change roommates each term.

Chapter attracts one type of person and would like to attract a more diverse group of men:

- Group may not feel it can attract any other type.
- Group discusses current image and what types are needed to change that image.

Feeling of no responsibility to anyone: leader to member, member to member, member to International, collegian to alumni, chapter to corporation, etc.:

- Group must learn to hold others accountable for the responsibilities they have voluntarily taken on themselves.
- If an officer is negligent, they should be removed from office in the best interests of the chapter.
- All members must realize they are responsible for maintaining high standards because their image affects that of the group.
- Plan and carry out several alumni activities during the year.

Top offices held by underclass members:

- Educate chapter and Nominating Committee of the value of upper-class officers for their experience and leadership abilities.
- Training/experience in one position leads to better performance in offices with more responsibility.
- When underclass members assume too much responsibility, the potential for "burnout" is significant.

Chapter meetings are long and drawn out:

- Check use of parliamentary procedure. Eliminate repetition. Limit time each person can speak.
- Use the committee structure to streamline chapter business.

Members are slow in paying dues, not signing promissory notes or not paying at all:

- Chapter must implement the 5% rule. (When 5% of chapter members have accounts past due, any social event is canceled, including formal.)
- Help chapter establish incentives for early and full payment of account (lower dues, prizes, etc.).
- Educate chapter members on financial obligation to the Fraternity - both locally and internationally. Members need to be aware of the consequences of not paying their bills.
- Approach corporation about the possibility of scholarships.

No particular regard for Ritual, its meaning or performance:

- Hold Ritual workshops frequently. Include mechanics, but it is more important to include discussions of meanings and everyday applications to make it come alive.
- Insist on proper attire. Make sure equipment is in good order.
- Review Ritual with Chapter President.

Lack of continuity and passing of files and information from one officer to the next:

- Insist on a well-planned, well-attended Officer Transition Workshop.
- Advisors should check officer's notebooks periodically.
- Chapter files need to be kept up-to-date with usable materials.

Chapter is losing members through school dropouts as well as Member dropouts:

- Suggest that personal interviews be held to determine causes and offer some solutions.
- Evaluate the Academic Development program and academic goals set by the chapter. Be certain there is an atmosphere for academic achievement.
- Organize tutors/mentors for members with grade problems.
- Be sure that all members feel a responsibility to the group - not just those who hold office.
- Settle personal conflicts as soon as possible.

Several New Members decide not to be initiated:

- Determine the primary reasons: individual problems, no sense of commitment to the Fraternity, financial inability, not enough bonding time/sisterhood activities?
- Make sure the chapter understands the commitment of all members for a successful New Member Orientation.

Not all chapter members are involved in recruitment preparations:

- Perhaps the Vice President of Membership Development is **too** involved (i.e., dictatorial).
- Make sure every chapter member has a job and feels the responsibility of developing and executing recruitment plans.
- Utilize all the recruitment committees fully.

Recruitment plans are not competitive with those of other chapters on campus:

- Have New Members evaluate the chapter's recruitment and give impressions of recruitment techniques use by other chapters.
- Examine entertainment. Is it appropriate? Is it outdated? Does it contain inside jokes? Are the decorations competitive?
- What atmosphere is created at the parties?

Chapter tends to make elections a popularity contest without regard for leadership abilities:

- Make sure the chapter is educated in the procedures for elections
- Members should openly discuss the qualities for each major office that would be most beneficial to the chapter. This should be done early on in the election process - perhaps at the time of the goal setting workshop with reminders prior to class caucuses.
- Make sure all candidates have talked with current officers of any office they are interested in to discuss duties and activities.

Office of Greek Life Policies

I. Recognition of Fraternities and Sororities

- A.** Recognition of fraternities and sororities is solely at the discretion of East Carolina University.
- B.** To be recognized, a fraternity or sorority must be affiliated, and be in good standing with a national or international fraternity or sorority.
- C.** To be recognized, a fraternity or sorority must carry liability insurance issued through their national or international organization.
- D.** All recognized fraternities and sororities must be chartered at East Carolina University and the membership must be exclusive to students of East Carolina University.

II. Expansion of New Fraternities and Sororities

- A.** National or International fraternity and sorority headquarters may not solicit or recruit East Carolina University students to establish new chapters without informing the appropriate umbrella organization and the East Carolina University Office of Greek Life.
- B.** New fraternities and sororities must be approved for expansion by the appropriate governing council in accordance with established expansion policies or, in the absence of a governing council, the Office of Greek Life.
- C.** Once a group has membership and is granted permission to expand from the appropriate governing council and/or East Carolina University, a new fraternity or sorority must register as a student organization with the Student Organization Center, provide contact information for chapter officers and advisors(s), and submit a roster of members to the Office of Greek Life.
- D.** Expansion for Interfraternity council fraternities must be in accordance with the standards of the North American Interfraternity conference. Expansion for Panhellenic Conference sororities must be in accordance with the National Panhellenic conference.

III. Eligibility to Join a Fraternity or Sorority

- A.** Only students enrolled at East Carolina University may join fraternities and sororities recognized by East Carolina University.
- B.** Students seeking membership in a recognized fraternity or sorority, or starting a new one, must have a 2.5 cumulative GPA from High school (IFC & NPC organizations) or their 1st full semester here at East Carolina University, and not be on academic probation with the

University.

C. Students joining fraternities and sororities must comply with University policies prohibiting hazing. [[link to Hazing Information](#)]

D. Chapters and governing councils may institute or have more specific standards, policies, and processes for students seeking membership in organizations.

IV. Academic Policy

A. Every chapter under the Office of Greek Life must maintain a cumulative 2.3 GPA. Chapters that do not meet this requirement will be notified in writing.

B. Failure to achieve the minimum grade point will result in a notification letter being sent to the chapter president, chapter advisor, and inter/national office.

C. Individuals within chapters under the Office of Greek Life must maintain a cumulative 2.0 GPA.

D. While we recognize that individual organizations have their own policies regarding academics and those policies may be higher than the university policy, these policies have been developed as a minimum guide. Members should constantly strive to achieve to the best of their ability. Individual chapter members must maintain a cumulative 2.0 GPA.

V. Fraternities and sororities and the Undergraduate Student Conduct Code

A. Fraternities and sororities are subject to the Student Code of Conduct and are expected to abide by the Code on and off campus.

B. Fraternities and sororities found to be in violation of the Student Code of Conduct are subject to discipline including, but not limited to, probation, suspension, and/or expulsion from East Carolina University. In the absence of a council judicial board, the judicial process of the Office of Student Rights and Responsibilities (OSRR) will adjudicate cases involving fraternities and sororities.

VI. Events with Alcohol

A. The possession, sale, use or consumption of ALCOHOLIC BEVERAGES, while on chapter premises or during a fraternity event, in any situation sponsored or endorsed by the chapter, or at any event an observer would associate with the fraternity, must be in compliance with any and all applicable laws of the state, province, county, city and institution of higher education, and must comply with either the BYOB or Third Party Vendor Guidelines.

B. No alcoholic beverages may be purchased through or with chapter funds nor may the

purchase of same for members or guests be undertaken or coordinated by any member in the name of or on behalf of the chapter. The purchase or use of a bulk quantity or common source(s) of alcoholic beverage, for example, kegs or cases, is prohibited.

C. OPEN PARTIES, meaning those with unrestricted access by non-members of the fraternity, without specific invitation, where alcohol is present, are prohibited.

D. No members, collectively or individually, shall purchase for, serve to, or sell alcoholic beverages to any minor (i.e., those under legal drinking age).

E. The possession, sale or use of any **ILLEGAL DRUGS** or **CONTROLLED SUBSTANCES** while on chapter premises or during a fraternity event or at any event that an observer would associate with the fraternity is strictly prohibited.

F. All recruitment or rush activities associated with any chapter will be non-alcoholic. No recruitment or rush activities associated with any chapter may be held at or in conjunction with a tavern or alcohol distributor as defined in this policy.

G. No alcohol shall be present at any rush/recruitment/associate member/new member/novice program, activity or ritual of the chapter. This includes but is not limited to activities associated with membership intake, “bid night,” “big brother – little brother” events or activities, / “big sister - little sister” events or activities, “family” events or activities and initiation.

VII. Greek Life Paperwork

A. Each chapter under the Office of Greek Life is expected to submit paperwork to the office in a timely fashion. Examples of required information include, but are not limited to:

Chapter rosters, new member rosters/ grade release forms, advisor information, new member education schedules, and officer lists.

VIII. Greek Judicial Boards

A. Rules and procedures of the councils are determined by each group’s constitution and bylaws which can be viewed on the Greek Life web site. The power of the councils to hear cases and deliver sanctions is delegated by the Office of Greek Life. In the instance a council does not have a Judicial Board the case(s) will be heard by the Assistant Director(s) of Greek Life.

B. IFC, NPHC and NPC Judicial Boards may impose the following sanctions, but are not limited to:

i. Warning: A written warning which indicates a violation of NPHC/IFC/Panhellenic, university and/or Greek Life policies and suggested future modifications of behavior.

ii. Probation/Suspension: A defined time period in which further violations will result in more severe sanctions. These may include restriction or suspension of participation in programs, recruitment/rush/membership intake, intramurals, and/or social probation (no social events).

iii. Restitution: A monetary payment to an individual or group for the cost of damages.

iv. Service project: A community service project as a form of non-monetary restitution to the community.

v. Educational Assignment: The chapter will provide educational programming on a topic related to the committed offense so that the chapter can learn from its mistake. .

vi. Board Discretion: Other sanctions deemed appropriate by the board.

C. Chapters have the right to appeal decisions of the board or the Office of Greek Life. Such an appeal must be submitted in writing within five business days of receipt of the written decision/sanctions and must specify the grounds for the appeal. The appeal will be directed to the appropriate University personnel for review.

Crisis Management

Examples of an Emergency:

- The death or serious injury of a chapter member.
- A fire in the chapter house.
- Any injury or incident involving drugs and/or alcohol.
- Any injury or incident involving a member and/or a non-member at or during a chapter event.
- Any injury or incident involving a member and/or non-member that occurs at the chapter house or on the chapter property.

Fire Prevention:

Chapters providing common housing should do the following each semester:

Create a rooming chart that closely resembles the floor plan of the house. List residents of each room directly on the floor plan and have it accessible to members. Next to each person's name, write relevant information that may be important in the case of a fire (disability, blindness, etc.). Attach a copy of pertinent phone numbers to this floor chart. Make two copies of this chart. Display one in a central area of the chapter house that can be taken as you leave the house in an emergency, and give one to your next-door neighbors, even if it is not a Greek chapter house. At least once every semester, the chapter should hold a timed fire drill. This includes everyone knowing his or her designated exit and using it. Drills should be done over and over until an acceptable amount of escape time is met. Escape routes for each room in the facility should be permanently affixed to the back of that room's door. Only remove the escape route chart if being replaced by a new one.

Procedures to follow in the event of an emergency or tragedy:

An emergency or tragedy is an event other than a fire. The following are list of steps to follow in the event of a tragedy in your chapter.

1. DECIDE WHO IS IN CHARGE:

Prior to any emergency, members should know that the chapter president is in charge of all emergency situations including those involving serious injury or death.

Likewise, membership chain of command comes into play when the president is absent. The president may consult with other members, but all final decisions rest with the president.

2. CLOSE THE FACILITY:

Close the chapter house at once. Assign specific members to each phone and entrance to the chapter facility. It is difficult for the president to give instructions when people are entering and leaving the building. If your chapter does not have a house or facility, identify a common meeting place.

Try to keep people off the phones so no one gives out any information before the President gives a complete and accurate statement. Permit **ONLY** members and appropriate officials to enter the facility.

3. CALL FOR ASSISTANCE:

If you have not already called for emergency assistance, the president should call

911 and provide the dispatcher with complete information on the situation. Stay as calm as possible and remember to tell them you are a chapter officer and ask them to notify ECU. In a serious situation, the second call to make is to your chapter advisor or member of the House Corporation. It is wise to know the name and phone number of the advisor you will call before an emergency takes place.

4. ASSEMBLE YOUR MEMBERS:

Depending on the situation, this may be inside or outside of your chapter facility.

This meeting may need to include out-of-house members and new members.

Explain to them that there is an emergency and that the chapter house is closed (no one other than chapter members and appropriate officials are to be admitted).

Tell the membership that **NOBODY IS ALLOWED TO SPEAK WITH THE PRESS**, or any other non-member about the situation until they are instructed that the situation has been fully assessed. There are to be no outgoing phone calls from the chapter house.

In the case of a suicide attempt, do not assemble your members or notify parents.

It is still necessary to notify your chapter advisor and emergency officials/campus crisis team.

5. DO NOT NOTIFY THE PARENTS:

In the event of a serious accident, illness or death, the medical personnel will notify the parents and advise them of the student's condition. For this reason, your chapter should always have emergency notification information for all of the chapter members available.

In the case of a death, do not remove **ANY** personal items from the deceased person's room. Only authorized personnel (emergency officials, police, etc.) are allowed to enter the room; if possible, keep the door locked. Temporarily move any roommates out of the room.

Crisis Management vs. Intervention:

Crisis Management: A crisis has occurred and the goal is to keep the chaos from escalating. Crisis Management includes gathering information, notifying authorities, and referral to professionals who can help.

Crisis Intervention: Intervention implies more active involvement from a helper, and requires involvement through an action plan.

Definition of a Crisis:

Common Elements of Any Definition of Crisis: Emotional reaction of an individual or group of individuals.

Common Characteristics of a Person in Crisis:

A lowered span of attention, focusing on the immediate situation with a restriction of the setting in which the problem occurs. (Physically unable to think about anything else.). An introspective glance: one in crisis might look at themselves in search of an explanation for or a reason the event occurred and how they might personally resolve the conflict. Because resolving this conflict alone is usually impossible at this point, the individual will also experience fear, anguish, and both internal and external stress.

A person in crisis is much more open and amiable to outside intervention than at times of stable functioning.

A person in crisis will often portray a great deal of testing behavior, much of which is impulsive and unproductive.

For some in crisis, there is a seeming inability to control emotional responses. They appear to be calm and collected, but are actually very unstable at the time.

The interpersonal relationships of individuals in crisis change. Initially, they may be involved with others; later, they become less aware of their surroundings, and they begin to see everyone else in terms of their ability to solve problems.

Often individuals in crisis have a great deal of pertinent information about the problem, but this information is usually in a very disorganized state and therefore is not very useful in solving the problem.

Crisis Management Check-List:

Display this sheet in your chapter house next to your main phone line.

1. WHO IS IN CHARGE

In the absence of the president, the predetermined rank order of officers is used.

The predetermined person in charge is the *ONLY* person who talks with the outsiders and officials, *especially* the media. No exceptions.

2. CLOSE THE HOUSE

Do not allow anyone to leave the house until all appropriate steps have been taken and followed through with. Only allow chapter members and appropriate authority figures to enter the house to avoid information getting out before the President has commented on the incident.

3. CALL FOR ASSISTANCE

Only the assigned person to call the appropriate authorities can use the telephone.

Below are the order of and phone numbers of persons to call:

Appropriate Emergency Officials 911

Greek Advisor 328-4235

Chapter Advisor

National Office

4. ASSEMBLE YOUR MEMBERS

Explain to them that there is an emergency situation and the house is closed, do not discuss specifics until the chapter advisors come.

Make sure your members receive complete and detailed updates so rumors are avoided.

NO ONE should make any statements to anybody other than university officials. The University Relations Office will make appropriate statements to the media after everything is in order.

5. DO NOT NOTIFY PARENTS

The appropriate medical personnel will notify parents and advise them of the students physical condition.

In the event of death, university officials will arrange the notification of the family.

Office of Greek Life

Forms and Documentation

The following forms can be found at <http://www.ecu.edu/cs-studentaffairs/greeklife/forms.cfm>. It is vitally important that forms are filled out and returned to the Office of Greek Life when appropriate.

Chapter Information

Officer Update Form
Event Proposal and Registration Form
Service/Philanthropy Report Form
Standard of Excellence
Educational Programming Report Form
Chapter Grade Release Form
Sorority Recruitment Registration Form
Fraternity Recruitment Registration Form

New Member Information

Anti-Hazing Contract

FERPA (Family Educational Rights and Privacy Act):

FERPA is the reason we have grade release forms. According to FERPA, Any institution of postsecondary education which receives funds under Department of Education programs may not disclose personally identifiable information from a student's educational records without the student's prior written consent. 20 U.S.C.A. 1232b(b)(1), (b)(2). FERPA applies to any person without a legal right to know, Greek chapter officers, advisors and even parents do not have that right.

According to FERPA, educational records are defined to mean those records that are:

1. Released directly to the student; and
2. Maintained by an educational agency or institution or by a party acting for the agency institution.

The term educational record does NOT include:

1. Records created after a student leaves the institution (e.g. alumni records);
2. Records of instructional, supervisory, and administrative personnel and educational personnel which are kept for their own private use and not as a general record;
3. Records created or maintained by a law enforcement unit of the educational agency or institution for the purpose of law enforcement. 20 U.S.C. § 1232g(a)(4)(B)(ii), effective July 13, 1992;
4. Employment records of an employee, including for example, a teaching assistant or lecturer, whose employment does not result from and does not depend on the fact that he or she may also be a student at the institution, provided that these employment records are made and maintained in the normal course of business, relate, exclusively to the individual in that individual's capacity as an employee, and are not available for use for any other purpose. All records relating to a student who is also an employee of an educational institution are included in the definition of educational records if the student's employment is contingent on the fact that he or she is a student. For example, all records, including employment records of a student enrolled in a work-study program are educational records; and
5. Records related to medical or psychiatric treatment of students 18 years or older if the records are used only in connection with treatment and disclosed only to the person providing treatment.

Helpful Websites

- Campus Fundraiser – www.campusfundraiser.com
- CAMPUSPEAK – www.campuspeak.com
- Lambda10 – www.lambda10.org
- Mid-American Greek Council Association – www.mgca.org
- National Interfraternity Council – www.nicindy.org
- National Panhellenic Conference – www.npcwomen.org
- National Pan-Hellenic Council – www.nphchq.org
- Omega Financial – www.omegafi.com
- Pennington & Company – www.penningtonco.com
- Stop Hazing – www.stophazing.org

Campus Resources

- Dean of Students-The East Carolina University Dean of Students Office is the central campus resource for addressing student complaints and inquiries. All issues and concerns need to be filed through this office.
Contact (252)328-9297 or tutinop@ecu.edu
- Pirate Tutoring Center-The Pirate Tutoring Center is located on the first floor of Joyner Library. Our mission is to help ECU students through peer academic tutoring, academic success strategies, individual assessment and consultations, and outreach initiatives in order to enhance academic performance and success.
Contact (252)737-3009 or tutoring@ecu.edu.
- Student Legal Services- Student Legal Services (SLS) was established by the Student Government Association at East Carolina University as a service to provide for students. SLS is registered with the North Carolina State Bar as a pre-paid legal services plan. It is funded through student fees and services are available for fee paying students.
Contact (252) 737-1067 or romaryp@ecu.edu
- Center for Student Leadership and Civic Engagement-provide students with meaningful experiences that foster leadership practices and civic engagement through supporting related research, pedagogical strategies and co-curricular opportunities that transforms and empowers students.
Contact (252) 737-1071 or wilhelmk@ecu.edu
- Counseling Center-Our programs and services are all designed to contribute to the personal and academic development of all ECU students.
Contact (252) 328-6661 or dwyerm@ecu.edu
- Office of Student Transitions and First Year Programs- The creation of this office will be a great benefit to many of our ECU stakeholders (parents, alumni and students) because it will provide a central location for resources, communication, and support. Our goal is to make each Pirate feel special and important.
Contact (252) 328-6077 or corbinm@ecu.edu
- Student Organization Center- The Student Activities and Organizations Office is committed to providing a broad range of co-curricular, educational, developmental, and social experiences by providing quality programs and support. We seek to engage students by offering meaningful opportunities that foster an appreciation of lifelong learning, individual responsibility, and human diversity.
Contact (252) 737-1808 or robeyr@ecu.edu

Statement of Relationship Between East Carolina University and Greek-Letter Organizations

The purpose of this document is to reaffirm the relationship between East Carolina University and the Greek organizations that are recognized by the University. The University's continued commitment to fraternal life is based upon the significant opportunities these organizations provide their members in the areas of personal and social growth, in academic and intellectual development, and in the acquisition of leadership skills and community service. The successful achievement of these standards will require mutual and reciprocal commitments from both the University and the Greek Letter Organizations.

East Carolina University

East Carolina University, through the Dean of Students Office and the Office of Greek Life, is committed to fostering a positive experience for those students who choose to affiliate with a Greek Organization. It is the desire of all involved that the Greek community be given every opportunity to reach its fullest potential. The Office of Greek Life will assist the chapters in meeting the standards of the University, individual Inter/National organizations, and alumni/ae chapters by providing resources and support in the areas of:

1. Advising
 - a. The University has expressed its commitment to the Greek community by designating an Office of Greek Life with staff responsible for working with Greek organizations, including but not limited to, the Panhellenic, National Pan-Hellenic, and Interfraternity Councils, Order of Omega, and future Greek Life organizations of similar character. The office of Greek Life Staff will play an active role in educating Greek Organizations to comply with ECU Greek Life policies and procedures, in accordance with, and in addition to any other applicable University policies, the goals outlined in this Statement. The Office of Greek Life will assist chapters in finding faculty/staff/alumni chapter advisors as well as provide training and resources to such volunteers.
2. Administration
 - a. The Office of Greek Life will retain accurate minutes of past Interfraternity Council and Panhellenic Council meetings, updated chapter and council rosters, semester scholarship reports, community service and philanthropy information, and incident reports for each organization. However, some documents may be limited by FERPA policies.
 - b. The Office of Greek Life will assist Panhellenic, NPHC, and IFC in investigating allegations of misconduct by fraternities and sororities and facilitate due process in judicial matters.
 - c. The Office of Greek Life, through correspondence, meetings, conferences, and telephone contact will maintain cooperative relationships with local alumni/ae and the

professional staff and volunteer officers of the national organizations represented at East Carolina University.

- d. The Office of Greek Life will develop criteria, policies, and procedures for the colonization and recognition of new chapters in conjunction with the North American Interfraternity Conference and Panhellenic Conference.

3. Public Relations and Publicity

The Office of Greek Life will regularly identify and recognize the positive endeavors of the Greek system and encourage both individuals and chapters to notify the student body of awards, achievements, and community relations events.

4. Academics

The Office of Greek Life will provide the means to promote, support, and evaluate scholarship as an integral part of Greek Life as well as develop a system to disseminate resources to enhance the attainment of the educational and developmental goals of the chapter.

5. Membership Development

- a. The Office of Greek Life will provide information to Greek organizations regarding University policies, procedures and regulations as well as state and local laws affecting fraternities and sororities.
- b. The Office of Greek Life is expected to act as a consultant to councils and chapters in their organizational development such as: officer training, constitutional and by-law review, financial assessments, and crisis intervention training and response.
- b. The Office of Greek Life will organize and assist councils and chapters in organizing leadership, educational, and developmental programs such as retreats, workshops, and seminars.
- c. The Office of Greek Life will provide support in new member recruitment and education processes.

6. Service

The Office of Greek Life will assist chapters and councils in identifying service projects and develop an annual community service and philanthropy report.

Greek Letter Organizations

Members of the Greek community have an obligation to themselves and the University to assume responsibility for the actions, behaviors, and attitudes of their membership. To maintain good standing, chapters must follow the guidelines set forth by the Interfraternity, National Pan-Hellenic or Panhellenic Council and East Carolina University Student Code of Conduct, and Registered Student Organization policies. Recognizing that Greek organizations may be held to higher standards than the general student body, the following basic standards have been established to assist each chapter to reach its fullest potential:

1. Academic Excellence

- a. Each fraternity and sorority will develop scholarship programs that reflect the commitment to academic excellence in their organizational purpose and that will challenge members to achieve academically, provide scholastic support, and recognize both improvement and excellence in performance.
 - b. Chapter members will share responsibility for the academic performance of initiates and new members and examine activities that detract from academic success.
2. Citizenship
- a. All chapter members and affiliates are expected to speak and act with scrupulous respect for the human dignity of others.
 - b. Each fraternity and sorority is expected to adhere to the University policy on non-discrimination and select their members without regard to race, color, religious creed, national or ethnic origin, disability, sexual orientation, or age.
 - c. All chapter members will practice and promote good neighborhood citizenship and conduct consistent with the high values and ethics based on the purposes and principles of fraternity and sorority founding.
 - d. Each fraternity and sorority, to maintain respect for community mores and consideration for others, should provide for maintenance of the chapter house and yard, exhibit noise control, and adhere to proper parking arrangements.
3. Leadership and Campus Involvement
- a. Each fraternity and sorority will present campus involvement opportunities to its members on a regular basis and is encouraged to co-sponsor events with non-Greek student organizations.
 - b. Chapter members are strongly encouraged to be actively involved with other, non-Greek, organizations.
4. Inter/national Organization Relationships and Alumni/Advisor Participation
- Each fraternity and sorority will support the ideals and standards set forth by its inter/national organization and demonstrate a strong commitment to upholding the basic values upon which it was founded. Relationships with individual alumni/ae, alumni/ae advisory boards, and alumni/ae organizations should be actively strengthened. Each chapter must have an active and national approved advisor.
5. Community Service
- In addition to participation in philanthropies recognized by each chapter's inter/national organization, all chapter members must demonstrate a commitment to serving both the University and the community. Although fundraising is an integral part of philanthropy, it is the expressed desire of the University that all Greek students take an active role in providing service to the community.
6. Greek Relations
- a. All chapters will work with each other to promote the standards, ideals, and benefits of Greek membership and to build alliances with members of the University faculty, staff, community, and non-Greek students.
 - b. Each fraternity and sorority is encouraged to develop positive promotions for chapter events that well represent their membership and the Greek system.
7. Risk Management

The University has zero tolerance for the illegal use of drugs, controlled substances, sexual abuse, and hazing. All chapters will educate their members on and follow closely a) FIPG standards, b) the IFC/Panhellenic Risk Management policy, c) the risk management guidelines as established by their national organizations, d) University policy, and e) state and local laws. Violations may result in loss of University recognition as well as personal sanctions against the individuals concerned.

8. Housing

Each fraternity and sorority will ensure that the residential property which is occupied by the organization complies with applicable state and local housing and fire codes and provisions of the national headquarters' risk management policy. The exterior physical appearance should be maintained and should not appear unkempt or disorderly to the public (e.g., adequate removal and storage of trash, well-groomed landscaping, and appropriate outdoor furniture). The residential property must comply with all state and local zoning guidelines.

9. Membership Recruitment and Development

A chapter focus on the continued education and development of all initiated and new members should be implemented. Chapters will regularly sponsor educational programs that enrich the knowledge, understanding, and skills for academic success, personal development, and exercise of leadership. Hazing, as defined by the North Carolina General Statute 14-35, and the East Carolina University Code of Conduct, will not be a part of any new member program.

10. Administrative Responsibility

Positive overall chapter management requires strong organizational skills and financial practices. Each chapter must take seriously the importance of accurate and timely administrative duties.