



DELTA UPSILON

ASSOCIATE
MEMBER
EDUCATION
FACILITATOR GUIDE

WELCOME

We are entering an exciting time in Delta Upsilon. This is a great time to be an Associate Member Educator. Not only will you shape the future of your chapter through your leadership, you will help to shape the future of our entire Fraternity as you work to implement and develop our Associate Member Education Program.

You are stepping into this role at time when you will have more resources available to you and more support for your success than at any time in the history of Delta Upsilon. Your work is important, and your work is challenging, therefore the entire International Fraternity stands behind you for support.

This also places great responsibility on your shoulders as a leader in your chapter. To truly maximize the resources available to you through this Associate Member Education Program, you must execute each part of the program as prescribed by Delta Upsilon. This will require significant planning, attention to detail, leadership, and perhaps a willingness to try something new.

I reiterate, if you need help with this endeavor, the support is here for you. Our headquarters staff and alumni volunteers stand ready to assist in any way possible. Utilize these connections, and I have no doubt you will recognize unprecedented success in your associate member programming.

The material contained within this facilitation guide will create your roadmap for the Associate Member Education Program. Enjoy the process and know that you are doing good work to advance Delta Upsilon.

Fraternally,

A handwritten signature in black ink, reading "Justin Kirk". The signature is fluid and cursive, with the first name "Justin" and last name "Kirk" clearly distinguishable.

Justin Kirk, *Boise State '00*

Executive Director

Delta Upsilon International Fraternity and Educational Foundation

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THIS VERSION OF THE
ASSOCIATE MEMBER
EDUCATION
FACILITATOR GUIDE
WAS UPDATED
AUGUST 2023.

HOW TO USE THIS GUIDE

This guide is a comprehensive resource to support you in executing a successful Associate Member Education Program for your chapter. This guide provides instructions along with facilitation notes for all associate member educational sessions, meetings and activities.

Within the activities and educational sessions, there are opportunities for each chapter to adapt the programming to meet the needs of the individual chapter while also taking advantage of all local resources on campus and in the community. To ensure all desired learning outcomes are attained, it is important to utilize all prescribed activities within this program.

This guide includes several different resources; they are described below:

ASSOCIATE MEMBER MEETING AGENDAS

The program includes sample agendas for eight Associate Member Education meetings. Each agenda includes suggested topics of discussion and talking points for the meeting. Each meeting is intended to be approximately two hours in length. In some instances, additional work time may be needed outside of that two hours for brainstorming and event planning.

EDUCATIONAL SESSION FACILITATION GUIDES

There are facilitation guides for nine educational sessions. One is to be conducted along with each of the eight Associate Member Education meetings. The final session, Ritual Preparation, is to be conducted prior to the Initiation Ceremony. The facilitation notes are explained on page 6 in this guide. Additionally, you may choose to bring in an alumnus or a faculty/staff member at your institution to facilitate a session. In this case, you can print a copy of the facilitation guide and handouts for the session at deltau.org.

VIDEOS

Please note that several educational sessions reference the use of videos. These videos are available online at deltau.org. They can be downloaded or streamed from the website. If necessary, Delta Upsilon Headquarters can provide files for the videos electronically. Contact headquarters if needed at ihq@deltau.org or (317) 875-8900. If the chapter is unable to play a video during the Associate Member Education session, associate members can watch the video prior to attending the session.

BIG BROTHER RESOURCES

A successful Big Brother relationship can be an incredibly impactful experience for an associate member. This section in the guide provides everything needed to train and support Big Brothers. It also includes a copy of the Big Brother Guide. The Big Brother Guide can also be downloaded from deltau.org. Every Big Brother should receive a copy of this resource.

All members should complete the Virtual Big Brother Training program. This can be accessed by logging into the DU Member Portal and clicking on the button for DU Virtual Programs. Advisors, Chapter Presidents and VP of Membership Education can monitor progress of members.

FOUR FOUNDING PRINCIPLES EVENTS

The associate member class will plan and execute four different activities or projects during its educational program. Each activity or project will correlate with one of the Four Founding Principles. This provides an opportunity for the associate members to learn to work together and practice the skills necessary for planning events and programs within the chapter, while also learning how to operationalize the Four Founding Principles of Delta Upsilon. This section in the Facilitation Guide provides suggested activities and resources for reflecting on the experience after the event.

RESOURCES

Additional resources are provided throughout the guide to assist you in planning and implementing this program. Resources are also available via deltatau.org. If you would like additional assistance, contact Delta Upsilon Headquarters at (317) 875-8900 or ihq@deltatau.org.

SUPPLEMENTAL MATERIALS

In addition to this guide, you will be provided with three additional items for associate members.

- **THE CORNERSTONE**

The Cornerstone is DU's membership manual and is provided to all associate members once the Headquarters has received their Associate Member fees and bio cards. If your eight-week program is scheduled to begin directly after the Pledging Ceremony, report all associate members and submit payment to Headquarters offices prior to the ceremony to ensure you receive *The Cornerstones* in time.

- **ASSOCIATE MEMBER EDUCATION WORKBOOK**




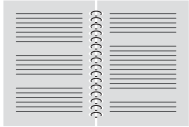
Each associate member will receive an Associate Member Education Workbook to serve as a supplement to *The Cornerstone*. This workbook includes handouts and resources that coincide with the educational sessions and associate member meetings. These books can be purchased through IHQ or printed by the chapter.

- **ASSOCIATE MEMBER PIN**

All associate members should receive an Associate Member Pin during their Pledging Ceremony. The Associate Member Pin should be worn at chapter meetings or other meetings or occasions that require professional or formal attire. The Associate Member Pin should not be worn with everyday casual attire. Associate Member Pins may be purchased from Headquarters anytime by contacting ihq@deltatau.org or (317) 875-8900. Chapters should keep a supply on hand that is large enough to accommodate their needs.

FACILITATION GUIDE LEGEND

Effective facilitators understand the goals and objectives of group meetings. They work to ensure that activities and discussions in small group meetings are focused on the curriculum and are true to the program's shared experiences.

10/10	Timing Guideline (First 10 = minute per activity/item, Second 10 = running minutes of the session.)
	Small Group Discussion
	Write items on the flip chart/board.
	Show multimedia.
	Refer participants to their workbooks.
Script	Text will appear undecorated when it needs to be read out loud.
Instructions	Text will appear bold when instructions are to be given.
<u>Processing</u>	Text will appear underlined when processing questions should be asked aloud.
<i>Facilitator Tips</i>	Notes to be aware of as you facilitate will appear italicized.

DESCRIPTION OF ROLES

THE ASSOCIATE MEMBER EDUCATION TEAM

The process of introducing young men to their Delta Upsilon experience is the responsibility of all members of the chapter. Within that responsibility, each member has a different role to play in ensuring a successful Associate Member Education Program for the chapter. The following outlines how responsibilities and expectations should be divided among members of the chapter.

ASSOCIATE MEMBER EDUCATOR

Each chapter should designate one individual to coordinate the Associate Member Education Program and run all Associate Member Education meetings. Some chapters may choose to have the Vice President of Membership Education serve in this role. Other chapters may choose to select a separate individual to serve as the Associate Member Educator. This individual would report to and work closely with the Vice President of Membership Education.

Job Description

The Associate Member Educator will implement and administer the Associate Member Education Program of the chapter. He serves as a liaison between the Executive Board and the associate member class and guides the associates to realize and achieve the ideals and objectives of the Fraternity.

Principle Responsibilities

- ✦ Ensure the academic pursuits of the associate members are the driving force of the Associate Member Education Program.
- ✦ Develop and execute the associate member retreat or attend the fall associate member retreat.
- ✦ Administer the Big Brother Program.
- ✦ Ensure a complete education on both International Fraternity and chapter history to associate members.
- ✦ Coordinate with appropriate chapter members on the proper administration of the Fraternity's Ritual and Initiation.
- ✦ Plan and administer a comprehensive evaluation of the Associate Member Education Program after its completion with the new initiates.
- ✦ Ensure that no alcohol is present at any Associate Member Education Program event or activity of the chapter.
- ✦ Maintain the principles of Delta Upsilon as a non-hazing Fraternity in all associate member activities.
- ✦ Model the highest standards of conduct becoming of a gentleman. Lead by example.
- ✦ Provide guidance, peer counseling and referral to associate members experiencing personal, social, financial or academic difficulties.

DESCRIPTION OF ROLES

VP OF MEMBERSHIP EDUCATION

If the Vice President of Membership Education is not serving as the primary Associate Member Educator, he will support that individual and serve as the liaison between the Executive Board and the Associate Member Educator.

ASSOCIATE MEMBER EDUCATION ADVISOR

The advisor to the Associate Member Educator may be any member of the advisory team. He should serve in a support role to both the Associate Member Educator and the associate members. He should also serve as a liaison between the Associate Member Educator and the alumni advisors. In this role, he can assist in finding alumni to facilitate educational sessions and attend associate member meetings. He will also assist in the planning of Initiation and communicating information about the Initiation Ceremony to alumni members and advisors.

CHAPTER OFFICERS

Additional chapter officers should support the Associate Member Education Program as leaders and role models in the chapter. They should attend associate member meetings as needed, and they should explain the roles of each officer to the associate members.

INITIATED CHAPTER MEMBERS

All members of the chapter have a responsibility to ensure the Associate Member Education Program is successful. This includes participating in all activities as is appropriate.

- Attending events hosted by the associate members
- Creating a welcoming and supportive environment for new individuals entering the chapter
- Making an effort to personally connect with each associate member
- Fulfilling the responsibilities of a Big Brother when selected

CALENDAR

	MEETING AGENDA	EDUCATIONAL CONTENT	SUGGESTED ACTIVITY/EVENT
WEEK 1	<ul style="list-style-type: none"> • Introductions • Program Expectations • Finances/Dues • How to Run a Meeting 	Introduction to Fraternity	Brotherhood Event AM Pledging Ceremony
WEEK 2	<ul style="list-style-type: none"> • Post-Event Reflection • Four Founding Principles Event • Event Planning Time 	Working as a Team	Four Founding Principles Event Introduce Tightrope Program
WEEK 3	<ul style="list-style-type: none"> • Professional Attire • Post-Event Reflection • Event Planning Time 	Place Values in Fraternity	Big Brother Training Four Founding Principles Event
WEEK 4	<ul style="list-style-type: none"> • Event Planning Guidelines • Post-Event Reflection • Event Planning Time 	Delta Upsilon History Chapter History	Big Brother Pairing
WEEK 5	<ul style="list-style-type: none"> • Chapter Calendar/ Major Events • Post-Event Reflection • Event Planning Time 	Academic Success	Four Founding Principles Event
WEEK 6	<ul style="list-style-type: none"> • Campus Involvement • Post-Event Reflection • Event Planning Time 	Leadership Skills	Retreat
WEEK 7	<ul style="list-style-type: none"> • Officer Introductions • Post-Event Reflection • Event Planning Time 	Loss Prevention Policy	Four Founding Principles Event Tightrope Completion Due
WEEK 8	<ul style="list-style-type: none"> • Cornerstone Project • Post-Event Reflection • Initiation Preparation 	Fraternity Operations	
PRE-INITIATION	• N/A	Ritual Preparation and Reflection	Initiation Ceremony

MATERIALS PROVIDED

ASSOCIATE MEMBER MEETINGS (expected length is two hours per week)

- ✦ Recommended agenda
- ✦ Talking points
- ✦ Facilitation guides for all educational content
- ✦ Post-event reflection materials
- ✦ Final reflection and goal setting handout
- ✦ Supplementary handouts in the Associate Member Education Workbook

ACTIVITY/EVENTS

- ✦ Planning guide for Four Principles Events with suggested activities
- ✦ Big Brother Orientation
- ✦ Big Brother Program Guide
- ✦ Big Brother Pairing Guidelines
- ✦ Associate Member Retreat

PRINTING INSTRUCTIONS

ACCESSING WORKBOOKS

This document outlines instructions for accessing materials for the Delta Upsilon Associate Member Education Program. There are several options available to access both the Associate Member Education Workbook and the Facilitation Guide. This flexibility is in place to more effectively meet chapter needs without placing significant strain on the resources of the chapter. If you have any questions or require any assistance accessing these materials contact Delta Upsilon Headquarters at (317) 875-8900 or ihq@deltau.org.

PRINT ON YOUR OWN

- ✦ If you want to control costs, you can have everyone print off the workbook on their own.
- ✦ Access the PDF of the workbook or facilitation guide at www.deltau.org/associate-member-education.
- ✦ Save the document and print on any available printer.

PRINT AT A PRINT SHOP

- ✦ If you would like to print the workbooks at a print shop locally, here are a few tips. A campus print shop may offer you better rates, though a nearby Kinkos or Staples can also do the job. Both Kinkos and Staples offer online uploading and ordering.
- ✦ Access the PDF of the workbook or facilitation guide at www.deltau.org/associate-member-education.
- ✦ Provide the following instructions to the print shop:
 - o Select the job to be duplexed (aka, double-sided).
 - o Select a spiral binding as opposed to the document being stapled.
 - o A paper weight of 24-28 lbs is standard and recommended.
 - o A heavier paper weight for the cover (roughly 28-32 lbs) or a plastic cover will up the production value, but is not necessarily needed.
 - o The cover of the document is designed with a bleed (no white border around the edges). It is fine to have the document printed with a border. Many printers may not be able to print with a bleed.

PRINTING INSTRUCTIONS

ORDER MANUALS FROM IHQ

- Printed Associate Member Education Workbooks can be purchased as a part of an Associate Member Package. This will include a workbook, an Associate Member Pin and a ribbon for Initiation. The cost is \$10 per associate member package plus shipping.
- Orders can be place by contacting Delta Upsilon Headquarters at ihq@deltatau.org or (317) 875-8900.
- Please order in advance. Allow 7-10 days for processing and shipping of materials.

FACILITATOR GUIDES

- Note, each chapter will receive one printed copy of a Facilitator Guide each year.
- A chapter can print additional copies on its own if it would like.
- Additional copies can be purchased for \$5 per guide.

EDUCATIONAL SESSION OUTCOMES

INTRODUCTION TO FRATERNITY

- ✦ Participants will be able to identify common characteristics between themselves and other members of the associate member class.
- ✦ Participants will be able to articulate at least one reason for making the decision to join Delta Upsilon.
- ✦ Participants will be able to identify the expectations for membership in Delta Upsilon.
- ✦ Participants will be able to explain the hazing policy for Delta Upsilon.
- ✦ Participants will be able to reflect upon their experience in the Pledging Ceremony.

WORKING AS A TEAM

- ✦ Participants will be able to communicate with others through a problem-solving process.
- ✦ Participants will be able to analyze a problem and develop and execute a solution.
- ✦ Participants will be able to develop a working relationship with others in the associate member class.
- ✦ Participants will be able to follow instruction from others in order to achieve a group goal.

PLACING VALUES IN FRATERNITY

- ✦ Participants will be able to identify their top personal values.
- ✦ Participants will be able to articulate influences in developing their personal values.
- ✦ Participants will be able to articulate the Four Founding Principles, mission and foundation of Delta Upsilon.
- ✦ Participants will be able to compare and contrast their personal values with the Four Founding Principles, mission and foundation of Delta Upsilon.

DELTA UPSILON HISTORY

- ✦ Participants will be able to describe the key events in the founding and development of Delta Upsilon.
- ✦ Participants will be able to explain the significance of non-secrecy in Delta Upsilon.
- ✦ Participants will be able to describe key events in the founding and development of their local chapter.
- ✦ Participants will be able to identify and explain the official symbols of Delta Upsilon.

EDUCATIONAL SESSION OUTCOMES CONTINUED

ACADEMIC SUCCESS

- ✦ Participants will be able to access resources for academic support at their college or university.
- ✦ Participants will articulate their personal academic goals.
- ✦ Participants will be able to create a personal study plan for the purpose of meeting stated academic goals.
- ✦ Participants will prioritize academic success as a central aspect of their student and fraternity experience.

LEADERSHIP SKILLS

- ✦ Participants will be able to explain a definition for leadership.
- ✦ Participants will be able to articulate five myths and truths of leadership.
- ✦ Participants will be able to explain leadership as a relational process.
- ✦ Participants will be able to identify the relationship between followership and leadership.

LOSS PREVENTION

- ✦ Participants will be able to locate the Delta Upsilon Loss Prevention Policy and explain each section.
- ✦ Participants will be able to explain the importance of effective Loss Prevention in Delta Upsilon.
- ✦ Participants will be able to apply the Loss Prevention Policy in the planning of events and decision making.
- ✦ Participants will be able to access resources available through Delta Upsilon and their college or university related to health and wellness.

EDUCATIONAL SESSION OUTCOMES CONTINUED

FRATERNITY OPERATIONS

- Participants will be able to identify the eight Executive Board positions for Delta Upsilon, identify the advisors for the chapter, and explain the leadership structure for the chapter.
- Participants will be able to identify the leadership structure in the International Fraternity, including the Undergraduate Convention, Assembly of Trustees, Board of Directors, Province Governors and Headquarters staff.
- Participants will be able to explain the purpose of the Chapter Excellence Plan.
- Participants will be able to identify Delta Upsilon educational programs.

RITUAL PREPARATION

- Participants will be able to explain the importance of the Ritual of Delta Upsilon.
- Participants will be able to explain the history of the Ritual of Delta Upsilon.
- Participants will be able to explain the concept of non-secrecy in their own terms.
- Participants will be able to explain their role in the Initiation Ceremony.

EXPECTATIONS To ensure the chapter is creating a desired educational environment to attain all learning outcomes from the Associate Member Education Program, it is imperative that hazing has no part in the experience. Delta Upsilon is a non-hazing fraternity. All hazing activities are strictly prohibited.

DEFINITION OF HAZING PER THE DELTA UPSILON LOSS PREVENTION POLICY

No chapter, member, alumnus, or employee of the Fraternity shall conduct nor condone hazing activities. Hazing activities are defined as: "Any action taken or situation created, intentionally, whether on or off Fraternity premises, to produce mental or physical discomfort, embarrassment, harassment, or ridicule. Such activities may include but are not limited to the following: use of alcohol; paddling in any form; creation of excessive fatigue; physical and psychological shocks; quests, treasure hunts, scavenger hunts, road trips or any other such activities carried on outside or inside of the confines of the chapter house; wearing of public apparel which is conspicuous and not normally in good taste; engaging in public stunts and buffoonery; morally degrading or humiliating games and activities; and any other activities which are not consistent with academic achievement, fraternal law, ritual or policy or the regulations and policies of the educational institution, or applicable state/provincial law."

EXPECTATIONS OF THE ASSOCIATE MEMBER EDUCATION PROGRAM

- ✦ All associate members are reported within seven days of the Pledging Ceremony, and all fees are paid within seven days of reporting.
- ✦ Programs will not exceed eight weeks.
- ✦ All associate members will be notified of the date of Initiation at the start of their Associate Member Education.
- ✦ No alcohol will be present for any associate member activities, include Big Brother activities.
- ✦ Activities should not be planned in a way so that they interfere with an associate member's academic commitments.
- ✦ All associate members should review the Honor Code.
- ✦ All initiated members should review the Honor Code prior to the start of Associate Member Education Program.

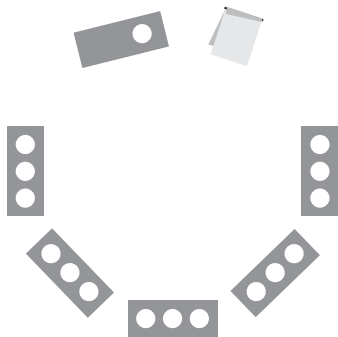
WHERE TO MEET

The location and set-up of the Associate Member Education meetings will be critical to facilitating an effective learning environment. It is recommended to hold meetings outside the house. Typically a room in the student center/union, library or a classroom building is preferred to a chapter house or private residence/apartment for the following reasons:

- Limits distractions. Even in a side room at the chapter house, there is a greater likelihood of people walking through, interrupting the meeting, or noise disruptions from elsewhere in the house.
- A meeting room or classroom creates a better environment for a meeting. The space is more conducive to a professional meeting.
- It is easier to create the space needed to facilitate the activities.
- It is easier to arrange the room to be conducive to open discussion among the associate members.
- It is easier and more approachable for outside facilitators if you are meeting in an on-campus building.

ROOM SET-UP

Ideally you should set up a room in a manner that facilitates open discussion and interaction.



- The room should be set up to limit distractions.
- Arrange chairs in a semi-circle or U shape. It is ideal if participants can see each other. This will create a better environment for discussion, and it will help participants feel more connected.
- Arrange the chairs so there is some open space at the front of the room for the facilitator to move around.
- Ideally, the room should have desks or tables so that the associate members can more easily write in their workbooks.
- Have a flip chart or white board at the front of the room.
- Make sure the lighting is appropriate.
- Arrive early so you can check the temperature of the room. If it is too hot or too cold, have a building manager adjust the temperature. A room that is burning hot or freezing cold can be very distracting.

USING OUTSIDE FACILITATORS

The quality of the educational programming presented through the Associate Member Education Program can be greatly enhanced by utilizing outside facilitators to deliver all or a portion of the session. Utilizing outside facilitators has many benefits, including the following:

- ✦ Engages content experts in presenting on a specific topic.
- ✦ Keeps the program fresh by including new voices and faces in the program.
- ✦ Allows associate members to connect with new people and to expand their network of resources on campus.
- ✦ Promotes the work of Delta Upsilon to others outside the chapter.
- ✦ Builds relationships that may help in future chapter endeavors.

The chapter should look outside of its own membership for outside facilitators. This is an opportunity to engage professionals in delivering outstanding educational content. It is an expectation that chapters recruit outside facilitators for a minimum of half of their Associate Member Education sessions. Additional guidelines and resources for working with outside facilitators are included in the Resources section of this guide.

Possible Outside Facilitators

- ✦ Chapter Advisors
- ✦ Local Alumni Members
- ✦ Local Business and Community Members
- ✦ Parents
- ✦ Campus Faculty
- ✦ Campus Staff/Administrators
- ✦ Advisors for Other Chapters on Campus
- ✦ Visiting Headquarters Staff

MEETING 1 AGENDA

EXPECTED TIME FRAME: 2 HOURS

- I. Welcome and Introductions
- II. Educational Session
 - a. Refer to the Introduction to Fraternity Facilitation Guide
- III. How to run a meeting
 - a. Explain the process for running a chapter meeting
 - i. Each Associate Member Education session should be divided into a business meeting section and an educational session section.
 - b. Explain how the room will be set up and where people should sit.
 - c. Refer to *The Cornerstone* for an explanation of Parliamentary Procedure
- IV. How to wear your Delta Upsilon Pin/Badge (*Cornerstone* Page 3)
- V. Calendar Review
 - a. Review upcoming events and meetings.
 - b. Ensure all associate members have upcoming events and meetings identified in their personal calendars.
- VI. Review local Fraternity and Sorority community
- VII. Old Business
 - a. Each meeting should allow time for addressing any tabled or pending matters. As this is the first meeting, there should not be any old business to address.
- VIII. New Business
 - a. Each meeting should allow time for the introduction of new proposals or motions.
- IX. Announcements
 - a. Ensure all associate members have completed their bio card through deltau.org.
 - b. Ensure all associate members have paid their Associate Member Fee.

GREEK
ALPHABET

	FORM	NAME	PHONETIC VALUE IN GREEK	ENGLISH EQUIVALENT	PRONUNCIATION USED BY FRATERNITIES
A	α	Alpha	a	A	al - fah
B	β	Beta	b	B	bay - tah
Γ	γ	Gamma	g	G	gam - mah
Δ	δ	Delta	d	D	del - tah
E	ε	Epsilon	e	E	ep - sih - lon
Z	ζ	Zeta	z	Z	zay - tah
H	η	Eta	a	E	ay - tah
Θ	θ	Theta	th	TH	thay - tah
I	ι	Iota	e	I	eye -oh - tah
K	κ	Kappa	k	K	kap - pah
Λ	λ	Lambda	l	L	lam - dah
M	μ	Mu	m	M	myoo
N	ν	Nu	n	N	noo
Ξ	ξ	Xi	ks	X	zeye
O	ο	Omicron	o	O	oh - mih - kron
Π	π	Pi	p	P	pie
P	ρ	Rho	r	R	roh
Σ	σ	Sigma	s	S	sig - mah
T	τ	Tau	t	T	taw
Υ	υ	Upsilon	oo	U	yoop - sih - lon
Φ	φ	Phi	f	PH	feye
X	χ	Chi	k	CH	keye
Ψ	ψ	Psi	ps	PS	seye
Ω	ω	Omega	o	O	oh - may - gah

NOTES



FACILITATOR GUIDE

INTRODUCTION TO FRATERNITY

SESSION LENGTH: 90 MINUTES

OBJECTIVES

- Participants will be able to identify common characteristics between themselves and other members of the associate member class.
- Participants will be able to articulate at least one reason for making the decision to join Delta Upsilon.
- Participants will be able to identify the expectations for membership in Delta Upsilon.
- Participants will be able to explain the hazing policy for Delta Upsilon.
- Participants will be able to reflect upon their experience in the Pledging Ceremony.

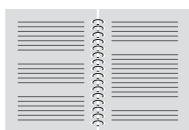
SUPPLIES

- Find a Friend worksheet

10/10 WELCOME AND INSTRUCTIONS

Welcome the new associate members to their first Associate Member Education session. Explain these sessions are an important learning opportunity to prepare them to be effective members in Delta Upsilon.

- The Vice President of Membership Education and any other members of the Associate Member Education Committee should take a minute to introduce themselves and to share why they wanted to take on this role working with the newest members of the Fraternity.
- Next, have each new associate member stand and introduce himself and share one fun fact about him.

10/20 FIND A FRIEND


Next, explain we are going to do an activity to help us get to know each other a little better. Have them refer to the Find a Friend page on WB page 11. They must try to find as many people who share with them one of the attributes on the handout as possible. When they find someone who shares one of their attributes, they should write their name down in that space and respond the question that goes along with that attribute.

- For example, if Joe and I both had eggs for breakfast, we will write each other's names under, "Find someone who had the same breakfast this morning." We will then each answer the question that goes along with that attribute, which is, "What was your favorite childhood TV show?" We will then move on and find someone else who matches one of the other attributes.
- Give participants about 10 minutes to complete the activity, or until energy starts to diminish. Then, pull the group together and move into the next section.

15/35 WHY AM I HERE

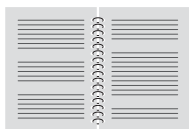
Have participants sit in a circle if possible. Highlight the fact that joining Delta Upsilon represents a commitment. This is not something everyone is willing to do. We want to recognize and celebrate those who are willing to make this commitment. It is important to understand we have all made a choice to be here. We will learn a great deal more about this organization later in the term, but we want to start by learning more about each other and our commitments.

- Have each participant take a minute to think about why he has decided to join Delta Upsilon.
- Go around the circle and have each individual stand and answer the question, "Why am I here?"

	<p>After everyone has shared, ask the following questions to the group. Wait for several responses before moving to the next question.</p> <ul style="list-style-type: none"> • <u>What similarities do we see between the reasons we are all here?</u> • <u>What was it like to hear why everyone else is here?</u> • <u>How can we use this to help support each other?</u>
10/45	DEFINING FRATERNITY
	<p>Next, tell the associate members we are going to spend some time thinking about what it means to become a part of a fraternity.</p> <ul style="list-style-type: none"> • <u>How has your perception of fraternity changed since you have decided to join Delta Upsilon?</u> • <u>What has impacted your perception?</u>
	<p>It is important to emphasize that a fraternity is an organization that brings men together around a common set of values for the purpose of developing each other in a positive way.</p> <p>Throughout our time in Delta Upsilon, it is important that we always remember our Mission of <i>Building Better Men</i> through our Four Founding Principles of The Promotion of Friendship, The Development of Character, The Diffusion of Liberal Culture and The Advancement of Justice.</p>
10/55	CREATING EXPECTATIONS
	<p>Next, provide participants with a copy of the chapter expectations for associate members. Explain this clearly identifies what associate members need to do and learn to become successful members of the Fraternity. Have one or several members read the expectations aloud.</p> <ul style="list-style-type: none"> • Break the participants up into groups of 4-5. <ul style="list-style-type: none"> › Have half the groups discuss how the associate members can support each other in living up to these expectations. › Have the other half of the groups brainstorm ways the chapter can support the associate members in living up to these expectations. › After several minutes, give members an opportunity to share. • Address any questions associate members have about the expectations. • Affirm that everyone in the chapter wants to see these men succeed in Delta Upsilon and everyone will support them in living up to these important expectations.

5/60 CALENDAR

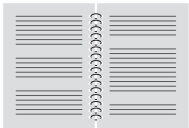
Along with the expectations, associate members should have a calendar outlining the schedule and key events in the Associate Member Education Program. Provide everyone with a copy of the calendar. Take several moments to walk them through it and respond to questions.

10/70 HAZING POLICY

Refer participants to the Delta Upsilon Loss Prevention Policy. Have a volunteer read the hazing section of the policy aloud on WB page 79; noting that we'll cover the whole policy in depth in a couple weeks.

A few key points to emphasize after reading the policy.

- ♦ The policy is written to include any possible occurrence that could arise.
- ♦ Simply put, hazing is any situation where the group or an individual with the authority, makes the group or individual trying to gain something mentally, emotionally or physically uncomfortable.
- ♦ No one can opt into hazing.
- ♦ Some examples:
 - › Hazing
 - » Member: "Use your meal card and go get me some sushi."
 - » Member: "Drink!"
 - » Member: "Can you drive me to class?"
 - › Not Hazing
 - » Member: "Associate member, our committee is meeting at 9 p.m., please arrange your schedule to be there."
 - » Member: "Wanna come play volleyball with us?"
 - » Member: "We need a volunteer to attend DUEL."

	<ul style="list-style-type: none"> ✦ If any member, as an individual or as part of a group, asks you to do something outside of the Associate Member Education experience that you consider to be hazing, notify one of people below immediately. <ul style="list-style-type: none"> › Provide associate members with the following individuals and groups who can be contacted if they are uncomfortable with any associate member activities and if they believe hazing has or may occur. <ul style="list-style-type: none"> » Associate Member Educator and Chapter President » International Headquarters, (317) 875-8900, www.deltatau.org, ihq@deltatau.org » Campus Fraternity and Sorority Life Office or Dean of Students Office » Chapter advisor » 1-888-NOT-HAZE
15/85 REFLECTION ON THE PLEDGING CEREMONY	
	<ul style="list-style-type: none"> ✦ Take a minute to explain the purpose of the Pledging Ceremony. ✦ Briefly explain the history of non-secrecy in Delta Upsilon. ✦ Discuss what non-secrecy means to Delta Upsilon. <ul style="list-style-type: none"> › <u>What does non-secrecy mean to you?</u> › <u>Why are you attracted to a non-secret fraternity?</u>
	<ul style="list-style-type: none"> ✦ Refer students to the Honor Code on WB page 12. Have them underline the commitment that means the most to them personally. <ul style="list-style-type: none"> › <u>Explain there are promises made by the chapter during the ceremony, as well. Ask the group to highlight some of those promises.</u> › <u>You as associate members promised what? (all of the items in the code of conduct)</u> › <u>After several responses, have each individual share the commitment in the Honor Code that he identified previously as meaning the most to him personally.</u>

5/90 UPCOMING WEEK

Take several minutes to review announcements for the upcoming week.

- ♦ Announce any upcoming events.
- ♦ Remind associate members about the time and location of the next meeting.
- ♦ Remind associate members to fill out their bio card on deltau.org/bio-card if they have not done so already.
- ♦ Remind associate members to pay their Associate Member Fee if they have not done so already.
- ♦ Refer Associate Members to the quote on the first page of their Meeting 1 handouts. There will be a different quote each week. Each week you should seek out a different member of the associate member class and a different member of the chapter to share the quote with. Discuss with that person what the quote means to you and ask what the quote means to them.

MEETING 2 AGENDA

EXPECTED TIME FRAME: 2 HOURS

- I. Welcome and Introductions
- II. Educational Session
 - a. Refer to the Working As a Team Facilitation Guide.
- III. Post-Event Reflection
- IV. Explain Four Principles Events
 - a. Refer associate members to their workbooks to review the purpose of Four Founding Principles Events.
 - b. The associate member class must plan and execute an event or participate in a program that represents each of the Four Founding Principles of Delta Upsilon.
- V. Tightrope
 - a. Point out the instructions for Tightrope.
 - i. This is an interactive online program addressing issues that affect members of fraternities and sororities and students in college.
 - ii. It is an important resource to help us better understand our social behaviors and to better understand how we can create safe environments within Delta Upsilon and our general lives.
 - iii. All associate members need to complete the program.
 - iv. The program can be accessed by logging into the DU Portal and clicking on the button for DU Virtual Programs.
- VI. Event Planning Time
 - a. Allow 10 minutes for initial discussion and brainstorming around ideas for Four Founding Principles Events.
- VII. Calendar Review
 - a. Review upcoming events and meetings.
 - b. Ensure all associate members have upcoming events and meetings identified in their personal calendars.
- VIII. Old Business
 - a. Each meeting should allow time for addressing any tabled or pending matters.
- IX. New Business
 - a. Each meeting should allow time for the introduction of new proposals or motions.

MEETING 2 AGENDA

- X. *The Cornerstone* Assignments
 - a. Ask associate members to read pgs. 24-46, and pgs. 104-115 in *The Cornerstone*.
- XI. Announcements
 - a. Ensure all associate members have completed their bio card through www.deltatau.org.
 - b. Ensure all associate members have paid their Associate Member Fee.



FACILITATOR GUIDE

WORKING AS A TEAM

SESSION LENGTH: 90 MINUTES

OBJECTIVES

- Participants will be able to communicate with others through a problem-solving process.
- Participants will be able to analyze a problem and develop and execute a solution.
- Participants will be able to develop a working relationship with others in the associate member class.
- Participants will be able to follow instruction from others toward achieving a group goal.

SUPPLIES

- Paper squares, approximately a half sheet (one per person)
- One blue paper square, approximately a half sheet
- Painters tape
- Flip chart paper
- Markers
- Heavy string
- Reflection worksheet

WELCOME AND INTRODUCTIONS

Welcome participants. Introduce any new members to the associate member class. If any new officers or guests are in attendance, have them introduce themselves and their role in Delta Upsilon.

Note: The purpose of this session is to build group rapport and help the group learn to work together more effectively. Some activities may be better suited to larger or smaller associate member classes. There are a number of activities listed in this session. You should select activities based on what you think will work best for your group. Select enough activities to fill 75-90 minutes with team building. For groups of 25 or more, it may be necessary to break into smaller groups and have them rotate through the different activities. For groups of five or fewer, it may be necessary to have some initiated members participate in the activities to make it a better experience.

TEAMWORK

Transition into the topic for today's session by explaining we are going to focus on teamwork. We will have an opportunity to practice how we can be a better team together.

- ♦ Ask participants to think about a team experience that was a really effective or enjoyable experience.
 - › What existed within that team and what did people do to make that such an effective team?
 - › Ask several participants to share their examples.
- ♦ Ask participants to think about a team experience that was really ineffective or frustrating.
 - › What existed within that team and what did people do to make that such an ineffective team?
 - › Ask several participants to share their examples.
- ♦ What are some differences we can identify between the effective and ineffective teams? (write on a flip chart)
- ♦ What are some characteristics of effective teams?
- ♦ Why is teamwork important for us in Delta Upsilon?

CIRCLE UP

Set-up: Have the paper squares taped to the floor in a circle. They should be several feet apart.

For their first activity, instruct the participants to line up in alphabetical order by last name. They are not allowed to speak or communicate verbally in any way. They also may not make hand gestures in the shape of letters. They should line up in order around the circle with one person on each square. Tell them which square will be the first person.

- ♦ When the participants think they are in the correct place, go around the circle and have everyone say his name.
- ♦ Have everyone stay where he is and transition into the next activity.

TOUCH BLUE

Set-up: Have everyone stay standing on his paper square. In the center of the circle, tape the blue square to the ground.

Tell participants their objective is they must have each person touch the blue dot in the middle and return to the circle on a different dot than where he started.

- They must do this in the fastest possible time.
- There are five-second penalties if any participants touch and if multiple participants touch the center dot at the same time.
- Give the group two minutes to plan and then begin the first round. Use a stopwatch to time the group. Tell the group its time.
- After round one, ask the group if it thinks it can do better. Give two minutes to plan and repeat the activity. Tell the group its time.
- Tell the group it can have one more try. Before it goes, have it set a goal for how fast it thinks it can complete the activity. Then, give two minutes to plan and repeat the activity. Tell the group its time.
- If it did not meet its goal, give one more try. If it did meet its goal, move into processing.

Processing

- Were you successful in this activity? How do you know?
- What role did goal setting play in this activity?
- How can goal setting help us in our work together as an associate member class?
- How did it help the group to try the activity then return to planning time before trying again?

Explain to the associate members that this activity highlights the importance of viewing the Associate Member Education Program as a learning process. As a group they will have the opportunity to learn and grow together. They should strive to learn from each experience so they can try to improve for the next time. Creating goals along the way will help us by providing motivation and guidance.

POPEYE

Set-up: For the next activity, you will need a table or bench where participants can sit or stand across from one another with their hands clasped (like arm wrestling). If that is not a viable option, participants can lay on the ground across from each other in an arm wrestling position.

Have each participant pair up and sit across a table from one another. Ask each person to grab his partner's right hand and place his elbows on the table. Tell them to not let go.

- ♦ Their purpose is to get as many points for themselves as possible. They will get one point by having the back of their partner's hand touching the table. They will keep track of their own points. They are to be indifferent about the number of points their partner gets. They must keep their eyes closed and they may not talk during the activity.
- ♦ Tell them to begin. Give the group three minutes to do the activity then stop them. Ask everyone to report how many points he scored.
- ♦ Some may have a large number of points, some may have only a few points. Ask them to return to their seats so we can talk about the activity.

Processing Questions:

- ♦ What happened during the activity?
- ♦ Did anything change during the activity?
- ♦ Did you have an adversarial relationship with your partner? Why or why not?
- ♦ What would have maximized your success in this activity?
- ♦ What are some ways we can make sure we are collaborative in Delta Upsilon?

Wrap up the conversation by explaining we want to have a collaborative mindset to our work in Delta Upsilon. We often approach conflicts from an adversarial perspective; either I am going to get my way or you are going to get your way. This leads to a lack of communication, and we respond by just pushing harder against each other. We don't really do anything productive until we stop viewing each other as adversaries and start to recognize that we need to find solutions that meet both our needs.

GROUP ART

Set-up: First, tie four to five pieces of heavy string to a marker. The string should be about 3 feet in length. You will need enough markers to break the associate members into groups of four to five.

- Place a flip chart paper on the ground. You will need one flip chart and one marker for each group.
- Next, have a picture drawn on a flip chart that is easily viewable by all groups. The picture should be of a moderate level of difficulty, and it should be appropriate.
- Explain to associate members we will be doing one more activity to work on their skills as a team. Break the group into groups of four to five. Give each group a marker and a flip chart.
- Each participant must grab the end of a rope.
- The group must then work together to draw a picture that is presented to the large group.
- Give groups several minutes to complete the drawing. Then have each group show its pictures.

Processing Questions:

- How successful were you in this activity? How are you defining success?
- What helped you to be successful?
- How did you coordinate the group?
- Why is it important that we keep everyone on the same page in our class? What are some examples of how we can do this?
- How did you interact with the other groups? Do you see any comparisons to how we interact with other chapters? Why or why not?

To wrap up the discussion, emphasize the importance communicating and collaborating effectively. In an activity like this, we can get frustrated and our teamwork starts to break down. As members of Delta Upsilon, we need to remember these lessons as we start to work on projects together.

THE GREAT EGG DROP

In this classic (though sometimes messy!) game, teams must work together to build a container to protect an egg, which is dropped from a height. Before the egg drop, groups must deliver presentations on their solutions, how they arrived at them, and why they believe they will succeed.

Uses:

This fun game develops problem-solving and decision making skills. Team members have to choose the best course of action through negotiation and creative thinking.

What You'll Need:

- Ideally at least six people in each team.
- Raw eggs – one for each group, plus some reserves in case of accidents!
- Materials for creating the packaging, such as cardboard, tape, elastic bands, plastic bottles, plastic bags, straws and scissors.
- Aprons to protect clothes, paper towels for cleaning up and paper table cloths, if necessary.
- Somewhere — ideally outside — you can drop the eggs from. (If there is nowhere appropriate, you could use a step ladder or equivalent.)

Time:

- Around 15 to 30 minutes to create the packages.
- Approximately 15 minutes to prepare a one-minute presentation.
- Enough time for the presentations and feedback (this will depend on the number of teams).
- Time to demonstrate the egg "flight."

Instructions:

1. Put people into teams and ask each to build a package that can protect an egg dropped from a specified height (say, two-and-a-half meters) with the provided materials.
2. Each team must agree on a nominated speaker, or speakers, for its presentation.
3. Once all teams have presented, they must drop their eggs, assess whether the eggs have survived intact, and discuss what they have learned.

Advice for the Facilitator

When teams are making their decisions, the more good options they consider, the more effective their final decision is likely to be. Encourage your groups to look at the situation from different angles, so that they make the best decision possible.

- Did the groups take a vote or were members swayed by one dominant individual?
- How did the teams decide to divide up responsibilities? Was it based on people's expertise or experience?
- Did everyone do the job they volunteered for?
- Was there a person who assumed the role of "leader"?
- How did team members create and deliver the presentation, and was this an individual or group effort?

HOOP RELAY

Note: This activity is generally better for larger groups. It can be done with a group of 8-10, just do it as a race against the clock rather than between groups.

Divide the associate members into groups of 9-12. You will need a hula hoop for each group. Have the groups line up parallel to one another. Within each group, the associate members should be side by side in a straight line. Have each individual grab hands with the people next to him. One side of the line will be the starting line.

Have the participant at the front of the line hold onto a hula hoop. Each group's objective is to pass the hula hoop along the line until the final person is able to drop the hula hoop on the ground. They must then pick it back up and pass it back along the line to the front. The goal is to be the first group to complete the task.

- Individuals must not let go of the people next to them.
- They also may not grab onto the hula hoops with hands or fingers.
- The first time through, no members of the group are allowed to talk.
- After completing the activity the first time, congratulate the winners. Then give each group two minutes to plan for a second attempt.
- On the second attempt, groups will be allowed to talk to each other.

Processing Questions

- ♦ What helped you to be successful in this activity?
- ♦ What was different between the two different attempts?
- ♦ How did it help to be able to plan a strategy?
- ♦ What did you learn in this activity that you can apply to work together as a team more effectively?

WATERFALLS

To set the activity up, create boundaries and a start and finish line. Arrange obstacles in the course. Break the participants up into groups of 4-5. Each group gets a bandana and a cup of water.

The goal is to transport the cup of water on top of the bandana.

Rules:

- ♦ Participants must hold the end of the bandana, they can't roll it up.
- ♦ All participants must remain in contact with the bandana at all times.
- ♦ The bandana must remain taught beneath the plastic cup.
- ♦ If any water gets spilled, they must start over.

Processing

- ♦ What was challenging about this activity?
- ♦ How did you work together?
- ♦ Did anyone focus too much attention on the water and ignore other aspects of the challenge? How so?
- ♦ What can we learn from how we worked together in this activity?
- ♦ How can this help us work together this weekend?

GIANT SHOELACE

Supplies:

- 1 Rope approximately 30 feet in length and sturdy enough to be held by the participants.
- 1 pole or tree that is sturdy enough to wrap the rope around.

Set-up: Begin the activity with the rope wrapped around the pole or tree. Have the two half the lengths of the rope laid out on the ground in a V shape on the ground. Divide the group in half, assign each group to one side of the rope. Have each associate member grab onto the rope with one hand. Note: If there are more than 20 individuals in the class, it may be necessary to have more than one Giant Shoelace set up to accommodate the group size.

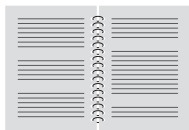
The objective of the activity is to tie the shoe for the giant. The groups need to tie the laces into a bow.

- Each member must grab onto the rope and hold onto it throughout the duration of the activity.
- Participants can slide their hand up and down the rope, but they cannot let go.

Processing

- What helped you to be successful in this activity?
- What was challenging about the activity?
- How did you visualize the activity?
- How can we apply this concept in the chapter? When is a situation where we need to take a step back from an activity and visualize how it will work?

REFLECTION



Have associate members return to their seats. Have them spend several minutes silently responding to the reflection questions in their WB page 17.

Go around the room and have each associate member share one thing he plans to do this semester to help the associate member class work more effectively as a team.

WRAP-UP

Wrap up any discussions and continue with the meeting agenda.

NOTES

MEETING 3 AGENDA

EXPECTED TIME FRAME: 2 HOURS

- I. Welcome and Introductions
- II. Educational Session
 - a. Refer to the Placing Values in Fraternity Facilitation Guide.
- III. Post-Event Reflection
 - a. Use the Four Founding Principles Event Reflection Guide to process any activities from the previous week.
- IV. Professional Attire
 - a. Review professional attire for chapter meetings and formal events.
 - b. Appropriate attire includes an ironed dress shirt, tie, ironed slacks and a jacket/sport coat along with dress socks and dress shoes.
 - i. An initiated member of the chapter should demonstrate appropriate attire.
 - ii. Cost effective options for purchasing dress clothes in the local community should be shared.
 - c. Refer to pgs. 117-118 in *The Cornerstone*.
 - d. Associate members should review pgs. 104-115 in *The Cornerstone* on their own.
- V. Event Planning Time
 - a. Allow 10 minutes for initial discussion and brainstorming around ideas for Four Founding Principles Events.
- VI. Calendar Review
 - a. Review upcoming events and meetings.
 - a. Ensure all associate members have upcoming events and meetings identified in their personal calendars.
- VII. Old Business
 - a. Each meeting should allow time for addressing any tabled or pending matters.
- VIII. New Business
 - a. Each meeting should allow time for the introduction of new proposals or motions.
- IX. *The Cornerstone* Assignments
 - a. Ask associate members to catch up on any readings in *The Cornerstone* they have not read in previous weeks.
- X. Announcements



FACILITATOR GUIDE

PLACING VALUES IN FRATERNITY


SESSION LENGTH: 90 MINUTES

OBJECTIVES

- ✦ Participants will be able to identify their top personal values.
- ✦ Participants will be able to articulate influences in developing their personal values.
- ✦ Participants will be able to articulate the Four Founding Principles, mission and foundation of Delta Upsilon.
- ✦ Participants will be able to compare and contrast their personal values with the Four Founding Principles, mission and foundation of Delta Upsilon.

SUPPLIES

- ✦ One red, one blue and one white sheet of paper
- ✦ Values Decision Making Worksheet
- ✦ Values Ranking Worksheet
- ✦ Flip Chart
- ✦ Markers

5/5	WELCOME AND INTRODUCTION
	<p>Welcome participants. Introduce any new members to the associate member class. If any new officers or guests are in attendance, have them introduce themselves and their role in Delta Upsilon.</p>
5/10	INTRODUCTION TO VALUES
	<p>Write the word “Values” on a flip chart.</p> <ul style="list-style-type: none"> • <u>How would you define this word?</u> <p>Record responses on the flip chart.</p> <ul style="list-style-type: none"> • <u>Where are some other places you have heard people talk about values?</u> <p>After several responses, acknowledge that this is a term we hear a lot and in a number of settings. This session will give us an opportunity to think a little more deeply about what we really value and how this applies within the context of Delta Upsilon.</p>
15/25	BAROMETER
	<p>Set-up:</p> <p><i>Construct a large horseshoe-shaped thermometer by laying masking tape on the floor in a semicircle pattern. Place the blue sheet of paper (representing cold and -100 points) on one end of the thermometer, the sheet of red paper (representing hot and +100 points) on the opposite end, and the sheet of white paper (representing neutral and 0 points) in the middle.</i></p> <p><i>Ask all participants to stand at some point on the thermometer.</i></p>

Give the following instructions:

I will call out a variety of different words during this activity, and I would like you to move to the spot on the thermometer that best describes your initial reaction to the word. You may move to any spot, and you may clump in groups if needed. I will call on a few people to briefly describe why they are standing on their point. Please listen carefully to all the given reasons and do not debate or give comments. Are there any questions?

After calling out each word, give the participants time to move to their chosen spot. Ask if anyone would like to share why they choose that position and call on one to two people per word. Do not allow debating. Encourage students to recognize the diversity of opinion in the room.

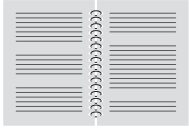
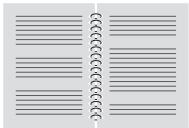
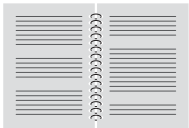

♦ Call out the words one at a time:

- › Fish
- › Nature
- › Curfew
- › Money
- › Change
- › Power
- › Yourself
- › Risk
- › Drinking
- › Peer Pressure
- › Hazing
- › School
- › Planning
- › Rules
- › Tradition

When you are done, ask everyone to stand in a semi-circle to discuss the activity.

Processing Questions:

- ♦ How difficult was it to commit to an opinion?
- ♦ How are your opinions and values similar to or different from other group members?
- ♦ Where do you see a connection between this activity and the discussion on values?
- ♦ Why is it important to understand where our influences come from?

	<p>In the processing phase, make the following two main points:</p> <ul style="list-style-type: none"> • Our personal values help to shape how we view other things in our world. They create a lens through which we define and interpret what is around us every day. Therefore, we may have many different ways of thinking about and looking at the same things. • Also, our experiences help to shape how we feel about things, and in turn, begin to shape what we value and how we prioritize those values.
10/35	WHAT IS IMPORTANT TO ME?
	<p>Have participants turn to the Values Decision Making Worksheet on WB page 20. Ask them to spend some time responding to each of the questions. They should respond quickly and go with their first reaction to each statement. Everyone should do this individually.</p>
20/55	VALUES RANKING
	<p>Next, have participants turn to the next page and complete the Values Ranking Worksheet on their own on WB page 21.</p> <ul style="list-style-type: none"> • They will rank their top 15 personal values on the sheet from 1-15. They must select 15. • Tell participants to look at their responses to the Values Decision Making worksheet to help guide their responses. • There should be no talking during this activity. • Acknowledge this is not an exhaustive list of all values in the world, but this does give us a good list to work off of for our discussion today. • Associate members should ask if they don't know what any of the values mean.
 	<p>When participants are done with their values ranking, have them get into groups of three to five. Then have them turn to the next page in their workbooks and complete the Group Values Ranking Worksheet as a group on WB page 22.</p> <ul style="list-style-type: none"> • They will collectively rank their top 15 values from 1-15. They must select 15. • They must come to a consensus as a group; they cannot vote with majority ruling. Everyone must come to an agreement. • They should refer back to the previous two activities to help them in their discussion. • Give each group 10 minutes to complete the activity.

When all groups are done, have each group list its top five values.

Processing

- ♦ What was challenging about this activity?
- ♦ How did you go about making your decisions and working through differences?
- ♦ Did you notice any similarities?

15/70 THE PRINCIPLES OF DELTA UPSILON



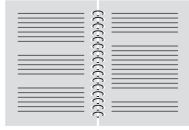
Transition to the next activity by explaining that we are going to shift from a conversation about our personal values to a conversation about our collective values. As members of Delta Upsilon, we come together through our shared connection to the Four Founding Principles. Explain that first, we must understand what these principles mean.

- ♦ Divide associate members up into four groups.
- ♦ Have each group create a definition for one of the Four Founding Principles. Ensure all four Principles are assigned to a group. They should identify what their value means to them personally.
- ♦ After five minutes, give each group an opportunity to share with the large group.
- ♦ After a group has shared its definition, refer back to the entire group. As a large group, identify several ways we might put that into action. Write ideas on a flip chart.
- ♦ After all groups have shared, emphasize the importance of connecting our actions with principles. Our Principles are only useful if we understand them, connect with them, and act upon them.

10/80 PRINCIPLES IN ACTION (TESTIMONIAL)

To build upon the discussion about the Four Founding Principles, the Associate Member Educator may choose to allow time for a testimonial. This could be a leader in the chapter, a respected senior or an alumnus.

- ♦ Allow them 5-10 minutes to share their personal connection to the Four Founding Principles.
- ♦ They should highlight what the Fraternity means to them and what they have learned about themselves through Delta Upsilon.
- ♦ They should also emphasize how they have been able to enact the Four Founding Principles in their life.

10/90 BRINGING VALUES TOGETHER

After the testimonial, direct associate members to consider how we bring our individual values together under our fraternal values. Use WB page 21.

- Have participants revisit the list of their top 15 values.
- For each of their top five values, have them identify which of the Four Founding Principles it most closely aligns with.
- If it does not align with one of the Four Founding Principles, they should write “n/a.”

Processing

- What was it like to compare your personal values with the Four Founding Principles? Where were there similarities? Differences?
- How do we maintain our individuality while committing to our collective values as a Fraternity?

To close the session, emphasize the importance of utilizing the Fraternity to help clarify and develop a commitment to one's own personal values while building a connection to your brothers through our collective principles. As we move forward in our time together, we must challenge ourselves and challenge each other to model our actions and decisions off of the values for which we say we stand.

MEETING 4 AGENDA

EXPECTED TIME FRAME: 2 HOURS

- I. Welcome and Introductions
- II. Educational Session
 - a. Refer to the Delta Upsilon History Facilitation Guide.
- III. Post-Event Reflection
 - a. Use the Four Founding Principles Event Reflection Guide to process any activities from the previous week.
- IV. Event Planning Guidelines
 - a. Review tips for event planning.
 - b. Provide information for reservations on campus.
 - c. Reference the Delta Upsilon Loss Prevention Policy as a resource for event planning.
 - d. Discuss any campus or community guidelines for student organization events on campus.
- V. Event Planning Time
 - a. Allow 10 minutes for initial discussion and brainstorming around ideas for Four Founding Principles Events.
- VI. Calendar Review
 - a. Review upcoming events and meetings.
 - b. Ensure all associate members have upcoming events and meetings identified in their personal calendars.
- VII. Old Business
 - a. Each meeting should allow time for addressing any tabled or pending matters.
- VIII. New Business
 - a. Each meeting should allow time for the introduction of new proposals or motions.
- IX. *The Cornerstone* Assignments
 - a. Ask associate members to read pgs. 87-95 in *The Cornerstone*.
- X. Announcements



FACILITATOR GUIDE

DELTA UPSILON HISTORY

SESSION LENGTH: 90 MINUTES

OBJECTIVES

- Participants will be able to describe the key events in the founding and development of Delta Upsilon.
- Participants will be able to explain the significance of non-secrecy in Delta Upsilon.
- Participants will be able to describe key events in the founding and development of their local chapter.
- Participants will be able to identify and explain the official symbols of Delta Upsilon.

SUPPLIES

- *The Cornerstone*
- Coat of Arms Picture
- Personal Coat of Arms worksheet
- DU Facts Cards (made on 3" x 5" notecards)

5/5 WELCOME AND INTRODUCTIONS

Welcome participants. Introduce any new members to the associate member class. If any new officers or guests are in attendance, have them introduce themselves and their role in Delta Upsilon.

Note: Prior to this session, participants should have read The Cornerstone sections related to Delta Upsilon history.

5/10 REFLECTING ON OUR HISTORY

Explain to participants that Delta Upsilon has a rich and storied history since our founding in 1834 at Williams College.

- Why do we think it is important to understand and appreciate our history?
- What can we learn from reflecting on the founding and growth of Delta Upsilon?

Encourage participants to recall our previous conversations about the Four Founding Principles of Delta Upsilon. As we look at the history of the Fraternity, we will gain greater context to understand how these Principles have become defined and how they became relevant.

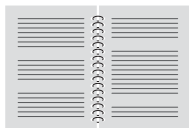
20/30 DISSECTING THE COAT OF ARMS

Tell associate members we will utilize the Coat of Arms to help guide us through our history.

- Ask if anyone can define the term Coat of Arms.
- A coat of arms is a symbol historically used by groups or families. They were a unique symbol that communicated the identity, heritage and values of the individual or group who displayed the coat of arms.
- Give each associate member a copy of the picture of the Coat of Arms. (Note: If available, you can project a picture of the Coat of Arms on a screen or with a monitor to provide a larger visual.)
- Break the associate members up into five groups. Each group will be assigned to research and report on the history and meaning behind a different component of the Delta Upsilon Coat of Arms. Give groups 8-10 minutes to research their component of the Coat of Arms. Then, each group will give a two-minute presentation to the associate member class on the meaning and history behind its assigned component.
- Encourage groups to share how these symbols relate to the history of Delta Upsilon. They should explain where each item comes from in the story of our founding and development as an organization.

Note: For each component of the Coat of Arms, be sure that groups identify the key points below in their presentations.

- ✦ The Shield of Arms
 - › The stars representing the four original chapters of the Anti-Secret Confederation and the additional three stars representing the other three chapters present at the 1852 Convention.
 - › The scale represents equity or justice in college affairs.
- ✦ Crest and Helmet
 - › The crest displays the same letters as the badge.
 - › The helmet indicates the rank of knighthood, which is bestowed based on merit.
 - › By accepting the rank of knighthood, one receives certain privileges for membership in that organization.
 - › The helmet has an open visor to signify non-secrecy.
 - › The crest was adopted in 1881.
- ✦ The Motto and Dates
 - › Below the shield, the motto Dikaia Upotheke is displayed.
 - › This is translated as Justice, Our Foundation.
 - › The motto was adopted along with the badge in 1858.
 - › The dates represent the founding date, 1834, and the date of incorporation, 1909.
- ✦ Bannerets
 - › The bannerets represent the two legislative bodies of the Fraternity.
 - › The Convention banneret represents the undergraduates of Delta Upsilon. It displays an Oak Tree that represents the relationship of the chapters to the international organization. The five rings represent the first five provinces established in 1909.
 - › The Assembly banneret represents the alumni of Delta Upsilon. The chevron symbolizes the Assembly and the Board of Directors, which are the controlling interest of the Fraternity in regards to policy decisions.
 - › The five gold crowns represent the five officers originally designated at the time of incorporation. This represents the formation and organization of the alumni ranks of the Fraternity.

15/45 PERSONAL COAT OF ARMS

Thank participants for their work in dissecting the Coat of Arms. This exercise really helps us to understand where Delta Upsilon has come from and what Delta Upsilon stands for. Next, we want to utilize that concept to help us better understand each other.

- ✦ We will be creating our own personal coat of arms.
- ✦ Refer to WB page 25.
- ✦ Each associate member should draw his coat of arms. He should identify symbols to represent his values, family tradition, culture, etc.
- ✦ This does not have to look like any other coat of arms. Associate members can represent this in any way meaningful to them.
- ✦ As they create their coat of arms, they should think about why this is important to them and what it means to them.
- ✦ Provide associate members with markers or crayons to add color to their drawings.



After everyone has had time to complete his coat of arms, have participants get into groups of three to share with one another. They should explain the significance behind their symbols.

After five minutes, bring the group back together and ask if anyone would like to share with the large group.

25/70 LOCAL HISTORY

At this point, the facilitator should take some time to discuss the local history of the chapter. Important items to consider include:

- ✦ The founding date and the story related to the founding of the chapter.
- ✦ Any information about the growth and development of the chapter.
- ✦ Prominent locations on and around campus related to Delta Upsilon, such as building named after DU alumni, former chapter houses, old meeting places, etc.
- ✦ The chapter's charter.
- ✦ Prominent alumni.
- ✦ Key facts about chapter property.

Note: This might be an ideal place to utilize local alumni and advisors to assist in sharing the local history of the chapter. Frequently, institutions will have archives as a part of their library. The archive may have a folder on Delta Upsilon. This could be an interesting source of information for this session.

	<p>Additional activities related to local history that can be included as separate programs outside the educational session:</p> <ul style="list-style-type: none"> • Take a tour of campus related to key landmarks and events for Delta Upsilon. • Visit the campus archives and have associate members review the files related to Delta Upsilon and other Greek-letter organizations. • Have someone come in and present on the history of the university. • Have associate members do research on prominent chapter alumni and do a brief presentation for the chapter. (This same activity could be done with prominent Delta Upsilon alumni from all chapters.)
15/85	<p>HISTORY GAME</p> <p>Break the group up into groups of 5-10, depending on the size of the class. Each group should have enough DU Facts Cards to have three per member. No one should look at the cards and cards should remain facedown. Game play will go as follows:</p> <ul style="list-style-type: none"> • Each group will compete to be the first group to correctly guess all its cards. • Each group will sit in a circle. • Participants will go one person at a time. When it is the participant's turn, he will hold one card up to his forehead so the rest of the group can see the DU Fact. (Note: The participant must not look at what the card says.) • The rest of the group must provide clues until that participant can guess the DU Fact on the card. They may not use any form of the words on the card. In addition, for any dates, they may not call out other dates. • Once the participant has identified the DU Fact correctly, he places the card in the middle and the person to his right takes his turn. This pattern continues until a group has won the game by naming all its cards. • A participant may pass on a turn, but he must place the card at the bottom of their deck and return to it on a future turn. • DU Facts must be named exactly as written on the card.

DU Facts (Write each fact on a 3"x5" notecard; you may need to create multiple sets so each group can have a set of cards. Be sure that you cannot see through the card.)

Note: You may want to add some additional facts related to the local chapter.

- * 30
- * James A. Garfield
- * Lester Pearson
- * Coat of Arms
- * 7 Stars
- * West College
- * 1834
- * Ouden Adelon
- * Dikaia Upotheke
- * Anti-Secret Confederation
- * Charles Evans Hughes
- * *The Cornerstone*
- * 1909
- * Wilford A. Butler
- * Augustus White
- * Sweepstakes
- * Old Gold and Sapphire Blue
- * Undergraduate Convention
- * Assembly of Trustees
- * Charter
- * Leadership Institute
- * *Building Better Men*
- * Freshman Recitation Room
- * The Social Fraternity
- * Global Service Initiative
- * The Badge

5/90 WRAP-UP

Use any remaining time to wrap up discussion and answer questions.

Provide announcements for the upcoming week.

MEETING 5 AGENDA

EXPECTED TIME FRAME: 2 HOURS

- I. Welcome and Introductions
- II. Educational Session
 - a. Refer to the Academic Success Facilitation Guide.
- III. Post-Event Reflection
 - a. Use the Four Founding Principles Event Reflection Guide to process any activities from the previous week.
- IV. Chapter Calendar/Major Events
 - a. Provide associate members with a calendar of events for the chapter.
 - b. Discuss the purpose of major annual events.
 - c. Talk about the importance of participation in chapter events.
- V. Event Planning Time
 - a. Allow 10 minutes for planning for Four Founding Principles Events.
- VI. Calendar Review
 - a. Review upcoming events and meetings.
 - b. Ensure all associate members have upcoming events and meetings identified in their personal calendars.
- VII. Old Business
 - a. Each meeting should allow time for addressing any tabled or pending matters.
- VIII. New Business
 - a. Each meeting should allow time for the introduction of new proposals or motions.
- IX. *The Cornerstone* Assignments
 - a. Ask associate members to read pgs. 87-95 in *The Cornerstone*.
- X. Announcements



FACILITATOR GUIDE

ACADEMIC SUCCESS

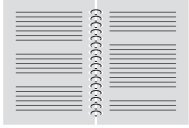
SESSION LENGTH: 65 MINUTES

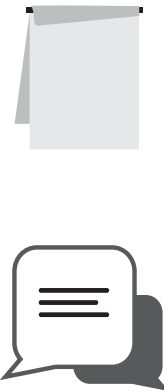
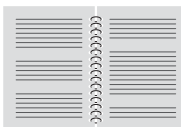
OBJECTIVES

- ✦ Participants will be able to access resources for academic support at their college or university.
- ✦ Participants will articulate their personal academic goals.
- ✦ Participants will be able to create a personal study plan for the purpose of meeting stated academic goals.
- ✦ Participants will prioritize academic success as a central aspect of their student and fraternity experience.

SUPPLIES

- ✦ Academic Resources worksheet

5/5	WELCOME AND INTRODUCTIONS
	<p>Welcome participants. Introduce any new members to the associate member class. If any new officers or guests are in attendance, have them introduce themselves and their role in Delta Upsilon.</p>
10/15	THE WHY
	<p>To begin the session, acknowledge that we will frequently hear people say the reason we are here is to go to school, and it is important for the Fraternity to support and encourage this.</p> <p>Ask participants to get into groups of three and share why they decided to come to college. What do they want to accomplish as a result of their college education?</p> <p>After several minutes, bring the groups together and ask for several examples. Encourage participants to think about how Delta Upsilon can be an experience that helps them attain their academic and career goals. This is why we place such a priority on academic success.</p>
15/30	SETTING ACADEMIC GOALS
	<p>Introduce the concept of process and outcome goals. Outcome goals are something we want to attain, something that comes from the result of our work. For example, wanting to run a marathon or wanting to get a 4.0 GPA would be outcome goals. Process goals are specific actions that lead to us attaining an outcome. For example, instead of saying I am going to run a marathon, I would set a process goal of running three times a week. Instead of setting a goal of a 4.0 GPA, I would set a process goal of studying two hours per day.</p> <p>Ask for some examples of each type of goal from participants. Continue the discussion until they understand the concept. Ask where there is value in both types of goals.</p> <p>Sometimes our outcome goals can seem overwhelming or we may lose motivation after a slip up. Process goals can keep us on track and keep us motivated. They can also provide greater direction as to specific things that need to be done on a day to day basis.</p> <p>Have participants turn to WB page 29 and write down a goal that is an academic outcome goal for the next year. Encourage them to think of something they want to attain.</p> <p>Next, have them identify three process goals. Encourage them to identify specific things they need to do.</p> <p>Ask for some volunteers to share.</p> <p>Tell participants we will revisit their goals prior to the end of the term when they are working on their final projects before Initiation.</p>

	<p>15/45 ACADEMIC BARRIERS</p> <p>Transition to explain that our goals will not come to us without some challenges. Brainstorm a list of barriers to academic success. Write responses on a flip chart.</p> <p>Part of the work of the Fraternity is to mitigate academic barriers where possible. This is what we mean when we say we want to create an environment that fosters academic success within the chapter.</p> <p>Break into groups of three to four. Give each group one of the barriers that has been identified. Have each group pick a barrier. Give each group a couple minutes to brainstorm how the Fraternity can help to address that barrier. Then, give each group one minute to present to the others.</p> <p>Discuss and process with the large group as needed.</p>
	<p>15/60 ACADEMIC RESOURCES</p> <p>There are also extensive resources available through the university. Ask for some examples of resources participants are aware of on campus.</p> <p>Next, refer to the Academic Resources page on WB page 30. Either have participants fill in the information for each resource as you discuss them, or have small groups use phones and laptops to look up the contact information for each resource and then report out to the large group.</p> <p>Spend some time highlighting the importance of utilizing these resources. Don't forget to highlight the importance of working with and meeting with their faculty members. Everyone at the university is here to help them succeed. Big Brothers can be a good resource to help them if they don't know how to approach a faculty member or an office on campus.</p>
	<p>5/65 WRAP-UP</p> <p>Use any remaining time to wrap up discussion and answer questions.</p> <p>Provide announcements for the upcoming week.</p>

MEETING 6 AGENDA

EXPECTED TIME FRAME: 2 HOURS

- I. Welcome and Introductions
- II. Educational Session
 - a. Refer to the Path to Leadership Facilitation Guide.
- III. Post-Event Reflection
 - a. Use the Four Founding Principles Event Reflection Guide to process any activities from the previous week.
- IV. Campus Involvement
 - a. Discuss the importance of campus involvement.
 - b. Tell associate members how to access the student activities or campus involvement office.
 - c. Provide publications or online resources for involvement opportunities on campus.
 - d. Share some examples of other activities that initiated members are involved in around campus.
- V. Event Planning Time
 - a. Allow 10 minutes for planning for Four Founding Principles Events.
- VI. Calendar Review
 - a. Review upcoming events and meetings.
 - b. Ensure all associate members have upcoming events and meetings identified in their personal calendars.
- VII. Old Business
 - a. Each meeting should allow time for addressing any tabled or pending matters.
- VIII. New Business
 - a. Each meeting should allow time for the introduction of new proposals or motions.
- IX. *The Cornerstone* Assignments
 - a. Ask associate members to read pgs. 46-55, 70-76 in *The Cornerstone*.
- X. Announcements



FACILITATOR GUIDE

PATH TO LEADERSHIP

SESSION LENGTH: 75 MINUTES

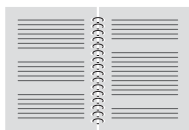
OBJECTIVES

- ✦ Participants will be able to explain a definition for leadership.
- ✦ Participants will be able to articulate five myths and truths of leadership.
- ✦ Participants will be able to explain leadership as a relational process.
- ✦ Participants will be able to identify knowing, being and doing for each component of relational leadership.

SUPPLIES

- ✦ Leadership Myths Quiz
- ✦ Relational Leadership Model worksheet
- ✦ Leadership Reflection

5/5	WELCOME AND INTRODUCTION Welcome participants. Introduce any new members to the associate member class. If any new officers or guests are in attendance, have them introduce themselves and their role in Delta Upsilon.
10/15	LEADERS IN OUR LIVES Ask participants to think of someone in their lives, either now or in the past, whom they consider to be an effective leader. They should think about why this individual stands out as a leader. Then, they should write down the person's name and one characteristic of his/her leadership. After a moment, ask volunteers to share who their person is and what characteristic of leadership he/she displays. Write the characteristics on a flip chart. After referencing the list, thank participants for their input. Explain that when we begin to think about leadership, it is easy to try to understand this concept as a collection of characteristics or natural abilities. While there are characteristics that can contribute to leadership, this does not help us fully understand how we can develop our personal leadership. As we discuss this topic, we will not be identifying a step-by-step guide to leadership. Rather, we will learn to develop the awareness and understanding of the process of leadership that will help us to exert leadership in our lives.
5/20	DEFINING LEADERSHIP Acknowledge that leadership is a complex idea that can be understood in a number of ways. <ul style="list-style-type: none"> • <u>First, why do we want to better understand leadership?</u> • <u>What are some ways you would define leadership?</u> For the purpose of our conversation today, we will turn to a book titled "Exploring Leadership" (2013). Ask for a volunteer to read the definition of leadership. (Note: Have this written on a flip chart at the front of the room.) "We define leadership as a relational and ethical process of people together attempting to accomplish positive change." p. 33 <ul style="list-style-type: none"> • <u>Ask for reactions to that definition. What stands out to them?</u> • <u>Why is it important to think about leadership as a group process?</u> <i>In the processing, emphasize the reference to positive change. For our purpose, we are looking at leadership as a process that facilitates positive change in the group or lives of others. These are the type of leaders and the type of impact we strive to create in Delta Upsilon.</i>

15/35 MYTHS AND TRUTHS

Transition into the next section by saying we want to think more about the way we understand leadership. Explain that we are likely entering this conversation with some existing ideas of what leadership is and what leadership isn't. We may have developed some ideas or heard things from others that are not actually accurate.

Refer to the Leadership Myths Quiz on WB page 32.

Answers:

- ✦ Leaders are born not made. – False

People are not born with innate leadership characteristics. Rather, leadership skills can be developed based on the influence of one's environment and experiences.

- ✦ Leadership occurs at all levels in an organization. – True

Leadership is about action. This can be exerted at all levels of an organization. The more an organization creates this mentality, the more ownership individuals will have in the success of the organization.

- ✦ You must have a formal position to be a leader. – False

Different people may take on leadership roles in different situations. Leadership roles should be based on skills and ability to make an impact, not on titles.

- ✦ The best way to lead differs based on the context. – True

The context is a critical consideration in leadership. Something that works with one group or situation may not be effective with another group.

- ✦ You must be charismatic to be a good leader. – False

While charisma may be a desirable leadership characteristic in some situations, there are many different ways to lead. As stated before, leadership is based on context, and charisma may not be effective or necessary in some situations. History has demonstrated that all different types of people can lead.

- ✦ Leadership is teachable. – True

As we see in programs like this, leadership skills can be learned, practiced and shared.

- ✦ Leadership can improve over time. – True

As stated previously, through practice and work leadership can improve.

- ✦ There is one right way to lead. – False

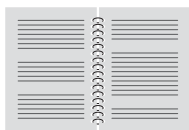
A person's leadership may be influenced by his/her gender, culture, values and knowledge. Therefore, each individual will have his/her own best leadership tendencies and style.

- ✦ You cannot be a leader and a manager at the same time. – False

The functions of leadership and management are both important to an organization. A person can have skills related to both management and leadership. It is important to know when each different skill is needed in an organization.

- ✦ Only certain individuals have the ability to be leaders. – False

Everyone has a capacity for leadership in his/her own way. Everyone has to work to achieve his/her personal leadership potential.

25/60 LEADERSHIP IS RELATIONAL

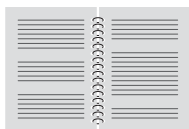
Next, refer back to the definition of leadership from earlier in the session. Emphasize the fact that leadership is relational. We are going to utilize the Relational Leadership Model to help us better understand how leadership works.

There are five parts to this model. Distribute the Relational Leadership Model worksheet on WB page 33. Explain Knowing, Being and Doing. This is a holistic approach to understanding the leadership process.

- Knowing: Information to be learned and understood
- Being: Having an awareness of self and others, understanding values
- Doing: Taking action, developing skills

The Relational Leadership Model has five components, ask participants to take a minute to read through the handout. Then, briefly explain each component.

- Purposeful
- Inclusive
- Empowering
- Ethical
- Process-Oriented



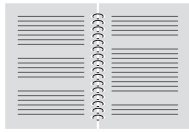
Next, break participants into small groups of four to five individuals. Give each group the task of developing a new fraternity. Groups should think about how they will create this organization to foster leadership. They will use the Relational Leadership Model as a framework for developing the group.

- They will need to respond to the questions on WB page 34.
- They should spend 10 minutes developing their new chapter. They should remember this is to be their ideal chapter for fostering leadership.
- After all groups have completed their responses, each group should present to the large group.

After all groups have gone, utilize the following processing questions to discuss the activity.

- ♦ Why is it important for us to think about how organizations can foster leadership?
- ♦ What was difficult about this activity? Why?
- ♦ What ideas did we develop in this activity that we think could help our chapter?
- ♦ What role does the individual have in developing his own leadership?

15/75 WRAP-UP



To close, give participants the Leadership Reflection on WB page 35-36. Give them several minutes to respond on their own. Explain that when they are done we will be talking about our leadership affirmations.

- ♦ The last reflection question will ask associate members to identify a leadership affirmation. This is something they want to tell themselves to build their leadership confidence.
- ♦ Have each individual share his leadership affirmation.
- ♦ Stress the importance of supporting each other and building each other up as leaders.
- ♦ Use any remaining time to wrap up discussion and answer questions.

MEETING 7 AGENDA

EXPECTED TIME FRAME: 2 HOURS

- I. Welcome and Introductions
- II. Educational Session
 - a. Refer to the Loss Prevention Facilitation Guide.
- III. Post-Event Reflection
 - a. Use the Four Founding Principles Event Reflection Guide to process any activities from the previous week.
- IV. Officer Introductions
 - a. Allow each officer two minutes to introduce himself and respond to the following questions:
 - b. Why did they want to take on a leadership role in the chapter?
 - c. What is something they did to help prepare themselves for this role?
 - d. What is one thing they have accomplished in this role of which they are proud?
- V. Tightrope
 - a. Follow up to ensure everyone has completed Tightrope.
 - b. Ask everyone to share one thing he has learned from Tightrope.
 - c. Ask everyone to share one thing he has done differently since completing Tightrope.
- VI. Event Planning Time
 - a. Allow 10 minutes for planning for Four Founding Principles Events.
- VII. Calendar Review
 - a. Review upcoming events and meetings.
 - b. Ensure all associate members have upcoming events and meetings identified in their personal calendars.
- VIII. Old Business
 - a. Each meeting should allow time for addressing any tabled or pending matters
- IX. New Business
 - a. Each meeting should allow time for the introduction of new proposals or motions.
- X. *The Cornerstone* Assignments
 - a. Ask associate members to read pgs. 46-55, 70-76 in *The Cornerstone*.
- XI. Announcements



FACILITATOR GUIDE

LOSS PREVENTION

SESSION LENGTH: 90 MINUTES

OBJECTIVES

- Participants will be able to locate the Delta Upsilon Loss Prevention Policy and explain each section.
- Participants will be able to explain the importance of effective Loss Prevention in Delta Upsilon.
- Participants will be able to apply the Loss Prevention Policy in the planning of events and decision making.
- Participants will be able to access resources available through Delta Upsilon and their college or university related to health and wellness.

SUPPLIES

- Loss Prevention Policy
- Loss Prevention Case Studies
- Tightrope - Virtual health and safety program to be accessed through the DU Portal

5/5 WELCOME AND INTRODUCTIONS

Welcome participants. Introduce any new members to the associate member class. If any new officers or guests are in attendance, have them introduce themselves and their role in Delta Upsilon.

10/15 DEFINE LOSS PREVENTION

Acknowledge that we have talked about the basics of Loss Prevention before, however, the purpose of this session is to help us better stand our responsibility to utilize the policy as a guide for our actions and decisions within the chapter.

- ♦ What do you think Loss Prevention means?
- ♦ Why is Loss Prevention important for our chapter?

Through this discussion, it is important to emphasize that the purpose of Loss Prevention is not to have a policy. The purpose of Loss Prevention is the people. More specifically, creating an environment where people can live, learn, socialize and grow together in safe and supportive manner.

The Loss Prevention policy creates a guide for decision making and planning. Following the Loss Prevention policy, as well as other campus and community policies, is important for creating a safe environment and addressing any possible risks that could occur.

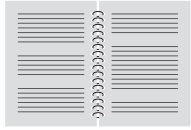
10/25 CARING FOR OUR BROTHERS

Continue the conversation from the previous section and shift toward a focus on our brotherhood in our chapter. We talk about brotherhood a lot as members of Delta Upsilon, and we all value the relationships we have with each other in this chapter.

- ♦ How does Loss Prevention play a role in our brotherhood?
- ♦ When is it hard to be a good brother?
- ♦ What role does accountability play in our brotherhood?

It is important to emphasize that true brotherhood requires that we have a sincere interest in the well-being and safety of each other. This means that we must care for and support each other.

It also means we must create an environment that is physically, mentally and emotionally safe for all our brothers. At times, this also means we must be willing to make the hard decisions to hold our brothers accountable and to create standards and expectations that support their development and safety.

20/45 POLICY REVIEW

Refer to WB page 79 for the Delta Upsilon Loss Prevention Policy. Remind them that the policy and resources related to the policy are available on the Fraternity website.

Resources page on the DU website, www.deltatau.org/chapter-resources.

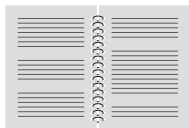
- Break participants up into six groups. Assign each group to one of the following sections of the Loss Prevention Policy.
 - › Alcohol and Drugs
 - › Hazing
 - › Sexual Abuse and Harassment
 - › Physical Abuse
 - › Fire, Health and Safety
 - › Education/Reporting
- Instruct each group to review its section of the policy and prepare a 1-2 minute presentation to help their fellow associate members learn that section of the policy.
- They should consider the following questions:
 - › What are the behaviors addressed?
 - › Why is this important to the chapter?
 - › How can we address this area within the chapter?
- After groups have been able to plan, they should each present to the entire associate member class.

For each area, make sure the following points are addressed:

- ✦ Alcohol and Drugs
 - › All events must have a third party vendor or be BYOB. Guests of age may bring one six-pack of beer.
 - › No common source (examples include kegs, juice/punch with alcohol) or large quantities of beer.
 - › All events must have a guest list determined in advance.
 - › No alcohol may be purchased with chapter funds. This includes the collection of funds from members to collectively purchase alcohol.
 - › Cannot co-sponsor or co-host events with bars or alcohol distributors. Can host events at a bar, but they must be private events. Cannot give alcohol away.
 - › Cannot participate in an event where another organization is providing alcohol for others.
 - › No alcohol is allowed in recruitment in any form.
 - › No alcohol is allowed in any associate member activities of any form. This includes Big Brother/Little Brother activities, Initiation activities, and brotherhood activities.
 - › DU chapter houses are to be hard alcohol-free at all times.
- ✦ Hazing
 - › No mental, physical or emotional discomfort.
 - › You cannot choose to be hazed.
 - › Hazing can occur to associate members and initiated members of the chapter.
 - › Allowing individuals from other organizations or chapters to conduct hazing activities with associate members is unacceptable.
 - › Chapters should consider what the educational purpose is for each activity conducted in Associate Member Education.
 - › Chapters should consider if they would be comfortable doing the activity in front of others.
 - › As the non-secret fraternity, Delta Upsilon should never engage in associate member activities that must be hidden from the public.

- ✦ Sexual Abuse and Harassment
 - › Behavior that is demeaning or sexually suggestive toward women or men is unacceptable.
 - › No form of sexual assault is to be tolerated.
 - › All members should be educated on local laws related to consent for sexual activity. Generally, if an individual is intoxicated, he/she is not legally able to grant consent for sexual activity.
 - › The Fraternity should create an environment of respect toward all individuals.
- ✦ Physical Abuse
 - › No form of physical abuse or assault is tolerated.
 - › No vandalism or damage to the property is tolerated.
 - › This includes violence against members of the chapter and individuals who are not members of the chapter.
- ✦ Fire Health and Safety
 - › Chapter should have regular inspections.
 - › Fire exits must be clearly marked, and a fire escape plan must be posted in the house. This should include the numbers for local police, fire and ambulance.
 - › No weapons are allowed in the chapter house at any time.
- ✦ Education/Reporting
 - › All members must be educated on the Loss Prevention Policy.
 - › All members should be given a copy of the Loss Prevention Policy once per semester.
 - › The Loss Prevention policy is available at www.deltatau.org/loss-prevention.
 - › Chapters should report any incidents or violations.
 - › Self-reporting will be viewed positively by the International Fraternity.
 - › A form for reporting is available at www.deltatau.org/report-an-incident.

After discussing the Delta Upsilon Loss Prevention Policy, take several minutes to highlight any additional campus policies related to Loss Prevention and risk management.

20/65 LOSS PREVENTION IN ACTION

Transition by explaining we want to look at how this policy plays out in real life situations. To do this, we will work through a variety of case studies on WB page 40-41.

Refer to the Case Study page and break participants up into four groups. Assign each group one of the case studies. Ensure that all four cases are assigned. Then, give each group 5-10 minutes to discuss the case and respond to the questions.

Next, ask each group to present its response to its respective case study.

For each case, ensure that the following points are addressed in the responses. Correct any information that is misstated or misunderstood. Refer back to the Loss Prevention Policy when necessary.

Case Study #1

- The chapter should follow all guidelines within the Loss Prevention Policy and the FIPG Risk Management Policy.
- Chapter should have a guest list identified in advance.
- Refer to all points under Alcohol and Drug in the previous section.
- They should identify how many sober monitors are needed and what they are needed to do. Sober monitors should not be associate members. The responsibility to manage an event should not be placed on our youngest members.
- The chapter should clearly identify a crisis management plan.
- The chapter should ensure they have all required local and campus permits and registrations taken care of well in advance of the event.
- The chapter should have a plan for managing the front door and for preventing people from gathering in the yard. Hiring security is a good option to consider.

Case Study #2

- ♦ Reiterate that hazing is not to be tolerated in Delta Upsilon.
- ♦ Refer to all points in the previous section related to hazing.
- ♦ It is important that all associate member activities are designed to appropriately meet the desired learning outcomes of the Associate Member Education Program.
- ♦ If one single member, or a small group of members, engages in hazing activity, it is still considered hazing for the chapter.
- ♦ It is important to understand that with a little work and planning, we can have an associate member experience that is fun and develops a strong connection between the associate members and with the chapter in an appropriate manner.
- ♦ Forced servitude, forcing an associate member to buy things for a member, intimidation, and forced alcohol consumption are never acceptable.

Case Study #3

- ♦ It is important for all members to be aware of the Loss Prevention Policy. Lack of awareness of the policy is never an excuse for violating the policy.
- ♦ In addition, the chapter should develop a plan that supports the health and safety of members. This should include education on responsible use of alcohol, sexual assault prevention, hazing prevention, mental health awareness, and bystander behavior.
- ♦ The plan should utilize available resources that include the International Fraternity staff, chapter advisors, university fraternity and sorority life staff, and university health and wellness center.
- ♦ If this is not addressed, the cause for concern and likelihood of an incident increases. Members should be aware of the policies so they can implement the measures that foster a safer environment in the chapter.
- ♦ It is important to understand that Loss Prevention is everyone's responsibility in the chapter.

Case study #4

The chapter should be attentive to proper fire safety even while moving in.

The items in the hallway need to be removed; this creates a hazard in the event of an evacuation of the house.

The chapter should post fire evacuation routes and clearly identify exits.

The rear exit should not be blocked for any reason at any time.

Covering ceilings with cloth or sheets may inhibit the effectiveness of smoke detectors and may cause a fire hazard if they are covering lights.

Draping lights around a room may be a fire hazard if the outlets are overloaded, or if cords are run under rugs or carpet.

20/85 EVENT PLANNING

Explain that the Loss Prevention Policy is also helpful as a guide in our event planning. To conclude the session, walk the participants through the planning of an event. As a group, determine where there are Loss Prevention considerations at each stage of planning.

Use a flip chart to map out the plans for the event. Utilize the following questions to identify what plans should be made:

- ♦ What type of event will be hosted?
- ♦ Where will the event be located?
- ♦ Will alcohol be involved? If so, what is the plan for managing the alcohol?
- ♦ How will guests be selected and invited?
- ♦ Will members need to be trained or educated to manage the event?
- ♦ Is transportation necessary? If so, how will it be provided?
- ♦ Does the venue have appropriate licenses and insurance? How can we find out?
- ♦ Will additional insurance be required?
- ♦ Do you need any permits from the city? Do you need any approvals from the university?
- ♦ Is there a need to make an alternative plan for inclement weather?
- ♦ What is the communication plan in the event of an incident?

5/90 WRAP-UP

Use any remaining time to wrap up discussion and answer questions.

MEETING 8 AGENDA

EXPECTED TIME FRAME: 2 HOURS

- I. Welcome and Introductions
- II. Educational Session
 - a. Refer to the Delta Upsilon Operations Facilitation Guide.
- III. Post-Event Reflection
 - a. Use the Four Founding Principles Event Reflection Guide to process any activities from the previous week.
- IV. Cornerstone Project
 - a. Introduce the Cornerstone Project.
 - b. Explain how the poster presentations will be displayed.
 - c. Identify work time during the week for everyone to come together and work on their presentations.
- V. Event Planning Time
 - a. Allow 10 minutes for planning for Four Founding Principles Events.
- VI. Calendar Review
 - a. Review upcoming events and meetings.
 - b. Ensure all associate members have upcoming events and meetings identified in their personal calendars.
- VII. Old Business
 - a. Each meeting should allow time for addressing any tabled or pending matters.
- VIII. New Business
 - a. Each meeting should allow time for the introduction of new proposals or motions.
- IX. *The Cornerstone* Assignments
 - a. Ask associate members to read pgs. 9-12 in *The Cornerstone*.
- X. Announcements



FACILITATOR GUIDE

DELTA UPSILON OPERATIONS

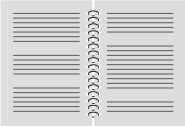
SESSION LENGTH: 90 MINUTES

OBJECTIVES

- Participants will be able to identify the eight Executive Board positions for Delta Upsilon, identify the advisors for the chapter, and explain the leadership structure for the chapter.
- Participants will be able to identify the leadership structure in the International Fraternity, including the Undergraduate Convention, Assembly of Trustees, Board of Directors, Province Governors, and Headquarters staff.
- Participants will be able to explain the purpose of the Chapter Excellence Plan.
- Participants will be able to identify Delta Upsilon educational programs.
- Participants will be able to identify the Men of Merit Standards.

SUPPLIES

- DU Educational Programs Video
- GSI Highlight Video
- CEP Handout
- Laptop or computer with projector (for showing the CEP website)
- Men of Merit Handout

5/5	WELCOME AND INTRODUCTIONS
	<p>Welcome participants. Introduce any new members to the associate member class. If any new officers or guests are in attendance, have them introduce themselves and their role in Delta Upsilon.</p>
20/25	CHAPTER LEADERSHIP
	<p>Begin by explaining the purpose of this session is to help the associate members better understand the organizational structures in Delta Upsilon and the resources available from the Fraternity.</p> <ul style="list-style-type: none"> ♦ If possible, all Executive Board officers should attend this session. ♦ Give each Executive Board officer an opportunity to talk about their position. They should answer the following questions: <ul style="list-style-type: none"> o What are the primary responsibilities of their position? o What is something they accomplished in their role this year? o What is a goal they want to accomplish in the future? o What advice do they have for someone wanting to take on a leadership role in the chapter? ♦ In addition to the chapter leadership, we have alumni leadership as well. Take several minutes to explain the structure of the Chapter Advisory Board, Alumni Board, House Corporation, and any additional alumni structures in place for the chapter.
10/35	MEN OF MERIT STANDARDS
	<p>Ask the following question:</p> <p>How do we know if a chapter is successful?</p> <p>Take a few answers. We can all come up with different ideas for how to evaluate chapter success. As an organization, Delta Upsilon has identified key benchmarks for chapter success. These are outlined in the Men of Merit Chapter Standards Program.</p> <p>Direct participants to look at the Men of Merit Chapter Standards in their Workbooks on page 43. Note, the Fraternity has identified key outcomes for the membership experience. This is what every man should learn and be able to do as a result of his membership. The standards help to guide chapters toward effective operations that create our desired outcomes.</p>

Take several minutes and walk through each of the standards.

The chapter is reviewed every summer on its performance from the previous year. Chapters that are excelling are recognized through chapter awards at Leadership Institute. In areas where a chapter is not meeting the standards, it works with the Men of Merit Committee (made up of DU alumni and volunteers) to create an improvement plan.

Take a few minutes to discuss how the chapter has performed in the standards and what plans it has in place for improvement this year.

10/45 CHAPTER EXCELLENCE PLAN



Explain our officers have more to guide their activities than just their list of responsibilities. The Chapter Excellence Plan has been developed by Delta Upsilon as a guide for chapters. This maps out best practices for highly functioning chapters. This helps us to understand what success looks like for Delta Upsilon.

- ♦ If possible, take a few minutes to talk the group through the CEP website.
- ♦ We are able to make submissions to Headquarters for the CEP for activities and tasks we accomplish. Then, the Headquarters is able to provide feedback to the chapter. The CEP has Required criteria we must accomplish, as well as Optional criteria we can choose from.
- ♦ Break into seven groups. Provide each group with the CEP Handout.
- ♦ The CEP can be a great evaluation and planning tool for the chapter.
- ♦ Assign each group to look at one the CEP categories listed on the CEP Handout. (Note: if you don't have enough people for seven groups, break them up into four groups and give each group two positions). Tell them to take several minutes to review the list. They should identify one thing they think the chapter is doing well in that area, and they should identify one thing they would like to see the chapter implement to improve.
- ♦ After several minutes, give each group an opportunity to report.
- ♦ Explain this is an example for how we can utilize CEP in our planning.

10/55 INTERNATIONAL LEADERSHIP

Explain that just as our local chapter has a leadership structure, our International Fraternity has a leadership structure as well. There are four different groups you need to be aware of in Delta Upsilon.

♦ Fraternity Board of Directors

- o The executive and administrative authority of the Fraternity shall be vested in the Board of Directors. The Board of Directors shall manage the affairs of the Fraternity and shall report to and be under the direction and control of the Assembly of Trustees. All power and authority exercised by the Board of Directors or any officer or director shall be in accordance with the Fraternity's Constitution and By-laws.
- o The Board of Directors has 11 alumni members who are elected by the Assembly of Trustees.
- o The Board of Directors also has 2 undergraduate members who are elected by the Undergraduate Convention.
- o The Board has a Chairman, President, Secretary and Treasurer who are elected by a vote within the board.

♦ Headquarters Staff

- o Delta Upsilon Headquarters is located in Indianapolis, Indiana.
- o The Fraternity Headquarters is the central business and service center for the Fraternity. Delta Upsilon has a full staff dedicated to providing professional servicing and education for the Fraternity.
- o The staff who work for Headquarters execute the vision of the Board of Directors for the purpose of developing programs and resources that support undergraduate and alumni success.
- o The Executive Director is the leader of the staff and works with the Board of Directors to advance the mission of the Fraternity.
- o There is a staff directory located at www.deltatau.org. You can contact the staff at any time for questions and assistance.

♦ Undergraduate Advisory Board (UGAB)

- o The UGAB consists of one undergraduate representative from each province.
- o They provide assistance and advisement to the Headquarters staff and Board of Directors.

- o They are elected by a meeting of their province at Leadership Institute.
- o They serve one-year terms.
- ✦ Province Governors
 - o There is a Province Governor for each of the six provinces in Delta Upsilon.
 - o As an important part of the Fraternity's leadership team, Province Governors volunteer considerable amounts of time to undergraduate and alumni chapters within geographic portions (provinces) of North America.
 - o They are appointed by the Board of Directors.
 - o They work with undergraduate and alumni leaders in their province to advance the goals of Delta Upsilon.

15/70 EDUCATIONAL PROGRAMS



Encourage participants to think about the fact that their leadership and growth in Delta Upsilon does not stop with Initiation. There are a great deal of opportunities ahead for them. The International Fraternity provides an array of educational programs to help them in their fraternity journey.

- ✦ Show the Delta Upsilon Educational Programs Video.
- ✦ If any participants of DU educational programs are in attendance, give them a minute to talk about their experience.
- ✦ Refer associate members to www.deltatau.org to learn more about all of our educational programs.

15/85	DELTA UPSILON SONGS
	<p>Explain that Delta Upsilon has a number of songs that have been passed down over time. Two of the most prominent songs we use on a regular basis are "Hail, Delta Upsilon" and the "Delta Upsilon Ode."</p> <ul style="list-style-type: none"> ♦ Delta Upsilon songs add both formality and fun to the chapter experience. Associate members should be taught the songs during their associate member period, and the entire chapter should use both the "Delta Upsilon Ode" and "Hail, Delta Upsilon" during every chapter meeting that is held. These songs, and many more, can be found in "Songs My Brothers Taught Me" as well as on the Delta Upsilon website and in <i>The Cornerstone</i>. ♦ The "Delta Upsilon Ode" is to be sung at the beginning of every meeting after the meeting is called to order and before roll call takes place (page 13 of the Ritual Book). The President or presiding officer instructs all brothers to rise and should select a brother to lead them in singing. The first verse is sufficient. At its conclusion, the President or presiding officer instructs all brothers to be seated. ♦ "Hail, Delta Upsilon" is to be sung at the end of the chapter meeting, right after the adjournment of the chapter meeting. The first verse is sufficient. ♦ Take several minutes to teach them each song. Refer to the lyrics and music in their <i>Cornerstone</i>.
5/90	WRAP-UP
	<p>Use any remaining time to wrap up discussion and answer questions.</p> <p>Provide announcements for the upcoming week.</p>

CORNERSTONE PROJECT

The culmination of the Associate Member Education process will be the Associate Member Cornerstone Project. This provides an opportunity for associate members to reflect back on what they have learned to this point, while mapping out their ideal Delta Upsilon experience. As an Associate Member Educator, you should encourage the associate members to reflect on how they can act with intention to realize their personal, academic and professional goals in the future. Furthermore, the associate members should be challenged to identify how Delta Upsilon can be a vehicle to help them attain their goals.

The Cornerstone Project should be thought of as the culminating test for associate members. This is their opportunity to demonstrate what they have learned and how they are going to apply this new knowledge in tangible ways.

The assignment is to construct a poster presentation that will be displayed at a reception in conjunction with Initiation. The poster presentation should be on poster board or some other type of display that makes it easy for people to see. Associate members can represent their ideas in any way that makes sense to them. They should feel free to get creative in expressing themselves.

The poster presentation should address the following five areas:

- ✦ Explain what Delta Upsilon means to you.
- ✦ What have you learned up to this point in your Delta Upsilon journey and how have you changed?
- ✦ What are your primary academic and career goals? What do you want to achieve as a result of your college experience?
- ✦ How will you utilize Delta Upsilon to help you achieve these goals?
- ✦ Who will you need to become as a leader to make this experience a reality?
- ✦ What role do you want in the chapter? Why and what impact will you make?

Utilize the Relational Leadership Model from our session on leadership development as a framework. Identify something you will need to learn, develop or do for each component to become the leader you need to be to accomplish your goals. For each component identify something for Knowing, Being and Doing. Utilize the following chart as a guide:

- ✦ After presenting your Cornerstone Project, complete the reflection questions on WB page 60.

In addition to completing the poster presentation, associate members will be asked to identify a mentor to assist them as they begin to implement their plans and work toward their goals. This is an area where Big Brothers and other members of the chapter may be able to assist by helping associate members to network and find alumni or campus faculty and staff who would be good candidates to serve as a mentor. There are additional resources in the Associate Member Education Workbook for selecting a mentor.

CORNERSTONE PROJECT

Tips for a Successful Cornerstone Project

- ✦ Associate members should be told about the Cornerstone Project at least one to two weeks prior to Initiation.
- ✦ One activity the week of Initiation could be to have all associate members get together and work on their poster presentations together. The chapter could provide materials for making the posters.
- ✦ The chapter should arrange for separate room to host the Cornerstone Project Gallery. A reception should be held immediately after Initiation where members and guests can look at all the poster presentations and the new initiates can offer additional explanation. This is a great event for inviting alumni, families and advisors, as well as campus faculty and staff. The reception could also be hosted at the chapter house.
- ✦ Associate members should be encouraged to take this seriously as the Cornerstone Project serves as a qualitative measure of their learning and growth. Additionally, it is their first opportunity to showcase how they can make a positive impact through their membership in Delta Upsilon.
- ✦ Each associate member needs to identify a mentor who would be willing to work with him as he progresses toward his personal goals. The Associate Member Educator should connect with each associate member the week before Initiation to discuss his thoughts on seeking a mentor.

RELATIONAL LEADERSHIP MODEL

LEADERSHIP COMPONENT	KNOWING (Knowledge & Understanding)	BEING (attitudes)	DOING (skills)
Purposeful Having a commitment to a goal or activity. Developing a shared commitment to a common purpose and vision.	What is knowledge you need to gain? What do you need to learn?	What is an attitude you need to take on or a way you need to challenge yourself?	What is an action you need to take, or a skill you need to develop?
Inclusive Understanding, valuing and actively engaging diversity in views, styles and aspects of individuality.			
Empowering Empowerment has two dimensions: (1) a sense of self that claims ownership, claims a place in the process and expects to be involved, and (2) a set of environmental conditions that promote the full involvement of participants.			
Ethical Leadership is driven by values and standards. Ethical standards developed by either the individual or organization help to guide decisions and actions.			
Process-oriented How the group goes about being a group, remaining a group, and accomplishing the group's purpose. It refers to how the group obtains new members, makes decisions, and handles tasks related to its mission and vision.			



RITUAL PREPARATION

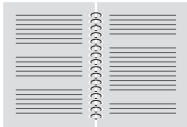
SESSION LENGTH: 90 MINUTES

OBJECTIVES

- ✦ Participants will be able to explain the importance of the Ritual of Delta Upsilon.
- ✦ Participants will be able to explain the history of the Ritual of Delta Upsilon.
- ✦ Participants will be able to explain the concept of non-secrecy in their own terms.
- ✦ Participants will be able to explain their role in the Initiation Ceremony.

SUPPLIES

- ✦ *Ritual Book*
- ✦ *The Cornerstone*
- ✦ History of the Ritual worksheet
- ✦ The Oath of Initiation worksheet

5/5	WELCOME AND INTRODUCTION
	<p>Welcome participants. Introduce any new members to the associate member class. If any new officers or guests are in attendance, have them introduce themselves and their role in Delta Upsilon.</p>
10/15	INTRODUCING RITUAL
	<p>Write the word "Ritual" on a flip chart. Ask the associate members to think of examples of rituals they have participated in throughout their life.</p> <p>Examples might include graduation ceremonies, religious ceremonies, initiations into other organizations, weddings or a number of other ceremonial events.</p> <ul style="list-style-type: none"> • <u>What was the purpose of these events?</u> • <u>What made these events special?</u> <p>We have rituals in many facets of our lives. They serve different purposes in different contexts. However, rituals typically signify some sort of transition or celebrate the beginning of a new journey. In addition, we use rituals to communicate values and explain our culture.</p> <p>You will see the Delta Upsilon Initiation will give us the opportunity to celebrate the beginning of your journey as a brother in this Fraternity while also learning and committing to the values that define our brotherhood.</p>
15/30	HISTORY OF THE RITUAL
	<p>Explain that before we can experience the Initiation Ritual, it is important to understand the history behind its development.</p> <p>Ask participants to read the History of the Ritual on WB page 55-56.</p> <p>Tell participants to underline points they see as important in the evolution of Delta Upsilon.</p> <ul style="list-style-type: none"> • <u>What stands out to you about the development and growth of our Ritual over time?</u> • <u>Why did Delta Upsilon need a Ritual at the time of our founding?</u> • <u>Why does Delta Upsilon need a Ritual now?</u>

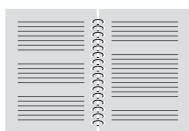
15/45 A NON-SECRET FRATERNITY

Make a transition to a discussion about non-secrecy in Delta Upsilon. As we read in the history of the Ritual, Delta Upsilon originally used the motto Ouden Adelon, or Nothing Secret. This set the foundation for one of the core beliefs of our Fraternity.

The Associate Member Educator and any initiated members or alumni in attendance should share some thoughts about why non-secrecy in Delta Upsilon is important to them.

- Why is non-secrecy important to you as an associate member?
- What can we do as a Fraternity because we are non-secret?
- How would Delta Upsilon be different if we were a secret fraternity?
- Why is non-secrecy important for an organization that is committed to justice?

Non-secrecy continues to be one of the most unique aspects of Delta Upsilon. It is important for everyone to remember and appreciate this. This is a part of our culture as an organization. We should take pride in the fact that we can share our Fraternity with everyone. This ties closely with our commitment to advancing justice. As a non-secret organization, we are committed to bringing injustice out from the shadows and into the public for scrutiny. This is how our organization was founded and it is how our chapter should be in the future.

20/65 THE OATH OF INITIATION

Transition into a discussion about the Oath of Initiation. Refer to WB page 57.

- It is important that the Oath of Initiation is not just a collection of words that you recite.
- This should be a commitment that you enter into with full understanding.
- Part of the value of the non-secrecy of Delta Upsilon is the fact that you can see these commitments before you publicly swear to them through the Oath of Initiation.
- We want these commitments to be open and public because we want you to understand them, and we will expect you to uphold them.

Tell the associate members to take a moment to read through the Oath of Initiation on their own. As they do so, they should reflect upon their experience as associate members in Delta Upsilon. What have they learned that will help them fulfill this Oath?

Next, walk through the following points of the Oath. For each point, have the group respond to the discussion questions below.

- ♦ “Do hereby solemnly declare that the principles of this Fraternity as they have been explained to me accord entirely with my own views;”
- ♦ “I solemnly promise that as a member of this Fraternity I will faithfully adhere to those principles endeavoring in every way to perfect myself morally, intellectually, and socially,”
- ♦ “And endeavoring to act towards others according to that high standard of conduct required by the Fraternity.”
- ♦ “I solemnly promise that I will be loyal to the Delta Upsilon Fraternity and to this chapter, abiding by their rules, discharging my obligations to them faithfully, and using all honorable means to promote their interests.”
- ♦ “I solemnly promise that I will share with my brothers the duties of my chapter; that I will uphold and encourage them in all that is honorable and right;”
- ♦ “I will ever extend the right hand of sympathy and that at all times I will endeavor to cultivate those sentiments which should ever exist between brothers.”
- ♦ “All this I solemnly promise upon my honor, without equivocation, mental reservation, or secret evasion of mind whatsoever.”
- ♦ Explain what this says using your own words?
- ♦ Are there any parts you do not understand?
- ♦ What is an example from your associate member experience that relates to this line in the Oath?

After discussing each line of the Oath of Initiation, give everyone a few minutes to respond to the reflection question at the bottom of the Oath of Initiation Handout.

15/80	RITUAL LOGISTICS <p>Note: The Delta Upsilon Ritual Book provides instruction as to the proper set-up and order for the Initiation Ceremony.</p> <p>First, explain there are two parts of the Initiation Ceremony.</p> <ul style="list-style-type: none"> ♦ Rite I ♦ Rite II <p>In addition to explaining the purpose behind the two ceremonies, provide associate members with the appropriate details regarding the location and timing of each.</p> <ul style="list-style-type: none"> ♦ Take a moment to explain how associate members will be lined up and what they will do during the Initiation. Explain the order of proceedings. ♦ Associate members should be instructed to wear business attire for the ceremony. ♦ Associate members should also be given instructions and directions for guests planning to attend the ceremony. ♦ Provide any additional details related to the time and location.
10/90	WRAP-UP <p>Use any remaining time to wrap up discussion and answer questions.</p> <p>Provide announcements for the upcoming week. Ensure everyone is aware of the logistics for Initiation.</p>
	CLOSING <p><i>Note: The purpose of this section of the program is to provide some closure to the associate member experience. This can be done as a part of the Ritual Session, or it can be done as a Pre-Initiation discussion the night before or the day of Initiation.</i></p>



To set up the closing activity, explain to associate members that we want to take a moment to appreciate what each of us have been able to bring to the associate member experience.

- To begin, the Associate Member Educator should offer some praise for their work throughout their Associate Member Education Program.
- Next, everyone should arrange their chairs in a circle. Note: If there are more than 15 associate members, it may be necessary to divide the participants into groups of 8-12.
- Use a copy of *The Cornerstone* to pass around the circle. When someone has *The Cornerstone* it is his turn to talk.
- Give each individual a chance to respond to the following two questions.
 - › What is one thing you have learned from your fellow associate members?
 - › What is one thing you want to accomplish as an initiated member in the chapter?
- Option: If you would like to utilize this activity as an extended brotherhood activity the day before Initiation, you can continue the activity with the following option.
 - › After an individual has shared his responses, each person in the circle shares one reaction or affirmation to something he said.
 - › This can be an opportunity to provide encouragement and appreciation to one another.
 - › Responses should be kept brief to allow time for everyone to participate.
 - › After everyone has offered a response, *The Cornerstone* is passed to the next person and the process repeats.

After everyone has shared, the Associate Member Educator should offer some final words of encouragement before dismissing the group.

OVERVIEW OF BIG BROTHER PROGRAM

Mentorship has been demonstrated to be a key factor in one's growth and development during college. The Big Brother Program in Associate Member Education creates a unique opportunity to develop a mentorship relationship with an influential peer for associate members early in their collegiate careers. The role of Big Brother should be considered one of the more important leadership roles in the chapter. These individuals are not just friends to the new associate members, they are role models and mentors for life inside and outside Delta Upsilon. A successful Big Brother Program requires planning, training and follow-up. The following resources have been developed to assist in the development of an effective Big Brother Program in your chapter.

BIG BROTHER ORIENTATION

Prior to the start of the Big Brother Program, the chapter should hold an orientation for all members who have been selected to become Big Brothers. This should be facilitated by an advisor, alumnus or university staff member. The purpose of the orientation is to develop a mutual commitment to shared expectations for all Big Brothers while developing mentoring skills and awareness of campus resources for the members. A facilitation guide and handouts are included in this guide. In addition, they can be accessed at www.deltatau.org.

BIG BROTHER TRAINING

Prior to the start of the Big Brother Program, each member serving as a Big Brother should complete the virtual Big Brother Training Program. This is accessible by logging into the DU Portal. Click on the button for DU Virtual Programs. The Advisor, President, and VP of Membership Education can log in and view completion status for each member.

BIG BROTHER PAIRING/REVEAL GUIDELINES

Chapters should determine the method of pairing Big Brothers and Little Brothers who best meets their needs. Regardless of the method chosen, the process should take the opinions of both Big Brother and Little Brothers into account, while ensuring the best interests of the associate member are always at the center of the decision making.

It is common for chapters to develop a reveal or a ceremony. It is important that any big brother reveal activities follow the Delta Upsilon Loss Prevention Policy. Alcohol use may not be involved in any Big Brother reveal activities. In addition, these activities should not involve intimidation, yelling, scavenger hunts, or hazing as outlined in the Delta Upsilon Loss Prevention Policy.

BIG BROTHER GUIDE

This is a resource for all Big Brothers in the chapter. It should be distributed at Big Brother Orientation. It can also be accessed at www.deltatau.org. Big Brothers should use this guide to assist them in developing a calendar for the term. This will help in planning the activities they plan to do with their Little Brother to ensure the program is intentional and well rounded.



FACILITATOR GUIDE

BIG BROTHER

ORIENTATION

SESSION LENGTH: 90 MINUTES

OBJECTIVES

- ✦ Participants will be able to articulate the expectations for Big Brothers.
- ✦ Participants will be able to identify three characteristics of a mentor.
- ✦ Participants will be able to identify at least three resources available on campus for student success.

SUPPLIES

- ✦ My Big Brother Story
- ✦ Mentoring Article
- ✦ Resource Handout
- ✦ Big Brother Guide

5/5 WELCOME AND INTRODUCTIONS

Welcome participants. Introduce any presenters, if necessary.

Begin by asking the following:

- What is the purpose of our Big Brother Program?
- What is the possible impact of a good Big Brother?
- Why is it important we are all on the same page as Big Brothers?

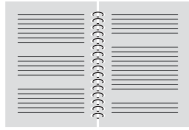
Reiterate the powerful impact a Big Brother can have on the experience of an associate member. This should be viewed as an important leadership role in the chapter, and everyone is here today because we think this group can be positive mentors for our future members.

10/15 DEFINE THE ROLE

Break participants up into two groups.

- Have one group identify its ideal outcomes from a Big Brother program. What do participants want associate members to gain from their relationship with their Big Brother?
- Have the other group identify ideal best practices for Big Brothers.
- Give each group five minutes to write its ideas on a flip chart.
- Next, have each group post its flip charts at the front of the room and share with the other group.
- Take several minutes to point out connections between the two lists. There is a direct correlation with effective Big Brother practices and the outcomes we want from the program. Ask if anyone would like to add anything to either list.
- Reiterate that our focus will be to prepare each other to help our Little Brother to achieve these ideal outcomes.

15/30 MY BIG BRO



As we prepare to become Big Brothers, we want to take some time to reflect upon our own experience with our Big Brother.

- Give each participant the My Big Brother Story Handout.
- Have each person take several minutes to create a story board of his experience with his Big Brother. He should focus on key moments and impactful experiences in his relationship with their Big Brother.
- After several minutes, have participants get into groups of three and share their story boards.

After five minutes, bring the group back together and ask the following processing questions:

- What are some positive things from your Big Brother story?
- What are some things that you think were missing from your story?
- How has your experience impacted your desire to be a Big Brother?

To wrap up the discussion, reiterate that it is important for us to think about our personal experience as we enter into this new endeavor. Our personal experiences will shape who we will be as Big Brothers. However, it is also important to recognize that we cannot try to recreate our experience for the associate members, we must be mentors who will guide them in their own journey. It is important to keep the associate members as the focal point, rather than making this about us as Big Brothers.

20/50 BECOMING A MENTOR



Transition to a discussion about mentorship. As we have discussed earlier, we want to be more than a friend. We want to be a leader and a mentor who has a positive impact on our associate members.

Ask participants the following questions:

- Why are mentors important in our lives?
- How would we define mentorship? (Write responses on a flip chart.)

The organization, mentor.org, offers the following insight on what it calls Responsible Mentorship.

Responsible Mentoring:

- Is a structured, one-to-one relationship or partnership that focuses on the needs of mentored participants.
- Fosters caring and supportive relationships.
- Encourages individuals to develop to their fullest potential.
- Helps an individual to develop his or her own vision for the future.
- Is a strategy to develop active community partnerships.

To reinforce the importance of mentors, explain to participants that the Multi-Institutional Study on Leadership has identified mentoring as one of the high impact practices that has been proven to have significant positive impact on our student development while in college. The Fraternity can provide mentorship to our young men at a critical time in their lives, but we must be prepared as mentors.

10/60 DEFINING EXPECTATIONS



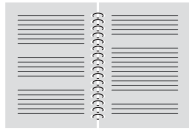
Next, remind participants that while we will each be Big Brothers on our own with our Little Brother, we will not be alone in this work. We will be doing this alongside our brothers, and we will have each other here to support us and hold us accountable. Therefore, it is important to be very clear about what is expected out of each and every one of us.

- Have participants jot down three expectations they would like to set for each other as Big Brothers. What are the things we need to do to achieve our desired outcomes?
- Next, have participants share their expectations. Write responses on a flip chart.

- ✦ Continue to have participants share until a complete list of expectations has been compiled.
- ✦ The list should include the following:
 - › Uphold all expectations in the Delta Upsilon Loss Prevention Policy, Constitution and chapter bylaws.
 - › Meet with their Little Brother at least once per week.
 - › Forward any concerns to the Vice President of Membership Education, President or advisor.
 - › Serve as a role model for all members of the chapter.
 - › Attend all Ritual ceremonies.

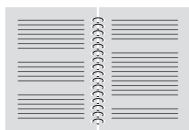
Ask the group if each person is willing to commit to these expectations? Explain these expectations will be typed up and sent out to each Big Brother and Little Brother. It will be the duty of all of us to hold each other accountable to these expectations.

10/70 FINDING RESOURCES



Next, explain that we do not need to have all the answers as Big Brothers. We just need to be able to help connect our Little Brothers with the resources available to help them. Many of our first-year members may be unaware of services available at the institution and through the Fraternity, or they may be afraid to reach out and utilize those services.

- ✦ Distribute the Resource Handout.
- ✦ Take several minutes to walk through the handout. Ask participants to fill in information as you go.
- ✦ It will be important for the Vice President of Membership Education to identify these resources prior to the start of the session.
- ✦ Participants should feel free to offer additional suggestions for services they are aware of or have utilized.

15/85 CREATING A PLAN

Tell participants that serving as an effective Big Brother and mentor will require intentionality and planning. Each individual should identify specific activities he wants to do each week throughout the Associate Member Education Program.

- Give participants the Big Brother Guide.
- Direct them to sections IV and V of the Big Brother guide.
- Break participants up into groups of five to six. Have each group map out a possible weekly plan of activities to do with their Little Brother. Encourage them to provide specific examples of things they could do on campus and in the community.
- After several minutes, have each group share.
- Take several minutes to provide feedback and brainstorm additional ideas for activities.
- Each Big Brother should take some time in the upcoming week to construct a draft of a similar plan based on his schedule and interests, and his Little Brother's schedule and interests.

15/90 CLOSING

Utilize any remaining time to answer questions.

To close, provide encouragement to the participants. Then ask each participant to share one thing he will commit to doing as a result of today.

Thank everyone for their participation and dismiss.

MY BIG BROTHER STORY

The image features two vertical film strips, each with four rectangular frames. The film strips are dark gray with white sprocket holes along the edges. The frames are empty, providing a space for a person to write their 'Big Brother Story'. The film strips are positioned side-by-side, creating a visual effect of a movie reel.

CAMPUS RESOURCE GUIDE

ACADEMIC ADVISING

Office Location	Phone Number
Website	Hours

STUDENT SUCCESS/TUTORING CENTER

Office Location	Phone Number
Website	Hours

HEALTH CENTER

Office Location	Phone Number
Website	Hours

COUNSELING CENTER

Office Location	Phone Number
Website	Hours

FINANCIAL AID

Office Location	Phone Number
Website	Hours

FRATERNITY/SORORITY LIFE

Office Location	Phone Number
Website	Hours

CHAPTER ADVISOR

Email	Phone Number
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BIG BROTHER PROGRAM GUIDE

PURPOSE OF THIS GUIDE:

The purpose of this guide is to provide a basis for a functional Big Brother/Little Brother program in accordance with the Fraternity's purpose.

GUIDE OUTLINE:

- I. Delta Upsilon's Purpose for the Big Brother Program
- II. Importance of a Functioning Big Brother Program
- III. Necessary Skills & Responsibilities of a Big Brother
- IV. Outline & Requirements for a Big Brother Program
- V. Sample Schedule of a Big Brother Program

I. Delta Upsilon's Purpose for the Big Brother Program

The Big Brother program is an integral part of the associate member experience within Delta Upsilon. A proper program should provide associate members with a skilled and educated mentor and friend who will help guide him through the Associate Member Education process to his Initiation into Delta Upsilon. Both the Big Brother and Little Brother should hold each other accountable for upholding their expectations as members of the Fraternity.

II. Importance of a Functioning Big Brother Program

A well-structured and operated Big Brother Program will have tremendous benefits for both the members directly involved and the overall health of the chapter. The Little Brothers will learn how to succeed in their academic, social and fraternal life with the help of a knowledgeable and emotionally supportive Big Brother. By providing associate members with a positive role model and teacher, the overall quality of membership in the chapter will improve leading to a stronger and healthier chapter.

III. Necessary Skills & Responsibilities of a Big Brother

Skills:

- ✦ Extensive knowledge of the campus and collegiate system
 - › Library resources, tutoring services, financial aid services, health and wellness services
 - › Scheduling and advising system, etc.
- ✦ Active listening skills
- ✦ Responsibility and organizational skills
 - › A Big Brother needs to be able to help his Little Brother manage all of the requirements of Initiation while maintaining his academic commitments and performance.

Responsibilities:

- ✦ Ensure that academic achievement is both role modeled and encouraged throughout the Little Brother's membership and beyond. This includes at least three hours of weekly study time together.
- ✦ Attend all Big Brother/Little Brother meetings and events.
- ✦ Ensure the Principles of Delta Upsilon as a non-hazing Fraternity are maintained in all Big Brother/Little Brother and associate member activities.
- ✦ Ensure that no alcohol shall be present at any Big Brother/ Little Brother programming activities.
- ✦ Ensure that Delta Upsilon's Four Founding Principles are translated into meaning through action. Display and discuss each Founding Principle through an activity that both Big Brother and Little Brother can participate in together.
- ✦ Provide his Little Brother with the information to utilize any campus resource he may need (financial aid, counseling services, tutoring centers, etc.).
- ✦ Provide his Little Brother with a suitable and appropriate Initiation gift. (ΔY tie, cufflinks, clothing with letters, etc.)
- ✦ Foster a trusting relationship with the Little Brother to provide a safe place for him to share doubts, stresses or hardships he may be facing.
- ✦ Participate in an annual evaluation and revision of the Big Brother/Little Brother Program.
- ✦ Provide for the Little Brother a model of the highest standards of conduct becoming of a gentleman.

IV. Outline & Requirements for a Big Brother Program

- ✦ **Revealing Night:** On this first night of the program, the Big Brothers are revealed to their Little Brothers. Then both the Big and Little Brother should review, discuss and sign the chapter's honor code together. The Associate Member Educator will then outline the Big Brother Program and explain the expectations and responsibilities of everyone involved.
- ✦ **Campus Education Event:** The Big Brothers will each plan events for their Little Brothers meant to educate them on an aspect of campus life that they will participate in together.
 - › Ex: Overview of campus resource centers, tour of campus facilities, advisor meet and greet, etc.

- ♦ **Founding Principles Events:** The Big Brothers will plan an event to exemplify each of the Four Founding Principles for his Little Brother and him to attend. After each event, the Big Brother should facilitate a conversation about how the event relates to one of the Four Founding Principles and what they can learn from it.
 - › Ex: Diffusion of Liberal Culture – Attend a cultural dance show, see a play, attend a meeting of a cultural interest club, etc.
 - › Ex: Development of Character – Attend a seminar on financial wellness, teach each other a new skill, attend a lesson on proper manners, etc.
 - › Ex: Promotion of Friendship – Plan a friendly competition with another Big Brother/Little Brother (bowling, put-put, etc.), cook each other dinner, host a movie night together, etc.
 - › Ex: Advancement of Justice – Volunteer at a local food bank, host an evening to discuss social issues with other Big Brother/Little Brother pairs, read to children at a local school.
- ♦ **Scholarship Event:** In addition to three hours of weekly study time, each Big Brother/Little Brother pair should engage in an event to promote scholarly excellence.
 - › Ex: Tour of tutoring services, study skills seminar, library tour, professor meet and greet, etc.
- ♦ **Initiation Education Event:** The Big Brother should facilitate a discussion about the importance of the Ritual & Oath of Initiation one week prior to his Little Brother's Initiation date. He should also review the entire Ritual so his Little Brother will be prepared.

V. Sample Schedule of a Big Brother Program

Week 1:

- ♦ Day 1: Revealing night followed by dinner cooked by the Big Brothers.
- ♦ Day 3: 90 minutes of study time for each Big Brother/Little Brother pair.
- ♦ Day 5: 90 minutes of study time for each Big Brother/Little Brother pair.

Week 2:

- ♦ Day 1: Each Big Brother should take his Little Brother out to a meal and give him a tour of the student union and all of the resources within it (Campus Education event).
- ♦ Day 3: 90 minutes of study time for each Big Brother/Little Brother pair.
- ♦ Day 5: 90 minutes of study time for each Big Brother/Little Brother pair.

Week 3:

- ✦ Day 1: Each Big Brother should attend a meeting of a cultural interest group on campus with his Little Brother and have a meal at a traditional cultural restaurant. They should then discuss what they learned about this new culture (Diffusion of Liberal Culture event).
- ✦ Day 3: 90 minutes of study time for each Big Brother/Little Brother pair.
- ✦ Day 5: 90 minutes of study time for each Big Brother/Little Brother pair.

Week 4:

- ✦ Day 1: Each Big Brother should attend a speaker or program on campus on a topic of interest with his Little Brother and discuss how they will use the lessons they learned in day-to-day life (Development of Character event).
- ✦ Day 3: 90 minutes of study time for each Big Brother/Little Brother pair.
- ✦ Day 5: 90 minutes of study time for each Big Brother/Little Brother pair.

Week 5:

- ✦ Day 1: Big Brother/Little Brother pairs compete against each other in a friendly bowling event and see a movie (Promotion of Friendship event).
- ✦ Day 3: 90 minutes of study time for each Big Brother/Little Brother pair.
- ✦ Day 5: 90 minutes of study time for each Big Brother/Little Brother pair.

Week 6:

- ✦ Day 1: Big Brother/Little Brother pairs should volunteer in their local community, for example at a food bank or school. They should then discuss the impact of their service and why it is important for them to give back to the community (Advancement of Justice event).
- ✦ Day 3: 90 minutes of study time for each Big Brother/Little Brother pair.
- ✦ Day 5: 90 minutes of study time for each Big Brother/Little Brother pair.

Week 7:

- ✦ Day 1: Each Big Brother should help introduce his Little Brother to his professors and teach him how to approach educators in a polite manner. The Big Brother should also introduce his Little Brother to the campus tutoring services (Scholarship event).
- ✦ Day 3: 90 minutes of study time for each Big Brother/Little Brother pair.
- ✦ Day 5: 90 minutes of study time for each Big Brother/Little Brother pair.

Week 8:

- ✦ Day 1: Being the final week of Associate Member Education, the Big Brother should facilitate a conversation with his Little Brother about the Ritual & Oath of Initiation to prepare him for his transition into Delta Upsilon (Initiation Education event).
- ✦ Day 3: 90 minutes of study time for each Big Brother/Little Brother pair.
- ✦ Day 5: 90 minutes of study time for each Big Brother/Little Brother pair.
- ✦ Day 6: The Big Brother should take his Little Brother to a congratulatory dinner before his Initiation. This would be a good time for the Big Brother to provide his Little Brother with an Initiation gift.
- ✦ Day 7: Initiation.



FACILITATOR GUIDE

RESOURCES SECTION

ASSOCIATE MEMBER CLASS OFFICER ELECTIONS

For the associate member class to operate effectively, and for the associate members to begin developing a sense of leadership and organization, the associate member class should elect members to offices in much the same way as the chapter. While limited in authority, each office closely mirrors the respective chapter office. In this way, associate members will become accustomed to the role that each position plays in the decision making and administrative processes that must go on to keep the Fraternity running.

Elected Offices

The associate members elect all elected offices by secret ballot from the associate members who have been nominated and seconded as candidates for that office by the associate member class during the specified meeting. When an associate member class has fewer than four members, an Associate Member Class President should still be elected. The Associate Member Educator should use this as an opportunity to explain how the chapter's election process is conducted.

Position Descriptions

President

The President serves as the primary contact for the associate member class. His role is to ensure all associate members are upholding their responsibilities and to give reports to the chapter regarding the progress of the associate member class. The Associate Member President, along with the Associate Member Educator, is the main liaison between associate members and chapter members. The President also assists the Associate Member Educator with all communications and serves as a conduit of information to his fellow associate members. He is also the chairman at all associate member class meetings, running the meetings with the help of the Secretary and the Associate Member Educator.

Treasurer

The Treasurer will keep track of the associate class accounts and will give regular reports as to the status of the class's finances. He will be in charge of collecting class fines or other payments. He will assist the Associate Member Educator and the VP Finance for the chapter in ensuring that all associate members pay their Associate Member and Initiate Fees on time. If the associate member class has a checking account or campus account, the Treasurer will be responsible for maintaining all records and providing reports on that account. If the associate member class utilizes the active chapter account for their finances, then the Treasurer will work with the VP Finance to manage all associate member class transactions.

Secretary

The Secretary will take minutes at all associate member class meetings and is responsible for producing publishable minutes for posting, forwarding to International Headquarters, and presentation at the next meeting for adoption. The Secretary is also responsible for maintaining an accurate contact list and will take the roll at all associate member class meetings (which will be recorded in the minutes). The Secretary assists the President with all correspondence and record keeping.

TIGHTROPE INSTRUCTIONS

Tightrope is an online prevention program designed to meet the needs of college students who are members of fraternities and sororities organizations. The program was developed by a company called Plaid. Tightrope is an online student safety program designed to help college students develop the knowledge and skills they need to make empowered decisions to have a meaningful and safe campus experience. Tightrope involves five course modules that cover topics such as alcohol and other drugs, hazing, healthy relationships, mental health, and how to be a safe student.

- ✦ All associate members are required to complete Tightrope prior to Initiation.
- ✦ Tightrope completion is also a part of the Men of Merit Chapter Standards Program.

Please note that the course includes one survey that offer feedback regarding attitudes and behaviors. All survey responses are strictly confidential; Delta Upsilon will only receive information about our organization as a whole and will never see individual members' responses.

Associate members will follow these steps to complete the program:

Step 1: Chapter will report any new associate members (AMs) through the DU Portal. This should be done with 7 days of the Pledging Ceremony.

Step 2: All associate members will be able to access Tightrope. They will log into the DU Portal accessible through deltau.org. They will click on the button for DU Virtual Programs. The Tightrope program will appear in their assignments.

Step 3: Associate members will click on the Tightrope program and begin the program. There are five modules that need to be completed. If the member logs out, the program will be saved at the point where they stopped. They will be able to log back in and complete the remainder of the program.

Advisors, Presidents and Vice Presidents of Membership Education will be able to monitor progress of Tightrope by doing the following:

- ✦ Log into the DU Portal via deltau.org.
- ✦ Click on the button for DU Virtual Programs
- ✦ Click on the link for Administrative Access
- ✦ This should give the officer or advisor access to view progress on the program.

Should a member experience any difficulties or require support, the Online Technical Support Center is available via Plaid.

FOUR FOUNDING PRINCIPLES EVENTS

WHAT?

The associate member class will complete four events throughout the course of the Associate Member Education Program. Each event should correspond with one of the Four Founding Principles: Development of Character, Promotion of Friendship, Diffusion of Liberal Culture and Advancement of Justice. The class should plan one of these events for each Principle. This guide includes suggested events for each Principle.

WHY?

The Four Founding Principles events provide associate members an opportunity to bring the Principles of Delta Upsilon to life in a relevant way. It is important for all members of the Fraternity to define and apply each of the Principles continuously throughout their fraternal experience. Through these events, associate members will begin to learn how to do this in a collaborative manner with the members of their class and the chapter.

HOW?

The associate member class should utilize time in its meetings to collectively plan events. Groups should be created to be responsible for each event and specific tasks should be delegated. Each member of the class should have a role in the planning and execution of the events. A budget for each event should be identified in advance and agreed upon by a vote of the class. The chapter should assist and support the associate member class in its planning efforts.

At the next meeting after each event, the Associate Member Educator should lead the associate member class in a discussion utilizing the reflection handout that is included in this packet. Each member should spend some time considering his role in the event, what went well, and what can be learned and applied to future event planning.

WHEN?

Events should take place prior to the conclusion of the Associate Member Education Program. Events should be scheduled in a manner that does not interfere with each member's academic responsibilities, and they should not place undue time expectations on any member.

WHERE?

Events may take place in the chapter facility, on campus or in the local community. All events should be located within a reasonable distance from campus or on campus.

SUGGESTED EVENTS: FOUR FOUNDING PRINCIPLES

DEVELOPMENT OF CHARACTER	PROMOTION OF FRIENDSHIP
<ul style="list-style-type: none"> • Host a career development program with alumni or university administrators • Sponsor a health and wellness program • Have a show and tell – Have each member bring a personal hobby or passion to share with the group • Hold an associate member retreat with both brotherhood and personal development and leadership activities • Do a leadership inventory activity with a campus administrator • Host an etiquette dinner • Host a faculty and staff appreciation dinner or reception – Each associate member invites a faculty or staff member • Do a “how do you want to be remembered?” activity – Each associate members writes his own eulogy. 	<ul style="list-style-type: none"> • Hold a “brotherhood speed dating” activity to get to know one another • Host a cookout with the chapter • Hold a social event with another student organization • Host a recruitment event • Visit a ropes course • Host a sports tournament with the chapter – Teams should include a mix of associate members and initiated members • Attend a sporting event on campus as a class • Have a candle pass • Give out doughnuts/coffee on campus • Learn about the history of DU by visiting the college or university archives and looking through their files on Delta Upsilon and fraternity/sorority life. Develop a presentation for the chapter on something noteworthy that you learn.
DIFFUSION OF LIBERAL CULTURE	ADVANCEMENT OF JUSTICE
<ul style="list-style-type: none"> • Host an event with a cultural group on campus • Attend a speaker or a campus event about another culture • Visit a museum and discuss • Hold a movie night with a group discussion • Share an artifact – Have each member investigate his personal ethnic heritage and share something that relates to his culture • Visit a cultural center in the local community • Attend a performing arts event as a class • Have each member create and share an artistic project • Host an event with an MCG and/or NPHC group 	<ul style="list-style-type: none"> • Conduct a community service event • Attend an event about social justice on campus • Host an event with the LGBT Center, Women’s Center, Multicultural Center or another office related to underrepresented populations • Participate in a political event • Assist with a voter registration drive • Host a debate on a current issue • Host a philanthropy event for the Global Service Initiative • Participate in a campus or community service day • Create an advocacy event to promote awareness for a topic or issue on campus • Serve at a blood drive

REFLECTION GUIDE

At the next associate member class meeting after an event takes place, the Vice President of Membership Education should lead a discussion with the associate members to reflect on the event. This reflection guide provides an outline for the discussion.

5/5	ONE WORD
	<p>To begin, have each associate member share one word, and only one word, that reflects how he would describe the event.</p> <p>Take note if there are any themes that emerge from the words being shared.</p> <p>Ask a few individuals to share a brief explanation for the word they shared.</p>
10/15	EVALUATING THE EVENT
	<p>Tell participants we want to take a few minutes to discuss what happened with the event.</p> <ul style="list-style-type: none"> • <u>What did we like about the experience? What went well?</u> • <u>What could be improved upon for our next event?</u> • <u>How did this event reflect one of the Four Founding Principles of Delta Upsilon?</u>
5/20	WHAT WE LEARNED
	<p>On a note card, have each associate member briefly share something he learned from this event. <u>What is a key take away for them?</u></p> <ul style="list-style-type: none"> • When they are done, collect each note card. • Make sure everyone writes his name on them. <p>After the meeting, the Associate Member Education Committee should review the reflection notes. This will provide some evaluation of what associate members are learning. Take note of any themes. Look for skills and knowledge that relate to the active chapter experience. If people do not feel like they are learning relevant skills, something will need to change for future events.</p>

MOVIE NIGHT: FOUR FOUNDING PRINCIPLES EVENT

A movie night can be a great activity for highlighting and reflecting upon one of the Four Founding Principles of Delta Upsilon. Proper planning and set-up will be the difference between a social movie night and a beneficial learning experience for associate members. This guide will help in planning and executing an effective movie night as a Four Principles Event.

SELECTING A FILM

- ✦ Think about what type of movie you want to show: a feature film, documentary, series, etc. Each type of film will create a different experience.
- ✦ Utilize the movie suggestions in this guide to help you select a film.
- ✦ Think about which Principle you want to highlight within the film. You should be able to identify how a Principle is reflected through the film.
- ✦ You should make sure the content of the film is appropriate for the audience.

PLANNING THE EVENT

- ✦ Select a location that will be appropriate. Everyone should be able to see and hear the movie. It should be a location where you will not be interrupted.
- ✦ Prior to the movie night, the facilitator should watch the movie and take notes to help guide the post-movie processing.
- ✦ Begin the night by explaining why you chose the movie and what some of the themes are, which will be depicted throughout the film.
- ✦ Provide associate members with a Movie Night Reflection Guide. Instruct them to take notes as they watch the film. They should pay particular attention to scenes in which they react to, or scenes which bring up an emotional response.

PROCESSING THE EVENT

- ✦ Schedule some time after the movie for discussion and processing.
- ✦ Begin by having participants share the scenes that stood out to them.
- ✦ Next, have everyone spend some time individually responding to the questions in the reflection guide.
- ✦ In small groups, or as a large group, take some time to discuss each question. Pay particular attention to connecting to personal experiences.
- ✦ Be sure to take time to highlight connections to the Four Founding Principles.

SUGGESTED FILMS

MOVIE TITLE	YEAR RELEASED	MAJOR THEMES
To Kill a Mockingbird	1962	Justice
Amistad	1997	Justice
Selma	2014	Justice
Philadelphia	1993	Justice/Homophobia/ HIV/AIDS
Milk	2008	Justice
V for Vendetta	2005	Justice
City of God	2002	Justice/Culture
American History X	1998	Justice
Crash	2004	Justice
Remember the Titans	2001	Justice
Rent	2005	Justice
Waiting for Superman	2010	Justice
Thank You for Smoking	2005	Justice/Ethical Decisions
Schindler's List	1993	Justice
Gandhi	1982	Justice
John Q	2002	Economic Inequality/ Healthcare
12 Angry Men	1957	Justice
Gran Torino	2008	Justice/Culture
Mississippi Burning	1988	Justice
Saving Private Ryan	1998	Character/Justice
Boys n the Hood	2014	Character/Masculinity
The Blind Side	2009	Justice/Masculinity
All the Presidents Men	1976	Justice/Citizenship



FACILITATOR GUIDE

ASSOCIATE MEMBER RETREAT

FULL DAY RETREAT

OBJECTIVES

- ✦ Associate members will be able to articulate personal successes.
- ✦ Associate members will be able to articulate how the Four Founding Principles are translated into individual actions.
- ✦ Associate members will be able to explain the difference between brotherhood and friendship.
- ✦ Associate members will be able to identify a commitment to holding one another accountable to shared standards.
- ✦ Associate members will be able to articulate a vision for the future.

SUPPLIES

- ✦ Flip chart or Whiteboard
- ✦ Markers
- ✦ Paper or Paper Plates
- ✦ Painters Tape
- ✦ Boxes of Spaghetti (Enough for 1 box per group when the class is broken up into groups of 6)
- ✦ Bags of Marshmallows (Enough for 1 bag per group when the class is broken up into groups of 6)
- ✦ Rolls of Scotch Tape (Enough for 1 roll per group when the class is broken up into groups of 6)
- ✦ Paper

ASSOCIATE MEMBER RETREAT

SET-UP

PURPOSE - The Associate Member Retreat can be a great way to develop strong relationships among members of the associate member class and provide them with valuable experience for working together. The retreat format allows for greater depth to the conversations about Delta Upsilon and the brotherhood among its members.

LOCATION - The retreat should be scheduled sometime during the Associate Member Education Program. It should not be scheduled in conflict with regular class times. Associate members should be given advanced notice of the retreat to allow them to plan work and studying around the retreat. Ideally, the chapter retreat should be held away from the chapter house. A meeting room on campus or an off campus retreat location is a good option to allow associate members to be able to interact and bond without distractions around the house. An option for an overnight retreat is included along with this retreat curriculum. Overnight retreats should be hosted in facilities with appropriate sleeping accommodations for all associate members.

FACILITATORS - The retreat should be facilitated by the Associate Member Educator. This could also be a great place for other chapter members such as a chapter officer, or a respected older member of the chapter to assist in facilitating some of the activities. Additionally, bringing in an outside facilitator such as an advisor to assist with some of the activities is ideal.

TIMING - The Associate Member Retreat should be scheduled to meet the needs of the local group. It is designed to be able to fit either early or late in the AME Program. It should be scheduled at a time that works with the chapter calendar and does not interfere with the associate members' academic schedules. If the retreat is scheduled early in the program, it may be necessary to place greater emphasis on the teambuilding and "get to know you" activities in the retreat. If it is later in the program, greater emphasis can be placed on the shared vision and group dynamics.

FOOD - The retreat includes a full day's programming. It does not include specific instructions for the timing of meals and snacks. This allows the chapter to determine the best timing for the retreat.

BIG BROTHERS - Many of the activities are made to be group activities. While most of them are adaptable to a variety of group sizes, some may be a challenge for groups of five or fewer. In this case, it would be beneficial if Big Brothers could participate in the retreat to help with the activities. In doing so, Big Brothers should try to step back and allow the associate members to take a leadership role in the activities, and Big Brothers should support the desired outcomes of the program.

No alcohol should be consumed in conjunction with any associate member activities, including any retreat activities.

10/10 WELCOME AND ICEBREAKER

Welcome all associate members. If there are any guest facilitators for the retreat, they should introduce themselves.

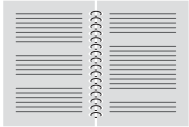

To kick off the retreat, have all associate members line up in the middle of the room. Imagine there is a line dividing the room in half. You will read a statement, and individuals will decide if they prefer “This” or “That.” Depending on which one they are more interested in, they will go stand on that side of the room. Everyone must pick a side, there are no fence sitters.

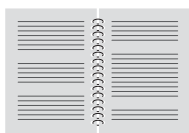
For Example: If you said “Do you prefer Coke (point to one side of the room) or Pepsi (point to the other side of the room)?” The associate members will then move to their preferred side of the room. Allow everyone to look around and see who is on their side of the room before returning to the middle for the next round.

Do you prefer...

- ✦ Football or Soccer
- ✦ Sports Car or Truck
- ✦ Planning or Being Spontaneous
- ✦ Pizza or Burgers
- ✦ Listening or Talking
- ✦ Action Movies or Comedy Movies
- ✦ Shirt and Tie or T-shirt and Shorts
- ✦ Beach or Mountains
- ✦ Morning Person or Night Person
- ✦ iPhone or Android
- ✦ Studying in the Library or Studying in the Coffee Shop
- ✦ Lifting Weights or Going for a Run
- ✦ Winter or Summer
- ✦ Spring or Fall
- ✦ Flying or Road Trips
- ✦ Reading Books or Watching Movies

Note: Use the pairs that you think will resonate with the group. When energy starts to decline, wrap up the activity and have everyone return to their seats.

30/40	TEAMBUILDING
	<p>Next, to get the group moving and working together, utilize one or two teambuilding activities. Select activities from Session 2: Working as a Team in the Delta Upsilon Associate Member Education Program. Utilize activities you did not use when presenting that session.</p>
30/70	MY HIGHLIGHT REEL
	<p>Have associate members create a highlight reel of their personal highlights this year. They will do so by completing the worksheet on page 73 in their workbooks. There are four frames they will need to fill in. In each frame they should draw a picture to explain their highlight. Together, these four frames will be like a storyboard of their best moments of the year so far.</p> <p>The four frames are as follows:</p> <ul style="list-style-type: none"> • An accomplishment in your family/home life • An academic accomplishment • A contribution you have made to Delta Upsilon • A contribution you have made to the associate member class
	<p>After associate members have had enough time to fill in each frame, have them get into groups of three to share with each other.</p> <p>After about 10 minutes, bring the group back together. Ask three to four individuals to share one of their highlights with the large group.</p> <p>Congratulate the associate members on their accomplishments. Explain that while we have a great deal left to accomplish, part of coming together as a Fraternity is having the opportunity to share in a celebration of each other. We always want to appreciate the success in our fellow brothers, and we should all know that there is someone in this chapter that will support you in your accomplishments big and small.</p>
30/100	PRINCIPLES WITHIN US
	<p>Transition to the next section by saying that we now want to take some more time to think about our DU experience to this point. To begin, ask someone to name the Four Founding Principles.</p> <ul style="list-style-type: none"> • <u>Are these just something we say, or are these Four Founding Principles something that we do?</u> <p>Reiterate it is important for a member of Delta Upsilon to connect with the Four Founding Principles in a way that allows them to become incorporated into who you are and what you do. We want someone to be able to see our men on campus and know what we stand for without ever having to tell them.</p>



Explain that in this next activity we want to reflect on where we have experienced and witnessed the Four Founding Principles within our brothers.

First refer Associate Members to page 74 in their workbooks. Have them spend a few minutes thinking about what each of the Four Founding Principles would look like in action. So, how would someone show Diffusion of Liberal Culture, etc.? Then, have each participant identify a few people that they have witnessed demonstrating those behaviors this year.


Give everyone about 10 minutes to work in their workbooks before moving onto the next step.

There are two options for this next step.

- ✦ Option 1- Post a piece of paper (this can be a big flip chart page or just a regular piece of paper) around the room for each person. They should write their name in the middle of the paper. Then, all associate members will go around and write examples of when they have witnessed one of the Four Founding Principles in this person.
- ✦ Option 2- Have each person tape a piece of paper to their backs (a paper plate can be an option as well, this just adds a different visual element). They should write their name in the middle of the paper. Then, all associate members will go around and write examples of when they have witnessed one of the Four Founding Principles in this person.
 - o Note: Having individuals tape the paper or plate to their backs can make the activity feel a little more personal and engaging.

Note: It is important to make sure each associate member has something written on his sheet. The facilitators should participate in the activity as well by writing their examples on the papers for the associate members. If the associate member class is under five members, it may be necessary to have some initiated members join in on this activity.

Allow 10-15 minutes for individuals to write on as many papers as they can. Then, bring the group back together and have everyone get their paper or plate. Give them a minute to read what people wrote.

	<p>Processing</p> <ul style="list-style-type: none"> • <u>What are your initial reactions to seeing what your brothers have noticed within you?</u> • <u>How does it feel to know that your brothers have seen this in you?</u> • <u>How can we continue to encourage our fellow brothers to represent the Four Founding Principles?</u>
	<p>Wrap up the conversation by reiterating the importance of recognizing that the Four Founding Principles are not about making a statement on paper, they are about our personal actions. The more we understand what it means to us to personally commit to utilizing the Four Founding Principles, the more we will know how we want those Principles to show up in what we do and the decisions we make. We can all encourage each other as brothers by recognizing each other when we see this in each other and challenging each other to do better when we know we can.</p>
15/115	BREAK
20/135	DEMOCRACY OF DELTA UPSILON
	<p>Have associate members read "The Democracy of Delta Upsilon" by Charles Evans Hughes, <i>Colgate and Brown</i>, 1881. Note: This is a speech delivered by Hughes to the Delta Upsilon Convention while he was serving as the Chief Justice of the United States Supreme Court. Turn to page 76 in the workbook.</p> <p>After several minutes, have associate members get into groups of three to four and discuss their reactions to the article.</p> <p>After about 5 minutes bring the group together for processing.</p>
	<ul style="list-style-type: none"> • <u>What personally resonated for you in this speech?</u> • <u>Is there anything in these remarks that are relevant to our experience today?</u> • <u>Delta Upsilon is rooted in the concept of Men of Merit. Based on Hughes' comments, how would you describe Men of Merit? Why is this important for Delta Upsilon?</u> • <u>Where do you see a connection to the Four Founding Principles in these comments?</u> • <u>What is something you can do to uphold something that stands out to you in this speech?</u>

20/155 BROTHERHOOD VS. FRIENDSHIP

Use a flip chart or whiteboard for the next discussion. Draw a line down the middle and write “Brotherhood” on one side and “Friendship” on the other.

First have the group shout out words that describe “Brotherhood.” Write them on one side of the flip chart.

Next have them shout out words that describe “Friendship.” Write them on the other side of the flip chart.

Ask the associate members to take a minute to look at each of the lists.

- ♦ Where do you see similarities in the lists?
- ♦ Where do you see differences?
- ♦ Is it possible to have friendship without brotherhood? Is it possible to have brotherhood without friendship? Why?
- ♦ What are the key factors that differentiate brotherhood?

In the processing, it is important to emphasize the greater commitments involved in brotherhood. In addition, brotherhood requires a greater degree of accountability for one another and for oneself.



Have participants identify a time when they have experienced brotherhood prior to joining Delta Upsilon. This may have been as a part of a team or organization in high school. It may have been another experience here in college or maybe a group of friends who fostered a sense of brotherhood.

Have everyone get into pairs and share their brotherhood experience.

After about 5 minutes, ask for volunteers who would like to share with the group. Allow several individuals to share. If men are actively engaged in sharing, let it go a little longer.

- ♦ How do our previous experiences with brotherhood shape our understanding of this now?
- ♦ How can we bring the best aspects of those brotherhood experiences into our DU experience?

25/80 ACCOUNTABLE TO OUR BROTHERS



Emphasize that an important part of brotherhood is accountability. This can mean accountability to Delta Upsilon, accountability to ourselves, and definitely accountability to each other. Acknowledge that accountability can be hard, and holding accountable and being accountable to our peers is a major challenge for college students. However, developing our accountability will strengthen our brotherhood.

First, take a moment to clarify what we mean when we say accountability. Ask associate members to list off some words that come to mind when we think of accountability. Write them on a flip chart or white board.

Next, we will do an activity to look at accountability from different perspectives. Break up into groups and have each group define one part of accountability:

- ♦ How are we accountable to our brothers? What does it look like to hold ourselves accountable?
- ♦ How does accountability play into being a good brother to others? How can we hold others accountable?
- ♦ How are we accountable to Delta Upsilon? What does it look like to be open to being held accountable by others?

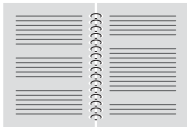

Give groups 10 minutes to discuss their area of accountability. Then have each group share. Ask for the other associate members to provide feedback and additional thoughts.


To conclude this section, ask each associate member to respond to the following questions:

- ♦ What is one area where you would like your brothers to hold you accountable? How will this make you a better person?

Give each member an opportunity to briefly share. This should be 30 seconds or less.

Conclude the conversation by thanking everyone for the honesty and effort in this conversation. Remind everyone that accountability is part of the foundation for our brotherhood. This is where we must be willing to commit to our mission of *Building Better Men*. By hearing where our brothers need to be accountable, we now better understand how to make him a better man and how to live up to our commitment to be a good brother.

15/195	BREAK
45/240	ACCOUNTABILITY SCENARIOS
 	<p>Note: In this section, we will discuss how accountability plays out in different scenarios we may experience within the chapter. This could be an ideal activity to engage other chapter officers who can help in the discussion portion of the activity to provide some additional perspective as to how they approach these type of scenarios when they do arise in the chapter.</p> <p>Coming back from our break, we want to do some more work on what accountability looks like for us in our chapter. Break up into five different groups. Give each group a different one of the five accountability scenarios on pages 78-80 in their workbooks. Instruct each group to develop a response to the scenario. Give them 15 minutes to work. Tell each group they will be presenting its plan to the entire group.</p> <p>Note, if you have a smaller associate member class, only select a couple of the scenarios to work through.</p> <p>When all groups are ready, have each group present his scenario and his plan. After each group presents, ask other participants to offer feedback and suggestions. Ensure the following points are addressed for each scenario:</p> <ul style="list-style-type: none"> • Where is Steve? • Missing Class...Again • You Can't Say That • Out of Control In the Dorms • The Blow Up
	<p>Processing</p> <ul style="list-style-type: none"> • <u>What was challenging about this activity?</u> • <u>What creates barriers to creating accountability when things like these scenarios pop up in the chapter?</u> • <u>How can we overcome some of those barriers?</u> • <u>What can we do to be more open to our brothers when they have feedback for us?</u> <p>Wrap up the conversation by acknowledging the difficulty in having these conversations. However, conversations like these help to create a stronger brotherhood for DU. We need to work to develop a mutual trust and understanding so that we know when we are confronting each other it is from a place of making us into better men.</p>

15/255	BREAK
30/285	BUILD THE BEST
	<p>Break into groups of five to six.</p> <p>Each group will receive one box of spaghetti, one bag of marshmallows and one roll of tape.</p> <p>Give the groups 10 minutes to construct the best possible structure. They may only use the materials given to them. At the end of 10 minutes, the structure will be evaluated. It must be free standing; no one can be holding it up.</p> <p>It is generally a good idea to have the groups build their structures on a sheet or a piece of flip chart paper to help with clean-up.</p> <p>Note: Groups will likely ask questions for more direction on what they are supposed to be building. Simply reiterate that they should build the best possible structure. Do not give them any greater definition as to what "best" means.</p>
	<p>After 10 minutes, tell the groups to stop building and to step away from their structures. Give each group a chance to show their structure. Then, bring the full group together to debrief the activity.</p> <p>It may be necessary to move people away from their structures to get them to pay attention at this point.</p> <ul style="list-style-type: none"> • <u>What happened in that activity?</u> • <u>Who built the best structure? How are we defining best?</u> • <u>Did you work together on defining what was best or on creating something together? Why or why not?</u> • <u>What is the best fraternity?</u> • <u>Who should be empowered to define what is the best?</u> • <u>When we think about our Fraternity, what do we have that helps us to understand what "best" might look like for DU?</u> <p>We like to talk about being the best, about being successful, but frequently we fail to take the time to truly understand what that means. It is important to emphasize that we have the ability to make the best possible DU chapter by following the Principles and standards set before us within DU. We do not need to look to any other fraternities, we need to focus on excelling based on who we say we are. So, we are going to take some time tonight to really look at what success looks like for Delta Upsilon.</p>

10/295 VISION

To start thinking about what success looks like for us here in this room, we need to introduce the concept of a shared vision.

Peter Senge, in his book "The Fifth Discipline" describes a shared vision as "... a force in people's hearts, a force of impressive power....At its simplest level, a shared vision is the answer to the question, "What do we want to create?"

A shared vision is a picture that everyone in the organization carries in their minds. It is something everyone believes in, understands and commits to.

Write the question "What do we want to create?" on the flip chart or whiteboard.

As we think about this question, it is important to remember that the Principles of our organization must help to shape our answer.

To create a vision, we want to think into the future some period of time. We want to imagine a picture or image of what our ideal organization or life looks like. Then, our vision is a verbal description of that image.

A good vision should be vivid, compelling, realistic and specific.

15/310 VISION OF OUR FOUNDERS

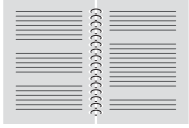
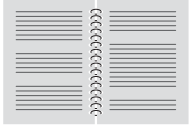

Remind associate members that part of what we have learned through our educational process in DU has been about the story of our Founders.

- When we think about the Founders of DU, did they have a vision?
- What were they trying to create and why?

Write key words from each response down on a flip chart or whiteboard.

- Where do we see aspects of a compelling vision in the vision our Founders created?
- Where do we see examples of the Founders original vision in our experience today?

When we think about what our Founders set out to accomplish, they could not have built an organization that has lasted over the years without a vision for the future that people wanted to buy into. Components of that vision may have changed over time, and certainly it is impossible to imagine the Founders had any idea their original vision would create the Fraternity we know today. However, we can definitely see connections between their vision and our daily experience. Now, as we think about our future, it is ok if we can't identify everything that will happen, we can still be intentional about creating a vision for what we want to create.

<p>10/320</p> 	<p>PERSONAL VISION AND SHARING</p> <p>Through our Founders, we can see an example of a vision from others. We also want to think about our personal visions for the chapter, and more importantly for our experience within the chapter. Have associate members complete the Vision Worksheet on page 81 in their workbooks.</p> <p>Give everyone about 10 minutes to respond to the questions on the worksheet before moving to the next section.</p>
<p>15/335</p>  	<p>NEEDS AND INVESTMENTS</p> <p>Next, I want you to start thinking about how that ideal experience is created. Have participants turn to the Needs and Investments worksheet on page 82 in their workbooks.</p> <p>On the left side, make a list of the things that you need to get from others to create this ideal experience.</p> <p>On the right side, think about things that you need to be willing to commit to and do in order for your ideal experience to become a reality. What do you need to be willing to invest in to make this happen?</p> <p>After 10 minutes have students pair up and share their lists.</p>
	<p>Ask a few volunteers to share a couple items from their Needs list.</p> <p>Next ask a few volunteers to share a couple items from their Investments list.</p> <p>Processing:</p> <ul style="list-style-type: none"> • Why is it important to think about what we need from others to make our vision a reality? • Why is it important to think about what we need to invest to make our vision a reality? <p>Creating our future must be an active, not a passive, process. You will not be able to make your ideal Delta Upsilon on your own, you will need help from others. In addition, your ideal Delta Upsilon is not just going to happen for you, you need to get engaged and take an active role in making your future happen. You have to be personally invested in this.</p> <p>After the break, we will start to think more about what we can collectively create in the future.</p>

15/350 BREAK**45/395 SHARED VISION**

Welcome associate members back. We have had an opportunity to think about what we want our individual experiences to look like in Delta Upsilon. Now, we want to bring that together. Everyone is a part of this associate member class. You will be working together as associate members and as members of the chapter in the future.

Break up into groups of five to six. Give each group a flip chart and some markers. Have them draw a picture that represents their ideal future in Delta Upsilon. What is the future you envision for our chapter? Tell them to be as specific and thorough as possible.

Give everyone 15-20 minutes to work on their pictures. They should take some time before they start drawing to share and discuss their individual visions.

When everyone is done with their pictures, have each group share their pictures with the large group.

Identify common themes in the drawings. Write them down on a flip chart.

- Based on what you see here, what would you say is important to this group in creating a future for the chapter?
- What makes you excited about this vision for the future?
- How would you get other people to buy into this vision? How can you communicate it to others?
- How realistic is it?
- What help will you need?
- What more do you need to learn?

15/410	FLAG ACTIVITY
	<p>Set-up: Clear a space in the middle or front of the room. Lay the Delta Upsilon flag on a table in the middle. Ask the associate members to stand in a circle.</p> <p>Ask each member to share one thing he will bring to the associate member class. When they share this, have them step forward and grab the edge of the flag and hold it.</p> <p>Continue this process one by one until all members are holding the flag.</p> <p>Note: If there are too many people to fit around the flag, one option is to use a sheet with the flag laying in the middle as a way to get more people involved. Another option is to split into groups and use multiple flags with smaller groups.</p> <p>When all brothers are holding the flag, ask them to look around and think about the individual skills and abilities that everyone is able to bring to Delta Upsilon. It is this collective commitment to build this brotherhood that we all share. Ask each individual to think about what they have committed to bringing to the group. This is how we will all come together to bring the success that we all envision for the future of our Fraternity.</p> <p>Ask associate members to gently place the flag down and to return to their seats.</p>
10/420	CLOSING
	<p>Thank the associate members for their commitment to learning and growing together during this retreat. It is experiences like this that build our brotherhood.</p> <p>There are two options to close out the program:</p> <p>Option 1: Ask each associate member to take a moment and share one thing he appreciates about his associate member class. When everyone has had an opportunity to share, thank the group for its commitment and hard work during the retreat.</p> <p>Option 2: Give everyone a sheet a paper. Have each associate member write a letter to himself. In the letter, he should identify how he is feeling right now, what he wants to accomplish through Delta Upsilon, and where he needs to learn to become a better man in the future. After he has written his letter, he should put it in an envelope with his name on it. The Associate Member Educator should collect all the letters and keep them until after Initiation. After Initiation, he should redistribute the letters to the men.</p> <p>Finally, provide instructions for clean-up and either introduce the evening activities or dismiss.</p>

ASSOCIATE MEMBER RETREAT

SUGGESTED OPTIONS FOR AN OVERNIGHT RETREAT:

- ✦ Make a meal as a team building activity. The associate member class should be broken up into groups of three to four. Each group should be assigned one part of the meal i.e. appetizer, main dish, sides, dessert, supplies and set-up. That group is responsible for bringing the supplies and making a plan for its part of the meal. This should be arranged in advance of the meal. For dinner, the group must work together while coordinating with the other groups to make its part of the meal. If the associate member class is a larger group, this may be done for multiple meals/ snack breaks during the retreat.
- ✦ Regardless of whether or not the retreat is planned as an overnight experience, it is ideal to have a brotherhood activity at the conclusion of the retreat programming. This could be a meal, a movie night, a sporting event, etc.
- ✦ For any overnight retreats, each associate member should have appropriate sleeping accommodations.
- ✦ Alcohol is not to be consumed as a part of any retreat related activities. This includes events prior to, after or in conjunction with the retreat.
- ✦ Ensure that all rules and policies for the facility are followed. This may include quiet hours, trash pickup, use of outside food, occupancy restrictions, and check-in/check-out times.

PRE-INITIATION CHECKLIST

Are you ready for Initiation? Start at least 60 days ahead!

Use this checklist to make sure your chapter is prepared for an effective, impressive and memorable Initiation.

Appointed Initiation Chairman:	
Appointed Master of Ceremonies:	
Appointed Chaplain:	
Appointed Examiner:	
Appointed Marshal:	
Ask alumnus to give the charge.	
Date, time and location of ceremony:	
Individual responsible for arrangements:	
Invitations mailed to:	<input type="checkbox"/> Alumni <input type="checkbox"/> Parents <input type="checkbox"/> Friends <input type="checkbox"/> Faculty
Notify Fraternity Headquarters of names of initiates and date of ceremony.	
Individual responsible for collecting Initiation Fees before ceremony:	
Two rehearsals scheduled before ceremony:	
Individual responsible for pre-Initiation conference:	
Date, time and location of pre-Initiation conference:	
Individual responsible for assembling the associates before the ceremony:	
Expected attire for initiate candidates? Has been communicated?	
Luncheon/reception/dinner planned before or after?	
Individual responsible for meal/reception:	
Budget has been approved for event.	

PRE-INITIATION CHECKLIST

EQUIPMENT NEEDED

Rented black academic robes:	
Order Initiation ribbons from IHQ.	
Order badges for initiates.	
Gather three <i>Ritual Books</i> and the Chapter Roll Book.	
Obtain a quality pen for signing Roll Book.	
Put the full list of names of initiate candidates and in Roll Book order.	
Book a photographer	
Prepare sufficient biographical information for proper introduction of speaker.	

SAMPLE FACILITATOR THANK-YOU LETTER

September 6, 2023

Dear Mr. Ham,

We would like to thank you for taking the time to come to our chapter and facilitate a discussion on the sciences and your expertise in the field. We were thrilled to have you in our home. Our goal with this discussion was to open the brothers' minds up to a different field of study than what they are used to, and you definitely accomplished that for us.

We deeply appreciated your help with facilitating the discussion, and there was no way we would have succeeded without your help. We hope to see you again in the future.

Again, thank you.

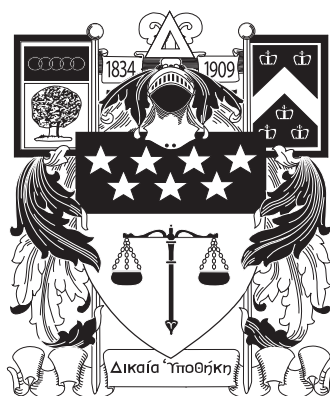
Sincerely,

The Brothers of Delta Upsilon

SAMPLE
INVITATION
TO PARENTS

DELTA UPSILON INTERNATIONAL FRATERNITY

Building Better Men



The Brothers of the Williams Chapter of the
Delta Upsilon Fraternity cordially invite you to attend the
Spring 2024 Initiation

April 26, 2024 at 2:00 p.m.
Garfield Theatre basement
of the library on Williams Campus

RSVP is requested by April 19

James Garfield
Phone: 000.000.0000
Email: delta@upsilon.com

SAMPLE FACILITATOR INSTRUCTIONS

Dear Mr. Johnson,

We'd like to thank you for volunteering your time to be one of our facilitators for our Associate Member Education Program. Your support means a lot to the brothers of Delta Upsilon. Here are a few of the logistics for the program:

- ♦ **Location:** Student Center room 302
- ♦ **Time:** Sept. 30, 6-7:30 p.m.
- ♦ **Session:** Placing Values in Fraternity
- ♦ **Materials:** We will have a copy of the facilitation guide and all necessary supplies waiting for you in the room. If you would like to print your own copy of the facilitation guide, it is available at deltau.org/associate-member-education.
- ♦ **Attendance:** Expected attendance is 25 associate members and three initiated members of Delta Upsilon.
- ♦ **A/V:** We will have a flip chart and markers. Please let me know if advance if you would like to use a projector and screen.
- ♦ **Additional Notes:** In Delta Upsilon, we refer to our "pledges" as "associate members." Their associate member process is meant to provide them with the basic knowledge and skills they need early on to help them succeed, not only in their fraternity lives, but in college as well. It provides them with a foundation on which they can further better themselves in their chapters.

I will serve as your point of contact for the session. Please let me know if there is anything else you need in preparation for the session. In addition, I will be at the room to greet you and help you set up for the session.

Delta Upsilon's mission is *Building Better Men*. The Fraternity works to accomplish that mission in part by providing educational programs such as this. These programs would not be possible without the contributions of selfless facilitators. Again, we'd like to thank you for taking this time out of your daily life to attend our program and help these young men work to better themselves.

Sincerely,

Joe Smith

FINAL TEST

DELTA UPSILON ASSOCIATE MEMBER EDUCATION FINAL TEST

The following final test should be given to associate members prior to Initiation. Associate members should get a score of 80 percent or higher to be initiated. For questions where there is not one correct answer, associate members should receive credit for the question if they put reasonable effort into their response. If an associate member scores below 80 percent, he should review the material with his Big Brother and the Associate Member Educator. Then, he should be able to retake the test until he is able to achieve a passing grade. If he is repeatedly unable to pass the test, he should sit down with chapter leadership and advisor to review where he is experiencing difficulty, and they should work together to create a plan to learn the necessary material.

1. List the Four Founding Principles.
2. Delta Upsilon was founded on what date (including year)?
3. On what campus was Delta Upsilon founded?
4. Where can you locate the hazing policy of Delta Upsilon?
5. How much are chapter dues?
6. List three of the umbrella organizations which govern or work with fraternities and sororities.
7. In what year did Delta Upsilon become an International Fraternity?
8. In what year was Delta Upsilon incorporated?
9. What is your local chapter's original chartering date (including year)?
10. List the 8 Executive Board Positions:
11. In what city is the International Headquarters located?
12. What does UGAB stand for?
13. True or False, you must have a position to be a leader in Delta Upsilon.
14. What is the name of the policy that outlines guidelines for health and safety in the chapter?
15. Please list the Greek Alphabet in both symbol and by name of the letter.
16. How many fraternities are there on your campus? (DU and other social fraternities)
17. How many sororities are there on your campus?
18. What is the name of the Delta Upsilon standards program?
19. Who is the fraternity (or Greek) advisor on your campus? Where is their office located?

FINAL TEST

20. List three resources on campus related to supporting student success. Where are they located?
21. What is the official philanthropy of Delta Upsilon?
22. What is the North American Interfraternity Conference (NIC)?
23. What does IFC stand for?
24. What does the open helmet on the coat of arms represent?
25. What do the seven stars on the shield represent?
26. What is the name of Delta Upsilon's Fraternity magazine?
27. What does DUEF stand for, and what does this organization do?
28. Name three Delta Upsilon educational programs.
29. Name at least three sections within the Loss Prevention Policy.
30. What would be an example of a banned common source of alcohol according to the Delta Upsilon Loss Prevention Policy?
31. Where should the chapter report any incidents or violations related to the Loss Prevention Policy?
32. What Delta Upsilon song should be performed at every chapter meeting?
33. Name one alumnus from your chapter.
34. What are the three levels of the Relational Leadership Model?
35. When are chapter meetings held? (time and day of week)
36. How many rites are performed in the Ritual of Initiation?
37. When and where is the public Initiation Ceremony? (List date, time and location)
38. What is one positive contribution you made to your associate member class this year?
39. What is one way your fellow associate members helped you grow as a person this year?
40. How would you define the term fraternity?
41. What leadership skills have you developed as an associate member? How will you be able to apply these skills as a member of the chapter?

FINAL TEST WITH ANSWERS

Delta Upsilon Associate Member Education Final Test (Answer Key)

1. List the Four Founding Principles.

Promotion of Friendship

Diffusion of Liberal Culture

Advancement of Justice

Development of Character

2. Delta Upsilon was founded on what date (including year)?

November 4, 1834

3. On what campus was Delta Upsilon founded?

Williams College

4. Where can you locate the hazing policy of Delta Upsilon?

In the Delta Upsilon Loss Prevention Policy

5. How much are chapter dues?

6. List three of the umbrella organizations which govern or work with social fraternities and sororities.

North American Interfraternity Conference

National Panhellenic Conference

National Pan-Hellenic Council

National Multicultural Greek Council

National Association of Latino Fraternal Organizations

National Asian Pacific Islander Panhellenic Association

7. In what year did Delta Upsilon become an International Fraternity?

1898, McGill Chapter

8. In what year was Delta Upsilon incorporated?

1909

9. What is your local chapter's original chartering date (including year)?

10. List the 8 Executive Board Positions:

President

VP Membership Education

VP Recruitment

VP Administration

VP External Relations

VP Finance

VP Risk Management

VP Academic Excellence

FINAL TEST WITH ANSWERS

11. In what city is the International Headquarters located?

Indianapolis, Indiana

12. What does UGAB stand for?

Undergraduate Advisory Board

13. True or False, you must have a position to be a leader in Delta Upsilon.

False

14. What is the name of the policy that outlines guidelines for health and safety in the chapter?

Loss Prevention Policy

15. Please list the Greek Alphabet in both symbol and by name of the letter.

16. How many fraternities are there on your campus? (DU and other social fraternities)

17. How many sororities are there on your campus?

18. What is the name of the Delta Upsilon standards program?

Men of Merit Chapter Standards Program

19. Who is the Fraternity (or Greek) Advisor on your campus? Where is their office located?

20. List three resources on campus related to supporting student success. Where are they located?

21. What is the official Philanthropy of Delta Upsilon?

Global Service Initiative

22. What is the North American Interfraternity Conference (NIC)?

The umbrella organization comprised of inter/national men's social fraternities

23. What does IFC stand for?

Interfraternity Council

24. What does the open helmet on the coat of arms represent?

The helmet signifies democracy and the open visor symbolizes non-secrecy

25. What do the seven stars on the shield represent?

The 7 chapters present for the 1852 Convention.

FINAL TEST WITH ANSWERS

26. What is the name of Delta Upsilon's Fraternity magazine?

The DU Quarterly

27. What does DUEF stand for, and what does this organization do?

Delta Upsilon Educational Foundation, raises money to support the Fraternity

28. Name three Delta Upsilon educational programs.

Presidents Academy

Regional Leadership Academy

Delta Upsilon Emerging Leaders Experience

Leadership Institute

Global Service Initiative

Recruitment Symposium

29. Name at least three sections within the Loss Prevention Policy.

Alcohol and Drugs

Hazing

Sexual Abuse and Harassment

Physical Abuse

Fire, Health and Safety

Education

Reporting

30. What would be an example of a banned common source of alcohol according to the Delta Upsilon Loss Prevention Policy?

Keg

31. Where should the chapter report any incidents or violations related to the Loss Prevention Policy?

Incident Report Form at deltau.org

32. What Delta Upsilon song should be performed at every chapter meeting?

"Delta Upsilon Ode"

33. Name one alumnus from your chapter.

34. What are the three levels of the Relational Leadership Model?

Knowing

Being

Doing

35. When are chapter meetings held? (time and day of week)

FINAL TEST WITH ANSWERS

36. How many rites are performed in the Ritual of Initiation?

Two

37. When and where is the public Initiation Ceremony? (List date, time and location)

38. What is one positive contribution you made to your associate member class this year?

39. What is one way your fellow associate members helped you grow as a person this year?

40. How would you define the term fraternity?

41. What leadership skills have you develop as an associate member? How will you be able to apply these skills as a member of the chapter?

NOTES

THE CORNER

Delta Upsilon
to College