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May 7, 1993

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BY HAND

Mr. Norman Moore  
Vice Chancellor for  
Student Services  
Louisiana State University  
Johnston Hall, LSU  
Baton Rouge, LA 70804

RE: Task Force on Greek Life

Dear Mr. Moore:

Enclosed is the final report prepared by the report subcommittee on the Task Force on Greek Life. By copy of this letter, I am providing a copy of this report to the members of the subcommittee members and asking for their final edits which should be returned to the Office of Greek Affairs. Along with Kathy Marcel's copy is a disk containing the final report so that any revisions or reformatting can be made in your office. I have the entire file and a more complete disk at my office if it is needed.

The report is substantively complete, so the committee decided to submit the report so that you could have something to work with for the full summer. Due to the length of the document and our fear of the project being delayed any further, a perfect draft may have to wait a little longer.

In an earlier memo to you, I expressed a belief that the report would call for the University to change its role in the Greek system. By forcing all of our ideas onto paper and constructing a system out of them, I discovered that the true change does not address itself to the University, but rather to the other organizations' expectations of the University. The

Mr. ,Norman Moore  
Page 2  
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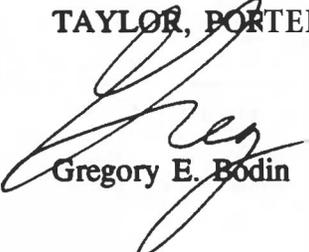
University needs to enforce and implement its own policies that affect the Greek system, but the national organizations, alumni/ae organizations, self governing organizations, chapters, and members themselves must shoulder the responsibility for achieving the purpose of the Greek system. With its limited staff and host of daily problems associated with University policies, the University has never really been able to undertake that role, yet because of its high profile, the other groups have sat back and waited for the University to insure the success of the Greek system. Even if no other point is gleaned from this project other than underscoring the need for the other entities to accept their responsibilities, then the Task Force will have justified itself.

Also by copy of this letter to the report subcommittee, I am thanking them for their dedication and perseverance through this project. It was a true pleasure to work with them all, which was fortunate in light of the project taking twice as long as planned. In my profession, the quality of a job performed is determined by the quality of the product being provided at an affordable cost in a prompt manner. In this case, the report is quite good; it could not have been done any cheaper; and sometimes two out of three is the best you can do.

Good luck with the use of our work and with what lies ahead this summer. Please call or write if you have any questions.

Sincerely,

TAYLOR, PORTER, BROOKS & PHILLIPS, L.L.P.



Gregory E. Bodin

GEB:stb

Enclosure: Final Report

cc (w/enclosure):

John Allelo (via mail)

Piene Hart

Kathy Marcel (w/disk)

Tom Risch

Ruth Vordenbaumen (via mail)

**RECEIVED**

MAY 07 1993

DEAN OF STUDENTS OFFICE

## TASK FORCE ON GREEK LIFE

Submitted by the Steering Committee:

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John Allelo  
Dr. Pierre Hart  
Kathy Marcel  
Dr. Tom Risch  
Ruth Vordenbaumen

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### **Chairperson:**

Greg Bodin

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## INTRODUCTION

In October, 1991, the Vice Chancellor for Student Services commissioned the Task Force on Greek Life to develop a mission statement and structure for the Greek system at LSU. The project envisioned a broad review and plan for the entire Greek system, with input from all walks of campus life. The Vice Chancellor, with assistance from the Dean of Students and Office of Greek Affairs, then selected a steering committee made up of about 15 students, alumni/ae, faculty, and staff representatives to direct the project and draft a final report.

The steering committee broke the project down into specific areas to review the nature of the entities which define, influence, direct, and implement the purpose of the Greek system. The focus groups, made up of people from all walks of campus life, explored issues relevant to their topics and produced reports on their findings. The steering committee's report subcommittee compiled and edited all of the focus group reports and drafted this report.

The Overall Report sets forth a structure to maintain a logical and consistent formulation and development of the Greek system. Following the Overall Report are the steering committee's Recommendations, the Focus Group Reports, and an Appendix comprised of minutes of the steering committee and the chairperson's evaluation of the Task Force.

## Overall Report

At the heart of the Greek system is its purpose and mission. Once identified, this purpose should serve as its own baseline for implementation in the Greek system. All questions and issues concerning Greek life lend themselves to the analysis of whether the present or proposed situation or action helps to realize the purpose or mission of the system.

### Identification of the Purpose

The purpose of the Greek system at LSU, as identified by the focus group, is:

To provide the facilities, means, and environment for members to develop academically and personally while improving the society in which they exist, through service to their various communities.

The entities which have defined the purpose of the system, and which must continue to do so, are the University and the national organizations. Within the national organizations are the involved alumni/ae whose **work** proves invaluable to the nationals, but to the extent that alumni/ae help to define the purpose of the organization, that **work** is performed on a national rather than local level. For that reason, the alumni/ae organizations have no direct role in influencing the purpose of the Greek system.

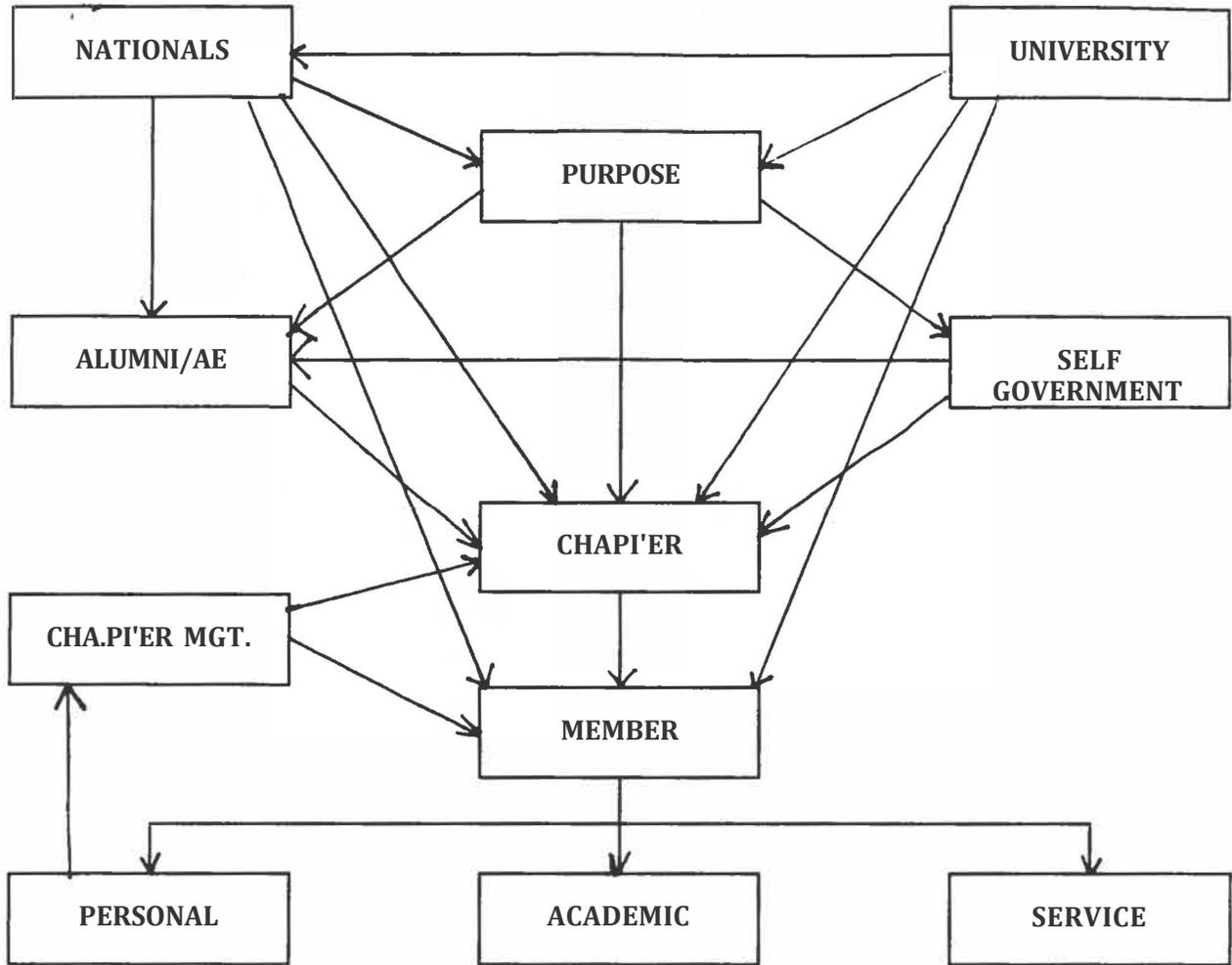
The national and alumni/ae organizations ideally work in tandem, consistently promoting the purpose of their common bond. The national organizations have the greatest influence upon the purpose of the individual chapters. Because the University holds the power of recognition of a national organization, it greatly

influences and polices the purpose of the Greek system. To the extent that individual chapters of the various national organizations do not comply with the University's purpose, recognition of that national organization as represented on campus should be revoked. The purpose of both the University and the national organization, as expressed through the local chapter, must be harmonious.

### Implementation of the Purpose

The purpose of the Greek system is directly implemented by the chapter and members. Besides the University and the national organizations, the alumni/ae organizations and the self-governing bodies also play a part in implementation of this purpose. Collectively, these six entities continue to define the purpose, influence its implementation, and implement it through chapter operations, and their roles must be identified to determine the relationships between these entities.

Below is a model **which** proposes the structure of the relationships among these entities that logically and consistently promotes the advancement of the identified purpose. The diagram is explained in the text that follows it.



STR.UCTORB OP GREBE SYSTEM

## Role-of the University

The University's role is based on its relationship with fraternities and sororities as student organizations. This designation gives chapters, like other student organizations, the right to operate on campus, use University facilities, and draw upon selected University resources. It also requires them to observe all University regulations and requires their members to be students of the University and their officers to be full time students in good academic and social standing **with** the University.

However, fraternities and sororities are also unique in several ways. Nationally, Greek organizations are unique because they have been exempted from federal laws banning discrimination in membership on the basis of sex. To the University, most Greek groups are unique because they operate out of houses situated on land leased by the University and financed with mortgages frequently guaranteed by the University. But the characteristic that sets most fraternities and sororities apart from other student organizations is their "invited status."

Traditionally, universities invite national organizations to organize a local chapter on the campus. Without that invitation, national organizations normally do not charter chapters on a given campus. Therefore, while most student organizations may come and go as they **wish** as long as they meet basic University registration criteria, fraternities and sororities operate on the campus only at the invitation of the University.

Once invited, a chapter traditionally has been welcome to stay in operation so long as it is not guilty of major violations of University policies and procedures. However, some campuses have recently withdrawn the invitation to all fraternities and sororities previously invited to operate on their campus, essentially eliminating the Greek system.

Rather than this "all or none" approach to the invitation, LSU should establish a procedure for periodically reviewing invited chapters. The review process should be similar to that used to determine whether an organization ought to be invited initially. If properly administered, this review process could serve as a "self study" for the undergraduate chapter and reconfirmation of the commitment of the national to the chapter. It could also serve as a confirmation of the chapter's status as an organization in good standing with the University or result in a warning or even withdrawal of the chapter's invitation.

Because of the role which the University plays in defining the purpose of the Greek system, it has a relationship with national organizations as well as with local chapters. In addition, because of the considerable investment of time, effort and resources which the University has made in establishing a Greek system and maintaining its viability, the University has the authority and right to require certain structures, commitments, and involvement of the national organizations in order to maintain the University's recognition of the local chapters.

The University has an obligation to its students - Greek or not - to provide an environment conducive to academic development and enhancement. Because of this responsibility, the University can exercise authority over student groups, including Greek organizations, to establish and maintain that environment; for example, the parameters for the time, place, and manner of social events held on campus.

Because of lease agreements many Greek organizations have with the University, a distinction must be made between those obligations and rights which arise contractually through the lease of land versus those which arise by virtue of the chapter being a student organization. For example, the University, pursuant to its lease, may demand a certain upkeep of the lease premises in accordance with safety and appearance concerns and periodic inspections by health and safety officials. However, these conditions are obligations of a tenant rather than as an obligation of a student organization. Violations of the lease should be handled in accordance with the terms of the lease. Other chapter activities, such as social events, membership recruitment and education, and fundraising activities should be administered according to student organization regulations.

Inherent in the attainment of the idea of the Greek system is the realization of these ideals by the members and organizations themselves. The University cannot blindly turn its back on the considerable obligations already undertaken, including becoming landlord and loan guarantor for the majority of Greek

organizations, nor should it attempt to go beyond its student organization relationship in order to implement the purpose of the Greek system.

In the past, the University has been expected to play a major role and assume major responsibility for maintaining the viability of the Greek system. Consequently, sufficient responsibility was not required of or exercised by the national organizations, local alumni/ae and undergraduate chapter members, where the true responsibility for the Greek system lies. The national organizations, alumni/ae organizations, and chapters must recognize the nature of the relationship and their roles, and the suggested periodic review process of invited groups would emphasize these roles.

#### Role of the National Organization

The national organizations have the greatest role in the definition and implementation of the purpose of the Greek system. Individually, through its programs and ideologies, the national organizations set the tone and the role of Greek organizations on any campus. Because of this internal relationship, the national organizations have the most substantive relationships with their alumni/ae organizations, chapters, and students. To the extent that the policies enacted through these local units are not in harmony **with** the purpose of the University, then the University should revoke recognition of those nationals on this campus.

National organizations should have an authoritative as well as an advisory relationship with its local alumni/ae organizations.

National organizations should have the direct and most authoritative influence upon chapters and the policies under which those chapters operate. National organizations should have whatever authority provided in its constitution over individual members, as long as it does not violate the purpose of the University and the obligations the University owes to its individual members.

#### Role of the Alumni/ae Organization

Because of the positive correlation between strong chapters and those with strong alumni/ae organizations, the alumni/ae unquestionably play an important role in the survival of the chapter and the promotion of national policies. Therefore, every Greek organization should have a local alumni base (or where appropriate, a group of advisors to serve in the same capacity) that is active in promoting the common goals and continuity of its individual chapter. However, the alumni/ae organizations should not be otherwise related to the University, except for those contractual relationships, such as house corporations.

The alumni/ae organizations should relate to the chapter in a direct and positive manner, particularly when the alumni/ae organizations are vested with direct authority to implement national organization policy. Alumni/ae involvement should be made on a chapter level, such as through its officers, rather than on an individual level, to avoid the instances where alumni/ae organizations overtake and supersede the role of the chapter in

self-governance and preempt the learning laboratory afforded by Greek organizations.

#### Role of Self-Governance

Self-government among Greek organizations occurs at three levels, namely among the national organizations, alumni/ae organizations, and the chapters. The relationship at the national organization levels exists in large part with or without the University's involvement, although those self-governing organizations usually welcome the input and support of the University. However, collective groups for the alumni/ae organizations and chapters are subject to University influence and in large part rely on the University to provide continuity and guidance.

Self-government among the Greek organizations provides the catalyst for developing the Greek system as a whole. As such, self-government provides a collective **network** for the exchange of ideas as well as the opportunity for the system to set its own standards and police itself through internal discipline. While it is not the University's place to set the structure for the self-governing bodies, the University should require the alumni/ae organizations and chapters to participate in these self-governing bodies.

The actual structure of these self-governments as well as their actual agendas should be determined by their respective member organizations. Each of these self-governing bodies should have a constitution and set of by-laws that determines their powers

over the members, and the University can help to facilitate these processes as they develop.

### Role of the Chapter

The purpose of the Greek system is implemented primarily by the chapter, which serves as the essential unit for providing the continuity and laboratory for the Greek experience. The chapter has two functions, namely to sustain itself and to implement the organization's purpose for its members.

On a self-sustainment level, the chapter must address itself to the daily operations which inure to the benefit of the chapter. These operations should be consistent with the overall purpose and ideally further that purpose when possible, such as to provide housing and cafeteria operations in order to have the facility and events to pull its members together, member education and involvement, and social activities. Other functions, such as fiscal management, may provide no direct advancement of the purpose, but rather must be undertaken in order to sustain the chapter, even if they do not overlap with the overall purpose. Finally, the chapter may sometimes have to place itself above the needs of some students in order to sustain itself, such as disciplining and recruiting (or rejecting) some members or potential members.

The function of the implementing the purpose of the organization is the essential role of the chapter, and it is this function which justifies the Greek system. Arguably, the opportunities for academic and personal development as well as

community service are available to all students at the University, so the essence of the Greek experience distinguishes itself from the college experience by having its dedicated purpose served by a chapter. These areas include programming for community service, member education, ritual, social activities, discipline, housing/cafeteria operations, recruitment, leadership, member involvement, risk management, and fiscal operations. Obviously these areas tend to overlap with the chapter's self-sustainment function, because that sustainment process provides the learning laboratory--the essence of the purpose of the Greek system.

The chapter should have a direct and authoritative relationship with its members, and the chapter should be empowered by its constitution and by-laws to discipline members for violations of the rules, as long as these rules do not violate the purpose of their national organization or the University. The chapter should be required to participate in the collective self-government of the chapters on campus.

#### Role of the Member

Members of the Greek system are the beneficiaries of the structure and the fulfillment of the system. As stated in the purpose, **members** should be developed academically and personally while improving the society in which they live through community service. As such, implementation of the purpose would result in the personal development of social skills, leadership, integrity, honesty, and morals, which would be coupled with the responsibility of sustaining the chapter for future members. Academically,

members should be challenged to reach academic excellence, based on personally subjective goals, without interference from the other aspects of Greek life, due to over-programming. In order to improve the society in which they live, Greek members should be exposed to the inherent benefits of community service, with the hope of instilling community service as a lifetime commitment to "do good," not just "do well" in life.

### Realization of the Purpose

The structure proposed in this report has as its goal the improvement of an individual through the unique experience of Greek life. The purpose of the Greek system will be realized when the system takes in the raw materials that constitute a member and is responsible for producing a better person. With that member's realization that virtue is its own reward will come the realization of the Greek system's purpose.

## RECOMMENDATIONS

The **Task** Force on Greek Life makes the following recommendations to improve the various aspects of Greek Life.

### University Relationships

- A) Adopt proposed relationships of the University to the Greek system set forth in the Overall Report (Role of University, p. 7)
- B) Continue to stress importance of communication;
- C) Make chapters aware of the many aspects of University with which they are involved (Campus Police, RHA, Physical Plant);
- D) Stress need for positive public relations to improve the image of the Greek System in the eyes of the other members of the campus community; and
- E) Revise and clarify the leases with chapters as proposed (see p. 18).

### National Organizations Relationships

- A) Stress importance of qualified chapter advisors;
- B) Continue to stress communication;
- C) Implement self-evaluation of relationship by chapter officers and advisors; and
- D) Periodic **review** of University's invitation to national organizations (see p. 19).

### Alumni/ae Relationships

- A) Develop and maintain a comprehensive, accurate, and accessible Greek alumni/ae data base;
- B) Develop and maintain a consistent flow of timely and comprehensive information to the alumni/ae;
- C) Recruit and sustain alumni/ae involvement in all aspects of the organization to avoid overuse or burnout of key individuals;
- D) Recognize distinguished alumni/ae and those who make significant contributions to their chapters; and

- E) Educate undergraduate students to develop and maintain alumni/ae relations.

#### Self Governance

- A) Develop the proposed All Greek Council (seep. 21);
- B) Develop cooperative relationships but eliminate the unhealthy competition among chapters;
- C) Provide Greek Affairs office with adequate staff to assist governing group;
- D) Require chapters and alumni/ae to participate in their counterpart self governing groups; and
- E) Enforce minimum standards and policies already in force.

#### Chapter Management

- A) Develop an audit team through the self-governing body of chapter and alumni/ae with assistance of Greek Affairs to review chapter operations and suggest management improvements;
- B) Stress to alumni/ae and national organizations their roles in educating officers to run their chapters; and
- C) Conduct at least annual inspections of housing/cafeteria premises to promote health and safety.

#### Personal

- A) Implement of evaluation form set forth as appendix to focus group report, perhaps through the audit team concept above.

#### Academic

- A) Incorporate workshop on academics as part of rush/convocation;
- B) Use available resources listed in focus group report; and
- C) Encourage increased computer and reference book access for all chapters.

#### service

- A) Implement program found in appendix to focus group report;
- B) Create position within system leadership devoted to maintaining service; and
- C) Require groups to participate in community service program.

### Proposed Lease Revisions

The leases enjoyed by the housed Greek chapters should be revised to clarify the obligations and responsibilities of the Greek chapters and the University. A detailed review of the leases has not been made, and apparently there exist different versions of the leases, so the leases would have to be addressed conceptually to achieve the following results:

1. The leases should be uniform in their delineated obligations of the chapters to avoid unequal treatment.
2. The leases should require that the chapter be affiliated with a national organization which has been invited and has maintained its invitation to be recognized by the University, and that national organization should guarantee the lease.
3. The leases should require chapters to pay all of its University accounts (trash, sewer, water, electric, gas, physical plant store and services, where applicable), with failure to do so resulting in a default of the lease.
4. The leases should require chapters to maintain their houses properly, which means keeping the structures painted appropriately and in good repair, keeping the grounds free of debris, and cutting the grass at least every two weeks during the growing season.
5. The leases should require the chapters to annually produce inspection certificates by the fire marshall and the health department (where cafeteria operations are involved) and proof of adequate liability insurance and property insurance (where University loan guarantees are involved).
6. The leases should require the chapters to have house corporations or similar entities which serve as trustees for the house, thereby preserving continuity and meeting the long range needs of the structure.
7. Breaches of the terms of the leases should result in penalties that are commercially reasonable to the lease of property (such as the University cutting the grass or maintaining the property at the expense of the chapter; closing the house and/or cafeteria operations when proper inspections are not met; and revoking the lease when non-compliance becomes constant or bills go unpaid).
8. The leases should require an assessment to the chapters to fund a graduate assistant position to monitor compliance with lease provisions and the above described obligations.

### Proposed Periodic Self-Review by National Organizations

1. Please indicate the total number of chapters, total number of colonies, and total active membership for the last three years and the number of reactivations/colonies **which** the Fraternity began, chartered, or closed in the last three years.
2. Please indicate the number of chapters closed or charters revoked during the last three years.
3. Please indicate the total number of and the positions of full time headquarters staff personnel.
4. Please indicate the number of traveling consultants on staff, specifying the number of chapters for **which** each is responsible in a given year and the minimum number of times each chapter/colony is visited each academic year.
5. Dividing your national organization into quartiles, please specify into which quadrant this chapter falls.
6. In your opinion, is this chapter committed to the precepts of the Fraternity?
7. Does this chapter have a distinct, active Alumni Board? If so, what is the term of membership, size of the Board, and the method for choosing officers?
8. Does this chapter have a distinct, active House Corporation? If so, when and where was it incorporated? Does the corporation have a written lease with the chapter and/or individual members? Is the chapter house insured, and if so, what are the liability and property insurance limits? Who is responsible for the property maintenance? How often are inspections (fire, safety, health) conducted, and by whom are the inspections conducted?
9. What is the minimum GPA required by the national organization? What is Chapter, Active, and Pledge GPA's on a 4.0 scale?
10. What programming is in place in the chapter in the following areas: Alcohol Education, Hazing, Member Development, Multicultural Education, Scholarship, Leadership Development, Miscellaneous (Date Rape, HIV/AIDS, Self Defense, etc.)?
11. What measures are utilized to encourage the effectiveness of the programs?
12. What can be changed to make the programs more effective, if necessary?

13. Please describe the programs offered at the national level for member development.
14. Please describe the programs offered at the national level for **Alumni/Advisor** recruitment and education.
15. When was the chapter's last formal cabinet transition completed and by whom was it facilitated?
16. When was the chapter's last full chapter retreat conducted and by whom was it facilitated?
17. When was the chapter's last newsletter published, what is the name of the local newsletter, and how often is it published?
18. How does the national organization monitor chapter finances?
19. What are the national organization's goals/expectations for this chapter?
20. What methods will the national organization employ to achieve these goals or expectations?
21. What is the chapter's relationship with the national organization?
22. Does the national organization have an adopted philanthropy? Is the support of a philanthropy encouraged? How or why not?
23. What are the strengths of this chapter?
24. What are the weaknesses of this chapter?
25. What will the national organization do to overcome these weaknesses? Please give specific timeline for these objectives indicating how the success/failure will be monitored/corrected.
26. What national **awards** has this chapter won in the last three years?
27. Has **this** chapter been disciplined or sanctioned for any reason in the last three years? Please indicate the date of the sanction or probation, the reason for it, the duration of the sanction, and the manner it was addressed and corrected by the chapter.
28. What methods of communication exist for and between the national organization and the chapter?
29. What role do you expect Louisiana State University (not the local IFC) to play with respect to Rush Administration,

, -oiscipline, **Risk** Management, Leadership Development, Programming, Community Service, and Interfraternal Relations.

30. Please summarize why Louisiana State University should continue to recognize your chapter on this campus.

#### Proposed All Greek Council

1. Purpose: To provide programs and services to members of the Greek system; set goals for the entire system; promote superior academic achievement; encourage greater interfraternalism among the member groups; identify system needs and a way to address the issues raised by member groups; and provide a joint Judicial Committee to hear cases involving violation of the Greek Alcohol Policy as well as violations involving both men and women.
2. Membership: Presidents of the fraternities and sororities of University-recognized Greek letter social organizations.
3. Officers: Chairman, Program Chair (GSC Co-Chair), Finance Chair, Panhellenic President, IFC President, and Black Greek President. The Executive Board would include various program chairpersons serving as ex-officio members. The Panhellenic President, IFC President, and BGC President would serve during their terms as elected officers of their respective groups. The other officers would be selected annually by an application-interview process.
4. Meetings: The Greek Council would meet twice each semester, or as needed.

FOCUS GROUP REPORTS

**UNIVERSITY RELATIONSHIPS  
FOCUS GROUP REPORT**

**I. CURRENT STATUS**

**A. Greek and University Relations**

1. Strengths

- a. The administration conveys a belief that the Greek system can be an asset to the university, which is apparent in the "hands-on" approach taken by the administration. Valuable interaction has occurred between undergraduate leadership and university representatives.
- b. Although the Greek system or its members may occasionally cause problems, the system does represent a great number of LSU students, provide community and university service far exceeding any other organization on campus, and provide numerous positive aspects of campus life for all university students.

2. Concerns

- a. In some cases, the "hands-on" approach is resented by some members of the Greek system.
- b. The Greek system is regulated more heavily than other university approved student organizations. The same rules should be applicable to all university approved student organizations and monitored in a fair and equitable manner.
- c. Misconception or ignorance of the number of university services utilized by the system and the University's capacity as landlord, loan guarantor, Greek Affairs' Office, the Physical Plant, and University Police, and other essential University services which are often taken for granted.

B. Greek and Non-Greek Relations

1. Strengths

A number of the Greek system's activities indirectly benefit non-Greeks and the university as a whole, such as homecoming, Songfest and alumni/ae efforts.

2. Concerns

Non-Greeks think that Greeks are very selective and isolated. This negative perception of Greeks by non-Greeks is not as apparent with the traditionally black organizations, possibly because the majority of members in the traditionally black organizations are strong legacies.

C. Greek and Greek Relations

1. Strengths

As a whole, the LSU Greek system is strong. The system continually attracts bright and ambitious men and women due to the opportunities for leadership, chapter management and personal development available within fraternity and sorority chapters which cannot be rivaled by any other student organization.

2. Concerns

The extensive competition among individual chapters, instilled in the members during pledgship, results in a lack of support among the Greek organizations, especially on the fraternity side.

II. GOALS\IDEALS\EXPECTATIONS

A. Greek and University Relationships

1. Greeks should:

- a. **review**, understand, and follow the student handbook;
- b. make efforts to contribute to a positive public image of the system;
- c. seek appropriate approval and/or direction from various university departments or

entities prior to taking action which affects or involves the university; and

- d. develop an understanding of the interrelation of the Greek system with the university's departments and divisions.

2. University should:

- a. provide a manual for all student organizations outlining the expectations and restrictions of the University;
- b. clarify the "chains of command" for the Greek organizations;
- c. support the efforts of the Greek system to discipline itself while maintaining an objective role as advisor;
- d. recognize the needs of the Greek system and provide adequate staffing at and adequate funding for the Office of Greek Affairs to meet those needs;
- e. provide adequate parking for the Greek system and/or provide land to create adequate parking, especially crucial for the Lakeshore chapter houses with the pending opening of the student athletic complex.

B. Greek and Non-Greek Relations

1. Greeks should:

- a. sponsor or encourage participation in University or SGA sponsored events
- b. encourage participation of non-Greeks in traditionally Greek events, such as "Charity Marathon";
- c. cooperate with Residential Housing in developing programming through the residence halls which would benefit the entire student body.

2. Non-Greeks should:

- a. be willing to participate in traditionally Greek events;!

- b. be more aggressive in increasing Greek and non-Greek interaction academically and socially;
- c. consider Rush as an opportunity to have questions answered and myths dispelled whether or not they pledge.

C. Greek and Greek Relations

- 1. Competitiveness between chapters should be limited to intramurals, formal competitions, and academic achievement, where peer pressure is exerted for specific goals, not as a measure of self worth.
- 2. The IFC and the Panhellenic Council should set as a priority positive Greek interaction.
- 3. University, IFC or PC rules should be uniform for all chapters regardless of size, perceived status, or age.
- 4. Chapter advisors should maintain open lines of communication with her or his respective chapter, with the university and with other chapter advisors.

III. REACHING & **MAINTAINING** GOALS/IDEALS/EXPECTATIONS

- A. Communication is essential to the success of any program. Chapters must implement efforts to communicate within its ranks. Internal management and discipline must be efficient and effective.
- B. Chapters must remain aware of the areas of responsibilities of the university entities, departments and officials from whom they seek service. Only by understanding the roles of the entities or officials can the chapters fully communicate their respective needs.
- C. "In order to decrease the competitiveness of the chapters, it is imperative to focus on pledge education; it is with the pledges that the images are formed. A way to encourage Greek unity and interaction is a group study hall program. The group study hall programs could focus on the core freshman courses. Each course could have a designated study hall at a chapter house. Tutoring could be available and provided by active members of the different chapters. Not only would this be academically beneficial, it would provide a vehicle for interaction. The planning and implementation of the group study hall program could be organized through IFC and Panhellenic.

The scholarship committee from each governing council, in conjunction with chapter pledge educators, could coordinate the program. The Greek Steering Committee could provide assistance when necessary.

- D. Barriers among chapters could also be eliminated by encouraging group social activities. The responsibility could fall on the chapter social chairpersons, but initial encouragement could come from IFC, Panhellenic and Greek Steering. This type of multi-sponsorship could provide members the opportunity to meet even more members than an event sponsored by just two groups.
- E. Possible public relation tools are the Greek Columns and The Daily Reveille. To be effective some adjustments should be made to the current status of the Greek Columns. An overall committee should be organized to oversee the organization and editing process of Greek Columns. The overall committee could fall under the responsibility of the Greek Steering Committee, and could be directly responsible for the staffing, writing and publishing of Greek Columns. The publication would focus on positive events sponsored by either the entire system or individual chapters (, pantry raid, Delta Gamma Anchor Splash, Greek Week). The publication could be distributed and posted in each university department and Greek house. This type of positive exposure could generate internal pride in the system and a new respect for the system by the faculty and non-Greeks.

The Daily Reveille )las seemingly focused on negative information regarding the Greek system. The problem might stem form a lack of positive information being made available to the editorial staff. Formal press releases and stories should be made available to The Daily Reveille on a regular basis. Perhaps, an arrangement between the system and the Reveille could be made to provide a "Greek Column" or "Greek Spotlight" on a daily or weekly basis. The Greek system should not depend on the paper taking interest in its activities and must be willing to promote its own activities. This could also be a responsibility of the overall committee working with Greek columns.

- F. A committee should not be formed for the purpose of monitoring the progress of relations with the University. The changes and ideas suggested throughout the report should be implemented by committees that already exist.

**NATIONAL ORGANIZATION RELATIONSHIPS  
FOCUS GROUP REPORT**

**I. CURRENT STATUS**

A. National Organizations and Local Chapters

1. Strengths

- a. Visits made to the local chapters by the national organizations at least once annually. The majority found these visits to be valuable. The men and women differed in their experiences with these visits. The men were visited more frequently and were helped in very specific ways, Ritual, Rush, Budget and Accounting. The women had longer visits, cited more general types of aid with goals and generally were more comfortable with their visitors and receptive to new ideas.
- b. Leadership training and opportunities offered during officer visits, regional workshops, and at national meetings. Women reported more positive results.
- c. Communication with national organizations, while maintained by all chapters, was much more positively regarded by the women.
- d. National Organizations provide program and chapter support through a variety of mailings, manuals, booklets, and videos.
- e. National Organizations are accepting responsibility concerning liability issues, although some members disagreed and felt that this responsibility was being abdicated by some National Organizations.

2. Weaknesses

- a. Sweeping changes have been made and are being made with little or no explanation by the National Organizations. Little hands-on support by the National Organization. (Men's group).
- b. Some groups do not have good local advisors.

c. Some groups feel that National Organizations do not truly understand the collegiate process.

d. Some groups feel that the National Organizations with "northern leadership" do not understand the South.

B. National Organizations and LSU

1. Strengths - Most groups on campus have a strong working relationship with the Greek Affairs Office.

2. Weaknesses - Greek Affairs Office is not adequately staffed.

II. **GOALS/IDEALS/EXPECTATIONS**

A. National Organizations and Local Chapters

1. National Organizations should:

a. Promote total and open communication.

b. Provide support through hands-on personnel (Frequent visits by national Officers, Regional Officers and National Staff).

c. Provide support through written materials and visual aids.

d. Recruit and train local advisers.

e. Recruit and train a local, working House Corporation to assure safe housing.

f. Provide training in all aspects of chapter operation, Leadership, Rush, Ritual, and Finance. (Through chapter visits, national and regional meetings, and special seminars).

2. Local Chapters should:

a. Promote total and open communication.

b. Pay all National fees.

c. Uphold the name and reputation of the National Organization.

- d. Continuously educate themselves on National policies and communicate this information to their membership.
- e. Learn where to go to ask questions.
- f. Complete all required paperwork and send in all required information.
- g. Respect the National Organization.

B. National Organizations and LSU

1. National Organizations should:

- a. Promote total and open communication.
- b. Make the Greek Affairs Office aware of National policies.
- c. Visit University officials **when** on campus.

2. LSU should be expected to:

- a. Promote total and open communications.
- b. Make the National Organizations **aware** of University policy.
- c. Alert National Organizations if a University rule has been violated.
- d. Adequately staff the Greek Affairs Office.

III. REACHING & **MAINTAINING** GOALS/IDEALS/EXPECTATIONS

- A. Having trained chapter advisers available to their chapters and the University. Half of the men's chapter have only one person; some may have none.
- B. Communication. Chapters should be encouraged to reach out and find that National Officer who can answer questions, increase their comfort level, and explain National Policies - especially those that spark controversy and cause a "we-they" mentality.
- C. Assuming that an ideal status can ever be reached, maintaining it is an on-going process of reinforcement. A standard survey/questionnaire could be developed, to be completed annually by the chapter presidents and chapter advisers. The Greek Affairs office might also be involved in the evaluation. The results should be used

as a basis for discussion with the new chapter leadership, to insure timely identification of potential problems in the relationship with the nationals. New chapter leadership each year and rotating National Officers set up a constant scenario of change and different personalities interacting. Issues change, as well, and when they are controversial, the different ways that people resolve conflict become extremely important to the relationship. When that "ideal" relationship is reached, only hard reinforcement and a positive attitude can maintain it at the highest level possible.

- D. In the final analysis, National Organizations are responsible for overseeing and "policing" their local chapters. LSU is responsible for seeing that all groups comply with University policy, but only the chapters and their National Organization can build and maintain a relationship of harmony and positive interaction.

ALUMNI/AE RELATIONSHIPS  
FOCUS GROUP REPORT

I. **CURRENT STATUS**

A. Strengths.

1. Most groups have significant numbers of alumni/ae who live in the Baton Rouge area and have positive memories of their undergraduate Greek experience.
2. The sororities, without exception, seem to have significant alumni involvement in almost all phases of their activities. In the fraternity system, the involvement seems to range from extensive to almost none.

B. Weaknesses.

1. Alumni/ae are not kept informed on current chapter and organizations' activities.
2. The Alumni/ae experience the Greek "bad press" but see few positive stories and have little direct information from their chapters.
3. Potential alumni/ae workers have time restraints caused by work and family demands. This has always been true for the fraternities, but it is also increasingly affecting the sororities.
4. Alumni/ae find it difficult to accommodate and understand the changes that are taking place in the Greek system such as de-emphasis of alcohol, the total ban on hazing, and the increased emphasis on risk management and relaxation of rules for undergraduate life by the University.
5. No accurate and comprehensive data bases on alumni/ae; the University's data base is not very helpful or comprehensive, either.
6. Sorority and fraternity operations have become financially and legally complex, making it difficult to make a meaningful contribution without extensive involvement over an extended period of time.

II. **GOALS/IDEALS/EXPECTATIONS**

- A. Every chapter should have numerous actively involved alumni/ae involved with system-wide advisory groups to

assist the planning, goal setting, budgeting, training, reviewing, and evaluating to maintain a viable chapter and system.

- B. Alumni/ae should be better informed and especially when there is a crisis or a problem.
- C. Alumni/ae need to be rewarded and recognized for their involvement and support.
- D. Alumni/ae recruitment would be as important to an undergraduate chapter as is rush and undergraduate member development.
- E. Ideal alumni relations would be reflected in active alumni involvement, regular and orderly turnover of membership regular and comprehensive alumni newsletters; and annual well-planned functions.

### III. REACHING & **MAINTAINING** GOALS/IDEALS/EXPECTATIONS

- A. Need to develop and maintain a comprehensive, accurate, and accessible Greek alumni/ae data base.
- B. Need to develop and maintain a consistent flow of timely and comprehensive information to the alumni.
- C. Need to recruit and sustain alumni involvement in all aspects of the organization to avoid overuse or burnout of key individuals.
- D. Recognize distinguished alumni/ae and those who make significant contributions to their chapters.
- E. Train undergraduate students to develop and maintain alumni/ae relations.
- F. Activities to improve alumni relations should become the focus for a specific period of time, perhaps a year or two. The purpose of the focus should be to increase undergraduate awareness of the importance of alumni involvement, and educate undergraduates on how to recruit, communicate with, develop, and reward alumni. In addition, for the same period, the expansion of alumni involvement should be the target of the organizations' alumni/ae groups.
- G. The University must assist Greek-letter social organizations with alumni relations. The University must make its support of Greek organizations apparent and include information on Greek affiliation of alumni/ae recognized and honored.

SELF-GOVERNANCE  
FOCUS GROUP REPORT

I. CURRENT **STATUS**

A. Strengths

1. IFC
  - a. Fairly orderly meetings
  - b. Agenda is used
  - c. Current officers are willing to work
2. Panhellenic
  - a. Meets regularly with an agenda. Attends to its business
  - b. Sound financial footing
  - c. Organized meetings
  - d. Officers must have served on Panhellenic for at least one term
3. Black Greek Council
  - a. Attempts to work out social schedule for NPHC chapters
  - b. Provides assistance for African-American programming such as Martin Luther King Day
4. Greek Steering Committee
  - a. Highly task oriented. Excellent job with all programs.
  - b. Selective membership produces outstanding students on the committee.
  - c. Financially well-managed
5. IFC Judicial Board
  - a. Student leaders want it back in place and are willing to follow existing procedures to have it fully in place

- b. IFC voted to keep it as is {passed by only one vote)

6. Panhellenic Judicial Board

- a. Membership is on a rotating basis so every chapter has an opportunity to serve
- b. Has a special "Rush Judicial Board" in place should non-NPC groups be the majority of the board
- c. Meets timely and follows procedure
- d. Takes its responsibility very seriously

B. Weaknesses

1. IFC

- a. Members view role as nothing but "rule maker"
- b. Needs to re-evaluate and set attainable goals
- c. Needs to realize its important role in the system
- d. IFC officers do not need experience on the Council prior to being elected officers
- e. Constitution has no By-laws. Documents needs to be updated and revised.

2. Panhellenic

- a. Could be accomplishing so much more if it was "empowered" to represent sXJ, .sorority women
- b. Need to identify several attainable goals and **work** to accomplish those.
- c. Working documents need to be revised and updated to reflect changes voted on recently
- d. Need to work as a "system" year round.

II. GOALS/IDEALS/EXPECTATIONS

- A. Address the most critical needs of the system which are: declining numbers, lack of inter-Greek relations, and its image both on campus and in our community

- B. Immediately update their working papers
- C. Work to solve the existing hazing problems
- D. Work to improve the academic performance of chapters which need to improve
- E. Get back to the basics of fraternity/sorority membership
- F. Operate with strong leadership and solid organization in a fair and representative fashion to insure fairness and develop transition among its leaders and members.
- G. To assess the achievements of the system, monitor rushee numbers, numbers initiated, academic standings of chapters, hours of involvement in community service, and subjective quality of self-governance.

### III. REACHING & **MAINTAINING** GOALS/IDEALS/EXPECTATIONS

- A. The existing system needs to understand exactly how it is viewed by its various publics (ex. -- from within, by faculty, staff, other students, parents, high school teachers etc. )
  - 1. A thorough marketing/public relations survey of those publics by the self-governance bodies would have to be made in order to demonstrate a need to change
  - 2. Information might be given out at a general meeting of all Greeks. Also Leadership Lab and at chapter meetings, etc. The survey results would help identify areas to retain, improve, or eliminate.
- B. In order to really become a "System", perhaps an "All Greek Council" should be developed to serve as the goal setting body. Every fraternity/sorority would be represented by one delegate (probably president) and meet 2-3 times per semester to develop the system goals and -Objectives. IFC/Panhellenic/Black Greek Council/Greek Steering Committee would be given specific tasks or areas to oversee, and joint judicial board could be established by the All Greek Council to address issues common to all of the self-governing bodies.
- C. Governing body (ies) itself (themselves) , through meetings and programming function, with the assistance of the Greek Affairs Office, need to maintain and self-evaluate themselves.

CHAPTER **MANAGEMENT**  
FOCUS GROUP REPORT

I. **CURRENT STATUS**

A. Strengths.

1. Despite some disorganization, groups have survived.
2. Sororities generally have good alumni guidance and involvement, resulting in good results for the group, but heavy reliance or total control by the alumni.

B. Weaknesses.

1. Ignorance of their fiscal responsibilities. The lack of education is reflected more in the failed duties to the university than in the failed duties to the national organizations, because national offices have more stringent guidelines than the university.
2. Lack of proper and complete transition between new and old officers. The usual routine for the new officer is to copy the work of the old officer without a clear understanding of function.
3. The university fails to provide training and stringent guidelines relative to the fiscal responsibilities of the Greek groups. The lack of understanding by the groups of the amount of timing of university billing (i.e. water, trash and common area charges) is an example.
4. Lack of understanding and guidance as to the proper reporting requirements to governmental agencies.
5. The ignorance of the insurance requirements.
6. Lack of proper controls to collect outstanding member receivables and cash flow.
7. Lack of honesty in rush fiscal disclosures provided to rushees and costs given to the university.
8. Lack of adherence to nationals' policies, rules, and suggestions/mandates for chapter management by some chapters.

9. Lack of training to chapters and their advisors by the national organizations.

## II. GOALS/IDEALS/EXPECTATIONS

- A. Property/Physical Plant (Up-keep)
  1. Require adequate liability and fire insurance coverage, a copy of **which** must be filed annually with the Greek Affairs Office.
  2. Prove security system and adequate outside lighting.
  3. Provide sufficient parking for house membership.
  4. Follow "Minimum Standards for fraternity/sorority Grounds and House Appearance" as outlined by the Greek Affairs Office in 1990.
- B. Continuity
  1. Each Greek group must have a House Corporation, composed of alumni/ae and chapter director.
  2. Policy to be set by each group as to the requirements to be met by members, pledges, and guests to facilities, with their National's consent.
- C. Housing and Meal Service
  1. Establish housing requirements, contracts and length of residence required.
    - a. Set definite rules for house members and non-house members as to meals, hours, days, etc.
    - b. Greek houses must provide agreed upon meals to member during the semester (prevent early kitchen closure).
  2. Greeks work in agreement with Residential Housing pertaining moving into Greek houses from dorms.
  3. Greeks work with Residential Food Service to release members/pledges from University food contracts.

D. Leadership

1. Officers need extensive training concerning their jobs and expectations.
2. Officers need to cultivate future leaders and provide transitions from officers.

E. Support Entities

1. House Director

- a. Each chapter should have a clear job description for House Director.
- b. The House Director should be able to provide help, advice, and counsel to the residents in addition to supervising some areas of chapter operations.
- c. The House Director **will** participate in University/Greek Affairs programs for House Directors.
- d. The House Director will reside in the house and eat meals there.

2. House Corporation

- a. Assist in hiring/firing of employees
- b. Be certain that employees receive adequate benefits, wages, etc.
- c. Be certain that all legal reports (ex **IRS**, **FICA**) are done.
- d. Advise chapter on financial responsibility to the University and others.
- e. Be certain that the chapter house is maintained to a standard that meets life safety codes.

F. Fiscal Management

1. Contracts for professional services (payroll service)
2. Responsibility to government agencies (review forms)

3. Collect receivables
4. Establish uniform system for billing
5. apply business practices to the fiscal management

III. REACHING & **MAINTAINING** GOALS/IDEALS/EXPECTATIONS

- A. Campus Safety could provide inspection checklist which could be used two times a semester by House Corporation/House Director to inspect property for potential hazards (at nominal cost) and to promote for health and safety of members including cleanliness of kitchens, baths.
- B. Office of Greek Affairs with House Corporation Presidents and chapter director set yearly standards.
- C. Provide Greek Affairs with adequate support staffing.
- D. Safety and Health seminars provided by University (nutrition, wellness: etc.)
- E. Security guards at all functions.
- F. Residence Food Service representative give information as to food purchasing and meal planning to house committee.
- G. Use alumni organizations to train officers.
- H. Generally, implement the clear mandates found in Part II and rely on the Chapter Management source materials provided by almost every national organization.

PERSONAL DEVELOPMENT  
FOCUS GROUP REPORT

I. **CURRENT STATUS**

A. Strengths

1. Each group has an underlying/IMPLIED principle of personal development.
2. Annual Leadership Labs for Exec. officers
- 3• Some individual programming does take place (ex. Pi Beta Phi-Eating Disorders **Week**)
4. Individual philanthropic programs.
5. Some individual chapters require involvement in other campus organizations.

B. Weaknesses

1. Lack of use/development of existing programs provided by national organizations.
2. Lack of minimum standards for development of members of some groups.
3. Lack of uniform involvement outside of Greek organizations.
4. Lack of system's involvement in programs (**ex.** speakers brought in by Greek Affairs)
5. Need a new approach to the education of social issues.
6. No existing resource bank.
7. Lack of programming for older students (**ex.** junior/senior) .
8. Ineffective use of alumni/ae.
9. Lack of leadership from IFC and Panhellenic.

II. **GOALS/IDEALS/EXPECTATIONS**

A. Ideals/Expectations

1. Annual Conference

- a. Require groups to send a certain percentage of members
- b. Offer different sessions and let participants choose sessions to attend.
- 2. All Greek Retreat
  - a. Include open forum for discussions.
- 3. Resource Bank
  - a. Include campus resources.
  - b. Include interfraternal programming sources.
- 4. Minimum Standards should be incorporated into both IFC/Panhellenic.
- s. Recognition of outstanding members.
  - a. Order of Omega
  - b. Rho Lambda
  - c. Greek Week
  - d. Kappa Delta Award for Outstanding Senior
- 6. Four year plan to include different stages for age groups. (ex. Seniors-resume writing)

B. GOALS

- 1. Used as a general guideline the evaluation form found in the appendix to this report

III. REACHING & **MAINTAINING** GOALS/IDEALS/EXPECTATIONS

- A. Implement use of the evaluation form and the ideals set forth above and maintain the strengths noted above
- B. Eliminate:
  - 1. Apathy
  - 2. Over-programming by individual chapters
  - 3. Alcoholic parties during the week
  - 4. Duplication of effort

- C. The Greek Affairs Office should serve as an umbrella to all activities of the Greek System. The IFC/Panhellenic will be responsible for the audit team, a standing committee comprised of student and alumni/ae available to assist chapters throughout the year, to evaluate the chapter officers and the chapter's personal development programming based on the evaluation in the appendix on a proactive basis.

#### IV. APPENDIX - CHAPTER EVALUATION FORM

##### I. SELF

###### A. ATTITUDE/ACTIONS DEVELOPMENT

- Attitude maintenance
- Role acceptance
- Self-motivation
- Decision making
- Balancing individual and group
- Individuality

###### B. ACADEMIC EXCELLENCE

- Time management
- Self-management
- Setting goals
- How** to study

###### C. WELLNESS

- Work to improve physically
- Diet
- Smoking/other uses of tobacco
- Alcohol/drug use
- Stress management
- Sexual health
- sexual abuse
- Group attitudes

###### D. CAREER DEVELOPMENT

- Making self marketable
- Job search preparation (i.e. resume writing)
- Leadership training
- Utilization of CPPC-available resources including off campus (alums)
- Choice of majors
- Placement work (personal networking)
- Getting experience in different fields (use alums)

###### E. ETIQUETTE

- First impressions
- Personal conduct
- Interacting with women/men
- Gender roles

- Personal appearance
- Table manners/dining out

- F. **SPIRITUALITY & RELIGION**
  - Respect/understanding for other religions
  - Ritual education and respect
  - Cult awareness

## II. OTHERS

- A. **FRIENDSHIPS & RELATIONS**
  - Mutual respect
  - Effective communications
  - Responsible behavior
  - Managing conflict
  - Honesty/assertiveness
- B. **ETHICS**
  - Impact on decisions on others
- C. **DIVERSITY**
  - Awareness and understanding of all faiths, races
- D. **INTERFRATERNALISM**
  - Respect for/cooperation **with** other organizations
  - Make** effort to **work** together
- E. **PHILANTHROPY**
  - Good citizenship
  - Service projects

**ACADEMIC DEVELOPMENT  
FOCUS GROUP REPORT**

**I. CURRENT STATUS**

A. Strengths

1. Particularly among sororities, the Greek GPA is higher than the undergraduate average.
2. The Greek system provides the opportunity for developing managerial, organizational, and personal living skills.
3. Greek organizations retain 28.1 percent of their students through graduation. LSU'S five-year "retention to degree" percentage is 29.1 percent.

B. Weaknesses

1. Fraternities and sororities have inconsistent guidelines. As a whole, the sororities have a clearly organized program for assisting young women in their pursuit of academic excellence; the fraternities do not.
2. Inadequate distribution of information concerning available campus resources at all levels, especially concerning counseling, health benefits, and others.
3. Sufficient emphasis placed on academic integrity.
4. Academics are jeopardized by over-programming, particularly social events.

**II. GOALS/IDEALS/EXPECTATIONS**

A definite balance needs to be maintained between the academic and non-academic programming in fraternities and sororities. University staff or faculty advisors should be provided to assist in stabilizing and assessing academic goals annually with reports striving to upgrade existing organizations.

A. Advisors

Each chapter should have a local and accessible alumnus/alumnae of its national fraternity/sorority to serve as chapter advisor. Each chapter should have a faculty or staff member who serves as their faculty advisor. It is not necessary that the faculty advisor be an alumnus/alumnae of the fraternity/sorority.

B. Scholarship

Individuals on academic probation should not hold office, vote in rush or chapter meetings, participate on fraternity/sorority intramural teams, attend mid-week (Sunday through Thursday) social functions, or have little brothers/sisters. It is strongly recommended that chapters provide "study buddy" programs (Pledges with members in similar majors or courses) rather than pledge study halls.

If a chapter falls below the semester average for the overall chapter as required by IFC and Panhellenic, it should be on social probation the following semester and will remain on probation until the average equals or exceeds the required average for a semester.

C. Integrity

Promote academic honesty and integrity by challenging the Greek system to question its values. Recommendations included inviting a teacher to speak to the chapter on plagiarism and including more information in the pledge manual.

D. Assistance to Students

1. A program similar to the Academic Ambassador program established by Junior Division to assist students with low grades or on probation.
2. A tutoring structure whereby participants could also assist incoming students in adjusting to the LSU community life, establishing good study habits, and time management, and serving as a basic orientation to LSU's campus life, and other related matters. In terms of an incentive or reward system to encourage tutors, perhaps a program such as a "Book Busters" award could be established. Other options included a plaque, pin, or certificate. A few universities offer a one-hour credit course for all incoming freshmen entitled University 101, **which** covers the above aspects of university life.
3. Senior colleges could provide information and assistance in understanding their respective programs.

### III. REACHING & **MAINTAINING** GOALS/IDEALS/EXPECTATIONS

#### A. Orientation

A workshop, to include speakers from the Wellness Center, Library, and other major areas of interest to the new students could be held as part of the convocation or Rush or pledgship.

#### B. Use Available Resources

1. Middleton Library's cassette walking tour introduces students to LOLA and provides a basic orientation to library facilities and materials.
2. Junior Division's full-time counseling staff, includes assistance from counselors with curriculum selection, career guidance, college study skills, and problems which interfere with their academic process.
3. The Learning Assistance Center's office helps to improve students' academic potential by offering mini-workshops in areas such as study skills and test taking.
4. The Career Planning and Placement Center assists in making career choices, exploring career opportunities, sharpening job search skills, and finding jobs.
5. Student Services (including Student Health Center, Handicapped Student Services, Mental Health Service, and Wellness Program) offers literature and information on weight control, smoking, date rape, and other topics.
6. The LSU Libraries' one credit hour course entitled "Library Research Methods and Materials" introduces students to a research library and teaches how to select a topic, design a search strategy, and utilize a variety of library sources, including CD Roms, InfoTrac, and the LOLA system.

#### C. Increase Resources of Greek System

The purchase of a personal computer with modem for each individual Greek house would allow greater access to the LOLA terminal. The Library Reference staff can provide a list of suggested reference works for each house.

COMMUNITY SERVICE  
FOCUS GROUP REPORT

I. CURRENT STATUS

A. Strengths

For the 1991/92 year, the Office of Greek Affairs was able to document \$40, 000 and 40,000 hours of people power were contributed by Greeks to various charities and community projects. Many groups held campus **-wide** events, and the system as a whole again conducted a successful Charity Marathon.

B. Weaknesses.

1. Many of the charitable efforts of the various organizations are not well documented, and the proportion of the total Greek population who actively participated in one or more project is not known.
2. Frequently the emphasis seems to be "positive press" as a counterbalance to the prevalent negative image rather than stressing the virtues of students giving of themselves.
3. Numerous time demands for academics, income-paying jobs either on or off campus, and in their own organizations which try to involve as many of their members as possible in leadership positions and encourage active involvement in other student organizations and University activities.
4. Limits on the student's ability to control demands on their time, due to varying academic demands, sporadic residence in the Baton Rouge coinciding with the academic schedule. Therefore, it is virtually impossible for individuals to commit themselves to extended periods of regular involvement--the type of services most frequently sought by agencies. Groups and individuals are better able to provide short and intensive support than extended, consistent involvement.

## II. GOALS/IDEALS/EXPECTATIONS

- A. **Every** Greek student should be involved in a major way in a charitable effort every semester.
- B. Fund-raising events should include audiences larger than other Greeks, friends, and relatives, and every student's involvement and every dollar raised should be documented and all events and activities would be well publicized. Fund raising projects should not exploit other students, and the social aspects of projects should not overshadow the philanthropic motive.
- C. Students should have opportunities to participate in intensive and extended activities as well as short term projects involving a large number of individuals and the assistance and involvement of community-based groups, such as Volunteer Baton Rouge, should be sought.
- D. Panhellenic and IFC should add to their executive board a position with responsibility for promoting, documenting, and publicizing philanthropic activities. These positions might also be a clearinghouse for fund raising and charitable ideas and projects that have been used on other campuses and for the identification of opportunities for community service in the Baton Rouge area.
- E. The leadership in the Greek organizations should take the initiative with SGA to develop a larger student volunteer program.

## III. REACHING & **MAINTAINING** GOALS/IDEALS/EXPECTATIONS

- A. Attached as an appendix to this report is a program formulated to establish a Greek Community Service program.
- B. .Ideally, the University, preferably through a staff member, should spearhead and organize a major student volunteer program to assist the Greek organizations as **well as** others and provide the continuity and long-range planning needed to sustain successful student volunteer program. Short of this staff member, the support will have to come from the Dean of Students Office, Greek Affairs, community leaders, and student leadership.

- C. Creating and maintaining within the Greek system leadership positions devoted to community service would help maintain the programs.
- D. The Greek System and its member organizations have the right to require community service as their own obligation. Once the obligation is declared, the University can demand they meet their own organization's standards.
- E. The University should provide resources, encouragement, and advice for establishing and maintaining the program.

#### IV. Appendix - Greek Community Service Program

##### A. Purpose

- 1. To provide LSU Greeks with an opportunity to participate in Community Service Programs in the Baton Rouge area.
- 2. To provide these men and women with an opportunity to fulfill the principle goals of service, duty, and leadership which their chapters were founded upon.
- 3. To counteract any negative images that the LSU campus or Baton Rouge community may associate with Greek Life.

##### B. Program Process

- 1. Begin each semester by meeting with the Community Service Chairperson of each chapter.
  - a. Explain to the chapters that only full time LSU undergraduates deemed to be in good standing by the Greek Affairs Office and the Dean of Students will be eligible to participate. This applies to the Greek organization as well.
  - b. Explain Volunteer Baton Rouge! and their participation in the program. They will serve as the program coordinator of services and individual service hours.
  - c. Give them an information letter which would outline the program and ask them to encourage participation in it.

- d. Appeal to each Greek organization's sense of ethics and duty by extolling the benefits of hands-on volunteering:
  1. No large monetary commitments would be required of the chapters.
  2. The program would provide local charitable organizations with much needed assistance.
  3. Chapters could participate in groups or individuals could choose another agency of their choice.
  4. Volunteering provides valuable work experience that can later be applied in the work place.
  5. Explain the other awards and incentives the program has to offer.
- e. Distribute a questionnaire for them to take back to their chapter which would ask:
  1. Is your chapter currently involved in any philanthropic activities in the Baton Rouge Community that could be implemented into our program?
  2. Is your chapter interested in participating in the program?
  3. How many members in your chapter do you anticipate on participating?
  4. Request that they return the questionnaire and a \$15.00 registration fee at the second chairperson's meeting which will be used for the program's organizational purposes and will go towards the cost of recognition for outstanding accomplishments.
2. At the second chairperson's meeting:
  - a. Ask for organizations to return the questionnaire.
  - b. Volunteer Baton Rouge! will distribute to each organization forms to be given to the members

that are interested in serving the community in a volunteer capacity.

- c. Volunteer Baton Rouge! will then:
  1. Refer individuals or groups to volunteering opportunities.
  2. Provide a list of "walk-in" agencies where volunteer work is needed.

C. Awards and Incentives

1. Personal rewarding experiences and satisfaction of serving others.
2. Monthly awards:
  - a. Recognition of the individual male and female who contributed the greatest number of service hours and/or greatest merit to any charitable agencies.
  - b. Post their name and picture in the LSU Union.
3. Fall Awards:
  - a. Recognition of greatest contribution of time and effort in community service by a chapter and an individual.
  - b. Post picture and name of individual and group winners in the LSU Union.
  - c. Give plaques to winners.
  - d. Announce winners in the Advocate, Daily Reveille and Gumbo.
- 4. Spring Awards:
  - a. Recognition of greatest contribution of time and effort by a chapter and an individual for the spring semester and for the overall chapter and individual for the entire school year.
  - b. Post names and pictures of winners in the LSU Union.
  - c. Give plaques to the winners.

- d. Announce winners in the Advocate, Daily Reveille and Gumbo.

D. Suggestions/Reconunendation

1. Solicit support from such organizations as the LSU Greek Steering Conunittee and Student Government Association.
2. Organize a Conununity Service Sub-Conunittee of the Greek Steering Conunittee to implement and organize this program. Its duties would include:
  - a. Encourage participation in the program.
  - b. Assist the chairperson of each chapter in drumming up support for the program.
  - c. Organize a publicity sub-conunittee whose duties would be to:
    1. Handle advertising and public relations activities.
    - 2 • Create a slogan and buttons which participants in the program can wear around the campus and conununity in order to advertise their accomplishments and the program.
3. Give Southern University's Greek System an opportunity to participate in our program or establish one of their own.
4. Eventually incorporate other LSU students and organizations into the Conununity Service Program once the Greek System is thoroughly integrated into the program.
- Announce Spring winners and overall winners at the Order of omega Spring Awards Banquet.
6. Suggest to each chapter that they make sure that each individual and group has liability insurance for any conununity service activity which would cover the individual and organization in case of an accident through the chapter, university or the charitable organization that they are working with.

APPENDIX

**MINUTES OF  
TASK FORCE ON GREEK LIPE  
STEERING COMMITTEE**

Purnose of Steering committee

- I. Implement Focus Groups
  - A. Define and identify groups.
  - B. Appoint group chair and members.
  - C. Receive and distribute group information.
  - D. Direct and guide groups.
  - E. Coordinate work of groups.
- II. Develop Final Draft of Report
- III. Assist in Workshop to Convert Report into a Working Document

Initial Deadlines

- I. November 22, 1991 - Focus groups defined and members identified.
- II. December - January, 1992 - Focus groups collect data and information.
- III. February, 1992 - Committees begin meetings.
- IV. April 15, 1992 - Final draft of report.

Minutes of Each Meeting

- I. November 5, 1991 Meeting, 4:45 p.m., Ouachita Room, LSU Union
  - A. Identified all groups and respective focus areas.
  - B. Subsets of the committee to cover the following areas:
    1. John Allele, Frederick Dorsey, Anna Falcon, Jennifer Cargill, and Kathy Marcel: areas 4 - Fiscal Responsibility, 6 - Personal Development, and 9 - Alumni Relations.

2. Donna Stagg, Blake Andrews, Renee Boutte, Tom Risch, and Greg Bodin: areas 5 - Community Service/Philanthropy, 7 - Chapter Management, and 10 - Governance.
  3. **Alvin** Cavalier, Gillian Luftig, Ruth Vordenbaurnen, Pierre Hart, and Pat Landry: areas 2 - University Relationship, 3- - Role of National Organizations, and 8 - Academics.
- II. November 12, 1991 Meeting, 4:45 p.m., Ouachita Room, LSU Union
- A. Defined scope of focus groups, delineated issues, and reported on developed charges.
  - B. Began appointment of members to groups.
- III. November 19, 1991 Meeting, 4:45 p.m., Ouachita Room, LSU Union
- A. Completed charges to groups.
  - B. Completed appointment of chair and members of focus groups.
  - C. Compiled tentative schedule for working with focus groups.
- IV. January 22, 1992 Meeting, 7:00 p.m., Council Room, LSU Union
- A. Met with focus group chairs.
  - B. Announced committee liaison assignments.
  - C. Launched focus groups.
- V. March 10, 1992 Meeting, 7:00 p.m., Baratavia (moved to Ouachita) Room, LSU Union
- A. Status** report on groups.
    1. Groups 3 (National) & 5 (Community Service) have made excellent progress.
    2. Groups 1, 2, 7, 8, 9, & 10 have made good progress but probably need additional time.
    3. Group 4 (Fiscal) has made a slow start and will need additional time.

4. Group 6 (Personal Development) has failed to meet at all.

B. Action.

1. Extend deadlines up to April 15th for Groups 1, 2, 7, 8, 9, & 10 on an "as necessary" basis and to April 30th for Group 4.
2. Substitute Amy Crawford as chair and Kathy Marcel as liaison for Group 6 and extend the deadline to April 30th.
3. Delay completion date of final report until May 15, 1992.

VI. April 1, 1992 Meeting, 7:00 p.m., Kappa Delta House

A. Review reports from completed groups.

1. Groups 3 (Nationals), 1 (Purpose/Mission), and 5 (Community Service) turned in their reports. Group S's report will be supplemented to answer the four questions.
2. Groups 2 (University) and 7 (Chapter Management) submitted their reports before April 15th.
3. Committee agreed to reformat reports and subset to begin critical review of the reports; non-attending members will have to opt-in or will be otherwise left out of the review process.

B. Status report on extended groups.

1. Groups 8 (Academics) and 9 (Alumni) are performing satisfactorily and should finish by April 30th.
2. Group 10 (Self Governance) has unknown status.
3. Groups 4 (Fiscal) and 6 (Development) are still lagging and will need possibly until May 15th.

VII. June 15, 1992 Meeting, 4:45 p.m., Caddo Room, LSU Union

A. Planning Session

1. The Subcommittee on the final report discussed the general format desired for the focus group reports, electing to force the documents into the form used on Focus Group Three (Nationals).

2. The Subcommittee adopted the proposed division of labor for editing the reports and planned meetings for the group.

B. **Review of Reports**

1. Focus Group Three (Nationals) Report - Since selected as the example report, needed little work. Assigned to Pierre Hart for editing.
2. Focus Group Two (University Relationship) Report - The report is void of input; simply reflects the impressions of the group. Needs substantive addition. Assigned to John Allele for editing.
3. Focus Group Seven (Chapter Management) Report - Inadequate and insufficient. It lacks all aspects except the duties of house managers/directors; needs to be fully rewritten. Assigned to Ruth Vordenbaumen for editing.

- C. Announce Donna Stagg's withdrawal from Task Force due to health problems.

VIII. July 1, 1992 Meeting, 4:45 p.m. Caddo Room, LSU Union

A. **Review of Reports**

1. Focus Group Six (Personal Development) Report - A good report in proper format. "Audit team" concept for self-evaluation needs to be applied to the entire project and will be extracted. Assigned to Kathy Marcel for editing in conjunction with her assistance to Ruth Vordenbaumen on Chapter Management to avoid overlap in the reports.
2. Focus Group Eight (Academics) Report - A fair report that leaned heavily on the Mississippi State product. Needs tightening and consistency. Assigned to Greg Bodin for editing.
3. Focus Group Nine (Alumni) Report - Substantially deviated from format and missed many points. Needs to be organized and supplemented. Assigned to Tom Risch for editing.

B. **Late Reports**

Focus Groups Four (Fiscal) and Ten (Self Governance) are still unsubmitted. Kathy Marcel and Greg Bodin will call the respective chairs of each group.

IX. July 14, 1992 Meeting, 4:45 p.m., Caddo Room, LSU Union

A. Review of Reports

1. Focus Group Five {Community Service} Report - Myopic report centered around implementing a blueprint, not analyzing the issues as requested. Fails to consider strengths/weaknesses, varieties of community service projects at work, and time commitments in its report. Assigned to Tom Risch for editing.
2. Focus Group Four (Fiscal) Report - Poor report and needs to be substantially rewritten. Assigned to Greg Bodin for editing.
3. Focus Group Ten (Self Governance) Report - Report never submitted; Kathy Marcel will write it. Total failure of this group.

B. Deadlines

The final versions of the edited reports from each respective member of the subcommittee will be submitted to Greg Bodin by August 1st. The completed and submitted reports are: Groups Three (Nationals), Six (Personal Development), Seven (Chapter Management), and Nine (Alumni Relations). Outstanding reports to be submitted by August 1st are: Groups Two (University Relations - John Allelo), Four (Fiscal Responsibility - Greg Bodin), Five (Community Service - Tom Risch), Eight (Academics - Greg Bodin), and Ten (Self Governance - Kathy Marcel).

X. October 12, 1992 Meeting, 6:30 p.m., Ouachita Room, LSU Union

The meeting, originally scheduled for August 10th, was rescheduled due to the members' conflicting schedule. Prior to the meeting, the remaining focus group reports had been submitted, but some still needed modification. Focus Group One {Purpose/Mission} Report was reviewed at the meeting, and a diagram of the structure of the Greek system was submitted and heavily revised at the meeting. Based on this meeting's input, Greg Bodin assumed the duty of drafting the Overall Report and assembling the task force's work into the final report.

XI. March 29, 1993 Meeting, 4:45 p.m., Greek Affairs Office, Johnston Hall

On February 26, the draft of the Overall Report was circulated to the report subcommittee for review. Prior to this meeting, the a draft of the entire report was circulated after some minor revision. The bulk of the meeting addressed itself to

the **views** of the University relationship to the Greek system, with only minor changes to the remainder of the Overall Report. In order to clarify this relationship statement, Tom Risch and Kathy Marcel agreed to rewrite that portion of the report.

The committee agreed it was necessary to avoid editing out the substantive portions of the focus group reports, as they constituted the submitted findings of the focus groups. The committee agreed to schedule three more meetings on April 12, 19, and 26 to complete the Overall Report and draft a Recommendations section of the final report.

XII. April 12, 1993 Meeting, 4:45 p.m., Greek Affairs Office, Johnston Hall

Prior to the meeting, the "Reaching & Maintaining Goals/Ideals/Expectations" portions of each focus group report were extracted from the text of the report and distributed along with a draft of the Recommendations section of the final report and the revised University relationship portion of the Overall Report. At the meeting, the University relationship concept was further discussed to determine the true distinction between Greek organizations and other student organizations, and Tom Risch agreed to revise the document once again. In addition, the Recommendations section was revised, with the agreement to add three sections to it, namely a list of proposed changes to the chapter house leases to be drafted by Greg Bodin; a proposed structure for an All Greek Council to be drafted by Kathy Marcel; and a proposed periodic evaluation form for national organizations to be drafted by John Allelo. The committee agreed to set April 30th as its deadline to submit the final report.

XIII. April 19, 1993 Meeting, 4:45 p.m., Greek Affairs Office, Johnston Hall

The University relationship statement was briefly discussed, as were general ideas for each of the supplements to the Recommendations. However, the written supplements had not been completed, and the meeting adjourned without further discussion.

XIV. May 4, 1993 Meeting, 4:45 p.m., Greek Affairs Office, Johnston Hall

The April 26, 1993 meeting had earlier been postponed because the supplements to the Recommendations were not completed. These documents were distributed at the meeting, and the University relationship statement was distributed before the meeting. The University relationship statement was reviewed and adopted by the committee. In addition, the supplements to the Recommendations were reviewed and adopted by the committee. The committee agreed that the full final report would be circulated to the report subcommittee for final

comments, but that the same draft would be delivered to Vice Chancellor Moore in efforts to provide him with the benefit of the report for the full summer. The committee agreed to mail any suggested revisions back to Greg Bodin, which would constitute the final edit and the conclusion of the Task Force.

### CHAIRPERSON'S EVALUATION

As a critique of the procedure, the glaring shortcoming of the Task Force was its derailment from its schedule, which was exactly the obstacle which the committee sought to avoid at all times. After launching itself well by defining the focus groups' work and meeting as a committee from the end of November of 1991 through February of 1992, the project began to suffer breakdowns due to the performance of the focus groups. Due to the failure of the focus groups to meet their March 31, 1992 deadline, the schedule was obliterated, and the project languished through the 1992 summer. The reason for setting an ambitious schedule was to avoid losing momentum, and once the project fell into the unsupervised hands of the focus groups, performance no longer was timely.

The delays which ensued between the July and October, 1992 meetings and then the October, 1992 and March, 1993 meetings presented no advantage; the other delays spent waiting for the focus group reports at least conferred the benefit of the obtaining the focus group reports. These delays addressed themselves to the steering committee, most notably with its chairperson. Unfortunately, the price of volunteer workers became apparent in the final stages of this project.

As a substantive critique, the focus group concept was disappointing. The goal of employing the focus groups was to involve people beyond the steering committee so as to eliminate the strong bias of a relatively small number of people. Of the ten focus groups, arguably only three produced reports that were in substantial compliance with the request. Another focus group, while turning in an excellent report, undertook little if any of the subjective discussions necessary to explore the issues. Two of the remaining groups turned in material that was useful, but the reports **were** generally inadequate and were rewritten by the subcommittee. The four remaining reports were substantially written by members of the subcommittee.

Due to the inadequate performance of most of the focus groups (which may suggest a symptom of a problem in and of itself), the steering committee members heavily influenced the report. However, the members of the steering committee provided the exceptional resources necessary to lay out the blueprint for a model Greek system, which identifies the purpose of Greek organizations, defines the role of the university and the various entities related to Greek organizations, and implements this purpose. The in-depth review made by the report subcommittee was painstaking and thought provoking, causing members to constantly revise their thoughts and

opinions as the project developed. The end result of the Task Force is a document providing structure for the Greek system and the method to develop that structure.

By providing the source information and a detailed view of the process by which this Task Force evolved, the report can be periodically reviewed to keep up with the ongoing changes and development of the Greek system. If a later Task Force is to be commissioned, the steering committee needs to stay involved at every level; in the cases where steering committee members stayed involved with certain focus groups, the results were outstanding and did not seem unduly influenced by those steering committee members.

A great debt of gratitude is owed to the members of the steering committee and the focus group chairpersons, as well as all of the Task Force participants. The members of the final report subcommittee carried the Task Force, and due to the array of talents, ability, and insight of those dedicated individuals, this project produced a hopefully useful study on Greek life at LSU.

## PROPOSED CASE REVISIONS

The leases enjoyed by the housed Greek chapters should be revised to clarify the obligations and responsibilities of the Greek chapters and the University. A detailed review of the leases has not been made, and apparently there exist different versions of the leases; so the case would have to be addressed conceptually to achieve the following results:

- A) The leases should be uniform in their delineated obligations of the parties.
- B) The leases should require that the chapter be affiliated with a national organization which has been invited and has maintained its invitation to be recognized by the University, and the national organization should guarantee the lease.
- C) The leases should require chapters to pay all of its University accounts (trash, sewer, water, electric, gas, physical plant store and services, where applicable), with failure to do so resulting in a default of the lease.
- D) The leases should require chapters to maintain their houses properly, which means keeping the structures painted appropriately and in good repair, maintaining the grounds to be free of debris, and cutting the grass at least every two weeks during the growing season.
- E) The leases should require the chapters to annually produce inspection certificates by the fire marshal and the health department (where cafeteria operations are bad) and proof of adequate liability insurance and structure/contents insurance (where University loan guarantees are involved).
- F) The leases should require the chapters to have house corporation; or similar entities which serve as trustees for the house, thereby preserving continuity.
- G) Breaches of the terms of the leases should result in penalties that are commercially reasonable to the lease of property (such as the University cutting the grass or maintaining the property at the expense of the chapter; closing the house and/or cafeteria operations when proper inspections are not met; and revoking the lease when non-compliance becomes constant or bills go unpaid).

## **LSU Greek Council**

- Purpose:**
- To provide programs and services to members of the Greek system.
  - To promote superior academic achievement.
  - To encourage greater inter-fraternalism among the member groups.
  - To identify system needs and a way to address the issues raised by member groups.
  - To provide a joint Judicial Committee to hear cases involving violation of the Greek Alcohol Policy as well as violations involving both men and women.

**Membership:** Presidents of the member groups of the NPC, NPHC and IFC fraternities and sororities which are recognized by the Panhellenic Council, the Interfraternity Council and the Black Greek Council and are registered student organizations at Louisiana State University.

**Officers:**

- Chairman
- Program Chair (GSC Co-Chair)
- Finance Chair
- Panhellenic President
- IFC President
- Black Greek President

Executive Board would include various program chairpersons serving in as exofficio members.

Election of the following officers would be done annually based on the organization's procedures: Panhellenic President, IFC President, BGC President.

The other officers would be selected annually by an application-interview process.

**Meetings:** The Greek Council would meet twice each semester, or as needed.

# Greek Council

To Set Goals  
To deal with system issues/problems

IFC	ph	BGC	GSC
Rush-Planning Infractions Judicial	Rush-Planning Infractions Judicial	Rush Dances Judicial	Charity Marathon Leadership Lab
Assist w/Orientation	Assist w/Orientation	Assist w/Orientation	Greek Week
South Seas			Songfest Spring Testing Tiger Day