CREATING AN INTER-GREEK COUNCIL ALLIANCE

A CREATIVE PROJECT
SUBMITTED TO THE GRADUATE SCHOOL
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE
MASTERS OF ARTS
IN
STUDENT AFFAIRS ADMINISTRATION IN HIGHER EDUCATION

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The purpose of this creative project was to create an Inter-Greek Council Alliance for the Greek community at Ball State University to provide additional programming and leadership opportunities to the Greek and campus communities. This project however can be altered to fit any university’s Greek community. The concept for the project was to provide the Greek community with the opportunity to create an organization which would allow the four Greek councils to provide programming and social events to the campus community. This project will provide readers with specific instructions on how to create an Inter-Greek Council Alliance.

The objective of this creative project was to promote the communication and interaction of the governing councils while assisting and supporting the growth and expansion of the Greek and campus community through the implementation of one alliance to oversee communication and Greek community events. Although membership in different Greek letter organizations have transcended the color barrier, there was a gap in the literature on how the three governing councils could come together to promote campus community while supporting the mission and values of colleges and universities.
By implementing one Greek alliance, students have the opportunity to positively impact the Greek and campus communities together.
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CHAPTER ONE
INTRODUCTION

Student societies flourished in American colleges and universities in the first half of the nineteenth century. Historians of higher education have viewed this development as a student attempt to bring about reform in higher education (Saslaw, 1979). Student organizations began as literary societies. The purpose of the different societies was to allow students to practice literary skills as well as promote moral self development. Historians also recognized how societies aided in creating an espirit de corps between the college and its student body.

The student literary societies of the early nineteenth century evolved into modern day fraternities and sororities. The earliest documented fraternal organization was Phi Beta Kappa Honorary Fraternity founded in 1776 at the College of William and Mary (Whipple & Sullivan, 1998). Fraternities and sororities have expanded since their inception. National college fraternities and sororities now have hundreds of organizations for various ethnicities and cultures (Torbenson, 2009).

Historically, Black and predominantly White Greek fraternities and sororities differ in organization, membership, and tradition. Fraternities and sororities are governed by one of three national Greek councils. The three Greek councils are the National Pan-Hellenic Council (NPHC), Interfraternity Council (IFC), and National Panhellenic
Council (PHC). There are many areas in which these councils can work together to support the mission and vision of their respective institutions.

This creative project pioneered an Inter-Greek Council Alliance on the campus of Ball State University. The alliance was implemented to further promote diversity on campus, create lines of communication to students and amongst campus organizations, provide additional leadership development opportunities, host events on campus to engage students in academic and social activities, and to bridge the gaps between the councils/organizations which originated from historical differences in membership. The creative project formed a single alliance for the three governing Greek councils. A constitution was adapted, election processes implemented, membership and jurisdiction guidelines established, a method of communication utilized, events sponsored, and a calendar/timeline was created to assist the institution with the continued development of building communities and providing a social outlet to all students.

**Statement of Purpose**

The purpose of this creative project was to craft an alliance consisting of the three Greek councils to enhance communication, provide activities for the campus community, increase diversity, and promote leadership development opportunities to existing Greek organization members in support of the mission and values of Ball State University. The alliance was formed to enhance the quality of interactions among student leaders ranging from diversity and cultural appreciation to community and campus involvement. The Inter-Greek Council Alliance created opportunities for building community through communication and transparency amongst the Greek organizations, hosting campus
events for students, and providing an electronic newsletter. Lastly, this project assisted and supported the leadership development of emerging Greek student leaders.

**Significance of Study**

The objective of this creative project was to promote the communication and interaction of the governing councils while assisting and supporting the growth and expansion of the Greek and campus community through the implementation of one alliance to oversee communication and Greek community events. Although membership in different Greek letter organizations have transcended the color barrier, there was a space in the literature on how the three governing councils could come together to promote campus community while supporting the mission and values of colleges and universities. Frequently, individuals were denied membership in Greek letter societies on the basis of race or ethnicity. By implementing one Greek alliance, students have the opportunity to positively impact the Greek and campus communities together.

**Scope and Limitations**

The Inter-Greek Council Alliance was created to provide the Greek and campus communities with one central point of contact for communication and events. The alliance was designed to consist of two delegate members and one alternate from each fraternity and sorority on campus. In addition, two representatives from Student Government Association would serve on the alliance to act in the best interest of the campus community.

If the various organizations from the three councils did not send consistent delegates to the meetings they would have no representation on the alliance thereby reducing the effectiveness of building campus community and hindering communication
within the Greek community. In addition, with different rush styles, leadership styles, motivational and organizational abilities, and internal concerns and problems there will be fundamental differences. However, those differences should not inhibit the creation of an Inter-Greek Council Alliance.

**Organization of the Paper**

This creative project was organized into four chapters. Chapter two reviewed the existing literature related to campus life, organizations, Greek organizations and its racially charged history, and inter-Greek organizational characteristics and benefits. Chapter three consisted of a description of the methodology used in the creation of the project. Chapter four demonstrated how the alliance was implemented on campus.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

Summary of the Project

What makes a community healthy, vibrant, respectful, compassionate, engaging, and appreciative of diverse cultures? How can the need for shared meanings and purposes be balanced with the need for a multiplicity of experiences and perspectives (Boschini & Thompson, 1998)? What role do student groups play in creating and sustaining a college campus climate that welcomes diversity? What roles do Greek Letter Organizations play in creating -or inhibiting- a campus climate that appreciates and includes differences?

Rock (1988) noted the following:

An organization will eventually leave the custody of its founders, becoming a form of communal property, appearing to be increasingly anonymous in its origins. As others begin to take an interest in it, as they attempt to influence it in their own fashion, it moves further and further beyond the control of the original circle in which it emerged. It will enter plans and biographies of others unknown, becoming opaque and perhaps mysterious to them, reducing their authority. With expansion and a growth in the division of labor, no one member of an organization can be a master of all that is done. The organization will then
seem to take on a life which can no longer be associated with the subjectivity of those who conceived it. (p. 381)

From inception, Greek letter organizations on college and university campuses developed into a culture all its own. Straying from the original ideals of the founding principles and expectations of the founding members, historically, Black and White Greek letter organizations are typically depicted as racially ‘closed’ and ‘exclusive’ (Hughey, 2007). These philosophies over time forced a separation from the people they were originally created to serve. In order to restore a sense of community, promote leadership development, enhance involvement, increase student integration, and encourage diversity appreciation, an Inter-Greek Council Alliance should be created to maximize the overall effectiveness of Greek life on college and university campuses.

**Student Life on Campus**

Scholars, practitioners, and students agree higher education in the United States remains racially segregated. Reinforced by historical legacy, customs, and preference, the separate worlds of racial formations on US campuses often result in profoundly different interpretations and perspectives on campus life (Hughey, 2007). In addition, according to Kuh (1991), the attitudes and values of the current college student cohort have been heavily influenced by world events and by the attitudes and values of the larger society in which they have been socialized. Student groups, including fraternities and sororities, help shape the institution’s character and culture (Boschini and Thompson, 1998). Conversely, those institutional characteristics influence student groups.

On college campuses, peers convey their impact through frequent interaction, social emphasis, and shared values and attitudes (Whipple & Sullivan, 1998). Whitt
(1996) noted student cultures shape what students learn, both in class and out of class, as well as the nature and direction of intellectual and social development. According to Astin (as cited by Evans, Forney and Guido-DiBrito, 1998) involvement could be defined as the amount of physical and psychological energy the student devotes to the academic experience. The impact of college on the development of the individual student lies in the interactions between the student and the college as an organization or at least significant sub-entities or cultures (Schafer, 1983). For minority students, the involvement and integration into campus life and culture is hampered. Research conducted by Barol, Camper, Pigott, Nodalsky, and Sarris (as cited by Hughey, 2007) indicated minority students on predominantly Whites campuses were unlikely to become involved in campus-wide student organizations or engage in social activities with non-minority students.

**Organizations**

Organizations are not a modern invention. The Pharaohs used organizations to build the pyramids. The emperors of China used organizations a thousand years ago to construct great irrigation systems (Etzioni, 1964). Organizations are social units (or human groupings) deliberately constructed and reconstructed to achieve specific goals. They exist because people join forces and organize themselves in order to gain some sort of physical, personal, or economic advantage (Mitchell & Larson, 1987). People organize because they believe it is the most efficient way to reach their goals. Organizations exist and are designed to facilitate goal attainment through a system of coordinated behaviors. Descriptive words typically used are mechanisms for
coordinating the different behaviors. However, it is the behavior itself which constitutes the essence of organization.

The earliest student organization was established at Harvard in 1703 with the purpose to allow students to pray together and mingle under faculty guidance (Torbenson, 2009). Initially, like the colonial college, student organizations had religious orientations. Secular organizations began forming in 1719 when students gathered to read poetry, smoke, and drink while discussing different topics.

In the early collegiate world students had little or no freedom. As a result of these restrictions and limitations, students attempted to take control of their college life and established clubs, societies, fraternities, and sororities to meet their intellectual and social needs (Torbenson, 2009). Student societies were formed with literary and moral self-improvement as their goal and as such were an integral part of the well-established institution, the nineteenth century college (Saslaw, 1979). The formation of different student organizations was often based on a specific interest or idea of a few individuals. The subculture of student life, which consisted of social organizations, embraced the educational and extracurricular experiences students shared while attending college.

There is a reciprocal nature regarding the relationship between an organization and its environment. To be successful, an organizational weapon must gain power and support in the society it is attempting to change (Hall, 1991). According to Rock (1988), members of an organization need to spend considerable time negotiating amongst themselves what is an acceptable version of what is going on in the organization. Any sizeable group will encompass so many shifting and interacting possibilities of combination amongst its elements they can come to resemble a kaleidoscope.
So what is an organization? How can it be defined? Caplow (1964) defined an organization as a social system that has an unequivocal collective identity, an exact roster of members, and a program of activities and procedures. Schafer (1983) articulated the behaviors of organizations as achieving shared goals or purposes, coordinated efforts within the group, dividing the labor and different functions, and having patterns of relationships. Etzioni (1964) identified the characteristics of an organization as 1) divided labor, power, and communication responsibilities, 2) the presence of one or more power centers which control the concerted efforts of the organization and direct them towards the desired goal, and 3) the substitution of personnel if needed.

Why do people join organizations? How does a person, a student specifically, benefit from their participation in an organization? According to Whipple and Sullivan (1998), students have formed and joined groups to feel like they belong to the campus and have a sense of community. According to Mitchell and Larson (1987), people decide to join organizations because it allows us to meet certain personal financial goals, it satisfies social needs, or because it offers students the opportunity to exercise skills they could not exercise otherwise. The impetus toward community based on common interests and values led to the development of what we know today as fraternities and sororities (Whipple & Sullivan, 1998).

**Greek Letter Organizations**

According to Torbenson (2009), the American college fraternity is a social fraternity unique to the United States. A particular fraternity or sorority was the creation of a few individuals who had similar values and ideals and who wanted to maintain close associations while in college. Fraternities and sororities have always been established to
meet specific needs, both cultural and academic, for various campus subcultures (Whipple & Sullivan, 1998). Greek letter organizations constitute a powerful student culture, with powerful implications for their members learning. Greeks can play a major role in helping universities by creating a warm, friendly atmosphere for new students. If Greeks can do a good job of addressing the needs of a more diverse student body, they may remain one of the primary places on a university campus providing a sense of community (Sutherland, 1983).

Just as there are enormous differences among colleges and universities, there are also enormous differences within the Greek system. Those differences can be noted from campus to campus, but also from chapter to chapter. According to Whipple (1998) America’s institutions of higher education have struggled with a racially dichotomous Greek system. Historically White Greek letter organizations continued to be predominantly White and homogenous in their members’ social and economic background, culture, and ideology. Hughey (2007) documented racial and religious restrictions being voiced as non-Whites began to gain access to formerly all White institutions of higher education. Some White Greek organizations incorporated specific racially exclusionary policies into their constitutions in order to retain both tradition and restrictive systems of social relations as racial demographics brought changes in university and college student bodies. White Greek-letter organizations adopted official policies of discrimination against African Americans, Jews, and other people of color. The practice of “like choosing like” as documented by Spitzberg & Thorndike (1992) is at the heart of fraternity and sorority selection. The most obvious, and for many, the most troubling aspect of “like choosing like” is the continuing racial segregation of Greek
organizations. The fraternity and sorority systems are overwhelmingly separate. On most campuses there are Black fraternities and sororities. There are also Whites fraternities and sororities as well.

According to Hughey (2007), although law prohibits de jure race bias in U.S. college fraternities and sororities, racial separation prevails de facto through customs, traditions, and preference. Greek lettered organizations focus on the cultural meaning of authenticity and labor to shape the navigation of tensions between originality and conformity to the conventions of the racially stratified Greek system. A charge often leveled against fraternities on many campuses today despite the lack of official policies of discrimination, is they continue to informally discriminate. Some of the charges are based on continued de facto segregation, parties with racially insensitive themes or White supremacist overtones, and numerous accounts of White fraternity members dressing in “Blackface” for parties and other social gatherings. Interaction among sororities was closely bound by their relative prestige: high status sororities communicated with one another; moderate status groups interacted with one another (Melcher, 1976).

Racial exclusion and racism appear to be prevalent among White Greek organizations, creating a backlash in many Black student communities. As minority group members began to attend American colleges in greater numbers, one of their first reactions to the generally exclusionist practices of White Greek letter organizations was to set up their own minority group (Hughey, 2007). To provide African American students with a social organization, Black Greek Letter Organizations were formed. Beginning in 1906 with Alpha Phi Alpha Fraternity, Incorporated, and continuing with the founding of the National Pan-Hellenic Council in 1930, African American students
had a social component to assist them in building community on college and university campuses.

There are many differences between the White and Black Greek organizations. They are fundamentally different in value orientations, family backgrounds, and educational objectives in the organizational ontology of Black and White Greeks (Hughey, 2007). White sorority members seemed more focused on using the Greek structure to “get a man” whereas Black sorority members appear more focused on community service and career advancements. Black sorority members had widely differing worldviews regarding the role of their organizations as a lifelong commitment, opposed to something one is simply a part of while in college. Black Greek letter organization alumni remain more active in alumni chapters and as formal and informal advisors to undergraduate chapters than National Interfraternity Council and National Panhellenic Conference alumni. Black Greeks provide much of the major social structure for the Black community on campus, while White Greek counterparts generally do not work to extend programs or activities far beyond Greek social networks. Black Greeks appeared to be more service oriented than White Greeks, as some estimates stated Black Greek letter organizations devoted as many as five times the amount of hours of community service than White Greeks.

White Greek racial discrimination is less structurally formal today (Hughey, 2007). In the early decades of Greek life, strong categorical boundaries were a prerequisite for segregation. The categories launched within the raced Greek system established both social and symbolic boundaries and constituted a large portion of the identities of the members involved. However, the passing of Title VI of the Civil Rights
Act of 1964 enacted a ban prohibiting the discrimination on the basis of race, color, and national origin in programs and activities receiving federal financial assistance (U.S. Dept. of Justice, 2001). Essentially, September 1, 1964 was the deadline put into effect to prevent fraternal racial discrimination (Hughey, 2007).

**Inter-Greek Councils**

If indeed Greek organizations acted as a dominating influence on the campus community, the possibility exists at best, that cross-racial Greek memberships, as individual and organizational instances of racial boundary-breaking, could promote intimacy, an increased racial tolerance, integration, understanding, and social change (Hughey, 2007). Greek organizations have a special obligation and opportunity to contribute to the quality of campus life (Shonrock, 1998). Greeks have asserted a commitment to standards of high ideals and high moral and ethical teachings.

Fraternities and sororities were founded on principles of friendship, scholarship, leadership, and service. Colleges and universities need to embrace diversity and create hospitable and inclusive learning communities. Part of the challenge for institutions is to team with Greek letter organizations in this effort (Boschini & Thompson, 1998). Greek organizations have the opportunity to assist in the development of student-centered, collaborative, and supportive learning communities in which the student’s experience shapes knowledge in and out of the classroom (Whipple & Sullivan, 1998). What is needed, according to Whipple and Sullivan is a larger, more integrative vision of community in higher education. Greek letter organizations can assist with the vision and become members in the community of learners if the students in the organizations themselves want to create such a community.
Aldrich noted (as cited by Hall, 1991) interorganizational networks are inclusive. They consist of all organizations linked by a specified type of relation, and are constructed by finding the ties between all organizations in a population. In the creation of an Inter-Greek Council Alliance, the unifying component would be the Greek letter organizations founding principles of friendship, service, scholarship, and leadership. The unifying relationship would be student integration and involvement in campus life. Greek organizations provide their members, both residential and commuter, with a sense of belonging, a structure where friendships and activities develop (Spitzberg & Thorndike, 1992).

The alliance would be a non-hierarchical relationship consisting of members from each council to promote a sense of equality (Casey, 2008). Essential elements of good partnership are setting up committees to steer, guide, and account for the activities and programs implemented. Attributes of alliances are the structure of the relationship, power sharing, negotiations, common purpose, trust, respect, and good communication.

The creation of an Inter-Greek Council Alliance has many benefits to all parties involved. The institution will get influential support for the vision and mission of the university. For the alliance members, they will have increased opportunities for leadership development, networking, and the structured inclusion and validation of non-Whites in previously closed and powerful institutions (Hughey, 2007). For the students, they will have opportunities to get involved with campus life thereby promoting integration and increasing persistence to graduation.
Summary

Institutions of higher education are seen as academic resources inside and outside of the classroom. Student organizations are generally plentiful on most campuses and they are used heavily by many students (Conyne, 1983). The development of student organizations is a component the university, organization, and student body can benefit from. Participation of student, faculty, staff, and administrative groups in campus organizations assumes many forms. Classes, committees, and student organizations all provide familiar examples of how organizational participation occurs.

Greek letter organizations were created as a way to promote student involvement in the university and provide a social outlet during an era of racial division. A Greek organization is a vital component of the academic community. Its purpose is consistent with the vision and mission of the college or university. Greek organizations are not simply social in nature. They are educational organizations. The educational function of a Greek organization is one of helping the individual to grow as a human being.
CHAPTER THREE

METHODOLOGY

Statement of Purpose

The purpose of this creative project was to craft an alliance consisting of the three Greek councils to enhance communication, provide activities for the campus community, increase diversity, and promote leadership development opportunities to existing Greek organization members in support of the mission and values of Ball State University. The alliance was formed to enhance the quality of interactions among student leaders ranging from diversity and cultural appreciation to community and campus involvement. The Inter-Greek Council Alliance created opportunities for building community through communication and transparency amongst the Greek organizations, hosting campus events for students, and providing an electronic newsletter. Lastly, this project assisted and supported the leadership development of emerging Greek student leaders.

Methodology

The initial steps involved with this creative project consisted of a review of the existing literature on campus life, organizations, the history of Greek lettered organizations and racial segregation, and Inter-Greek Councils. Next, various schools were researched to gather information on the structure of Inter-Greek Councils on different campuses. After identifying colleges and universities having Inter-Greek
Councils, professionals within the Department of Greek Life were contacted to investigate how the Inter-Greek Council was created, what services are provided to the campus community by the Inter-Greek Council, what is the governing structure of the Inter-Greek Council, the effectiveness of the Inter-Greek Council in supporting the mission and vision of the college or university, and how the existence of the Inter-Greek Council enhances student engagement and integration. Finally, documentation for Inter-Greek Councils was gathered to obtain constitutional information, activities and programming performed, and influence on campus lifestyle/culture.

**Design of Project**

The Inter-Greek Council Alliance was created to provide a common outlet on the campus of Ball State University to all organizations in IFC, PHC, and NPHC to provide social and academic activities, programming, and communication to promote transparency, diversity, and unity amongst the campus community. It was also meant to offer additional leadership opportunities to students in Greek letter organizations. Utilizing the alliance, organizations on campus will have increased opportunities to represent themselves to the campus community as well as support the mission and vision of the university.

The Inter-Greek Council Alliance will consist of two student leaders and one alternate from each Greek organization. In addition, two members from student government association will participate on the alliance. Each chapter will submit the names of the participants and the alternate. The chapters will be responsible for deciding which students will represent their organization on the alliance. The participants can either be elected or appointed by their chapters. The process of selecting participants
does not have to be consistent amongst the chapters. However, keeping the same representation on the alliance is highly encouraged to maintain the productivity of the group. After the selection of the participants, the alliance will have elections for the following committee positions: academic events coordinator, social events coordinator, diversity appreciation coordinator, communications coordinator, and administration liaison coordinator. There are no executive boards or positions within the alliance. There is a level organizational structure. Every person has an equal voice in the operation of the alliance. The coordinators serve as the main point of contact for their specific committee. The coordinators are also the spokesperson to the alliance and the Greek and the campus communities about their respective committee. This practice is conducted to ensure continuity and consistency of the messages being provided to the community. There will be one person who serves as the alliance chair with the sole purpose of ensuring the efficiency and effective use of time allocated for meetings or business.

Prior to the selection of the coordinators, the members of the alliance will draft a constitution to be used as the governing document. The constitution will consist of the purpose and role of the alliance. In addition, it will also clearly define the coordinator election process and the requirements to be eligible for organization, coordinator, and/or committee member participation in the alliance. Information regarding the types of events the alliance can provide will also be outlined in the constitution. The jurisdiction of the alliance will also be explained.

Each member of the alliance has equal rights and an equal voice regarding the daily operations. Again, the role of coordinator is to ensure continuity and consistency of the messages being provided to the community. The coordinator does not have any
additional leadership responsibilities. They are a member of the committee for their specific role. The academic events coordinator is responsible for working with the academic committee to create and implement at least one academic event per semester. The academic events will be provided on behalf of the Inter-Greek Council Alliance in co-sponsorship with either the entire Greek community or various chapters. Working within a committee, the responsibilities needed to execute the event will be delegated by the committee to promote student leadership development. The academic event coordinator will report any significant information to the alliance, Greek and campus community. The social events committee will operate in the same capacity as the academic events committee with the exception of planning and implementing at least one social event per semester. The social events coordinator will also be responsible for reporting any significant information to the alliance, Greek and campus community. The diversity appreciation coordinator is responsible for ensuring diverse academic and social events are provided by the alliance. The diversity appreciation committee will provide workshops and seminars to the campus community promoting diversity appreciation to increase awareness. The communication coordinator, along with a committee, will produce an electronic newsletter each semester to disseminate to the campus community upcoming events provided by various organizations ranging from Greeks to student government association. The administration liaison coordinator, along with a committee, will work in partnership with administrators to extend the mission and vision of the university. They will also be responsible for reporting any significant information to the alliance, Greek and campus community.
The alliance will meet at least two times a month. During those meetings, new information from committees is presented to the alliance for majority agreement then disseminated to the Greek and campus community. There will be an on campus advisor for the alliance to provide guidance, mentoring, and leadership development.

**Summary**

The Inter-Greek Council Alliance will be an extension of the Greek community. The fulfillment of its purpose to enhance the quality of interactions among student leaders, build campus community, and support the mission and vision of the university will provide a consistent method of communication, student leadership development, and activities to the campus community.
CHAPTER FOUR

CREATING AN INTER-GREEK COUNCIL ALLIANCE

Project Summary

This creative project created an Inter-Greek Council Alliance for the Greek community at Ball State University to provide additional programming and leadership opportunities to the Greek and campus communities. This project however can be altered to fit any university’s Greek community. The concept for the project was to provide the Greek community with the resources and tools needed to create an organization which would allow the Greek councils to collectively provide programming and social events to the campus community. The project provides readers with specific instructions on how to create an Inter-Greek Council Alliance. By implementing one collective Greek alliance, students have the opportunity to positively impact the Greek and campus communities together.

The project contains the following items:

- Timeline of Events, page 22.
- Newsletter, page 36.
Timeline of Events

January 2010

Σ Classes start the 11th

February 2010

Σ Vice Presidents of Scholarship and Social Events for IFC, PHC, and NPHC conceptualize an Inter-Greek Council Alliance (IGCA)

Σ Interested individuals submit paperwork to office of student life to organize an Inter-Greek Council Alliance on the 15th

March 2010

Σ Inter-Greek Council Alliance established on the 15th

April 2010

Σ Formal meeting of IFC, PHC, and NPHC Vice Presidents on the 1st

▪ create a constitution and bylaws for the Inter-Greek Council Alliance

▪ calendar of events created for the fall semester

▪ approve fall IGCA Wednesday meeting days

May 2010

Σ Last day of finals on the 7th; commencement on the 8th

August 2010

Σ Classes start the 23rd

September 2010

Σ IGCA nominations open the 6th

▪ Members from IFC, PHC, and NPHC organizations are eligible for nomination
Σ IGCA nominations due the 25th
Σ IGCA members announced the 27th
Σ First IGCA meeting the 29th
  ▪ Introductions, function, and purpose of alliance (entire alliance)
  ▪ Discuss amendments to the constitution and bylaws (entire alliance)

October 2010
Σ IGCA committee meeting the 6th
  ▪ Approve the amended constitution and bylaws (entire alliance)
  ▪ Select coordinators for academic events, social events, diversity appreciations, communications, and administration liaison (entire alliance)
  ▪ Select members for all committees (entire alliance)
Σ IGCA committee meeting the 20th
  ▪ Create calendar of events hosted by IGCA for the spring semester (entire alliance)
  ▪ Academic events committee presents information to host campus wide study session for finals in November (academic coordinator & committee)
    ❖ Study session for finals preparation; collaboration with Scholarship Vice Presidents from each council and The Learning Center
  ▪ Communications coordinator forms team/committee and begins working on first electronic newsletter (communication coordinator & committee)
    ❖ Solicit announcements from all Greek organizations, student organizations, and Student Government Association about upcoming events
- Administration liaison reports back from the following meetings:
  - SGA, Office of Student Life, and Assistant Director of Student Affairs.

**November 2010**

Σ November 30th - Academic event; Pruis Hall from 7pm to 10pm

Σ IGCA meeting the 3rd

- Approval of academic event for November 30th (entire alliance)
  - Located in Pruis Hall from 7pm to 10pm

- Spring calendar of events is approved (entire alliance)
  - Academic event held the week of midterms
  - Social event held the last week of classes; co-sponsor with NPHC during their week of events
  - Diversity appreciation events will be held once a month on different dates
  - Newsletter of events, announcements etc will be emailed in December
  - A closing newsletter will be emailed the last week of class about the fall 2011 semester
  - It will consist of the new coordinators and any representation changes made by the Greek organizations

- Administration liaison reports back from the following meetings:
  - SGA, Office of Student Life, and Assistant Director of Student Affairs.

Σ IGCA meeting the 17th
- Finalize academic event details (academic coordinator & committee)
- Discuss/approve content of the first edition of electronic newsletter (entire alliance)
  - All upcoming event submissions due today

**December 2010**

Σ IGCA meeting the 1st
- Plan diversity appreciation program for February (diversity appreciation coordinator & committee)
- Debrief about the academic event (entire alliance)
- Publish first electronic newsletter (communication coordinator & committee)
  - Newsletter will consist of alliance welcome, purpose & coordinator responsibilities, and upcoming spring semester events within Greek community and on campus
- This is last meeting of fall semester

**January 2011**

Σ Classes start the 10th
Σ IGCA meeting the 12th
- Approve diversity appreciation program for February (entire alliance)
- Begin discussion/planning for the academic, social, and diversity appreciation spring events (entire alliance)
- Administration liaison reports back from the following meetings:
  - SGA, Office of Student Life, and Assistant Director of Student Affairs
Σ IGCA meeting the 26th
- Approve remaining diversity appreciation spring events (entire alliance)
- Finalize all details for the upcoming Black History Month Program (diversity appreciation coordinator & committee)

**February 2011**

Σ February 1\textsuperscript{st} – host program for Black History month with the Multicultural Center (diversity appreciation coordinator & committee)

- Decorate bulletin board in the Multicultural Center with notable African American historical figures. Facilitate a discussion about Black history, maybe on the advancements and challenges facing America

Σ IGCA meeting the 9\textsuperscript{th}

- Finalize plans for the academic event (academic coordinator & committee)
  - Co-sponsor with The Learning Center to host a study tips, note taking, and test anxiety session.
  - Located in AJ 175 on March 2, 2010; 5pm – 7pm
- Diversity appreciation committee begins discussing ideas for Women’s Appreciation Month program (diversity appreciation coordinator & committee)
- Administration liaison reports back from the following meetings:
  - SGA, Office of Student Life, and Assistant Director of Student Affairs

Σ IGCA meeting the 23\textsuperscript{th}

- Debrief about the Black History Month programs (entire alliance)
- Finalize all details for upcoming Women’s Appreciation Month (diversity appreciation coordinator & committee)
- Beginning planning social event with NPHC during their week of events (social coordinator & committee)

**March 2011**

Σ March 2\(^{nd}\) – host academic program with The Learning Center; AJ 175 5pm – 7pm

Σ March 16\(^{th}\) – host program for Women’s Appreciation Month with the Multicultural Center (diversity appreciation coordinator & committee)
- Decorate bulletin board in the Multicultural Center with prominent women.
  - Play Jeopardy based on key women in history from around the world

Σ IGCA meeting the 23\(^{th}\)
- Debrief about the Women’s Appreciation Month program (entire alliance)
- Debrief about the academic program (entire alliance)
- Continue planning social event with NPHC during their week of events (social coordinator & committee)
- Finalize all details for upcoming Holocaust Remembrance Month (diversity appreciation coordinator & committee)
- Administration liaison reports back from the following meetings:
  - SGA, Office of Student Life, and Assistant Director of Student Affairs

**April 2011**

Σ April 1\(^{st}\) – host program for Holocaust Remembrance Month with the Multicultural Center (diversity appreciation coordinator & committee)
- Show “The Diary of Anne Frank” and “Schindler’s List.” Facilitate discussion on the global effects of the Holocaust
April 30th – Social event; block show/stroll competition

Promote IGCA at Grand Chapter during Greek Week (entire alliance)

IGCA meeting the 6th

- Finalize details for social event with NPHC (social coordinator & committee)
  - Co-host a block show/stroll competition in Emens Auditorium on Saturday April 30, 2011 from 5pm to 9pm with participation from the three councils and any student organizations who wish to participate. $10.00 per team. All proceeds go to benefit philanthropic charity of alliance’s choice
  - Co-host a party on campus that is open to the entire campus community. Party will take place in the Ballroom Saturday April 30, 2011 from 11pm to 2am. $3.00 per person with all proceeds to benefit philanthropic charity of alliance’s choice

- Brainstorm events for the 2011-2012 academic year (entire alliance)
- Debrief about the Holocaust Remembrance program (entire alliance)
- Deadline to submit events and announcements for upcoming newsletter
- Administration liaison reports back from the following meetings:
  - SGA, Office of Student Life, and Assistant Director of Student Affairs

IGCA meeting the 20th

- Approve calendar of events for 2011-2012 academic year (entire alliance)
- Publish electronic newsletter (communication coordinator & committee)
  - Closing remarks, events for next fall, recap of semester, and promote IGCA
- Finalize all details for upcoming Cinco de Mayo event with the Multicultural Center (diversity appreciation coordinator & committee)
- This is the last meeting for the academic year

May 2011

Σ May 5th – host program for Cinco de Mayo with Multicultural Center (diversity appreciation committee)

- Have a fiesta outside of the Multicultural Center featuring foods native to Spanish and Latino cultures
Inter-Greek Council Alliance Constitution

Preamble

We, the undersigned organizations, have united together to create this council known as the Inter-Greek Council Alliance at Ball State University in order to effectively execute individual organizational and joint council needs. We realize and understand there are certain areas of activity and programming that can be best carried out by the unified efforts of all of our organizations. We hereby establish such an organization and commit ourselves to abide by the provisions of the following constitution.

Article I – Name

The name of this organization shall be the Inter-Greek Council Alliance at Ball State University hereinafter referred to as the IGCA at Ball State University.

Article II – Purpose and Objectives

The primary purpose of this organization is to bring together its member organizations and enhance the quality of interactions among student leaders through the following means:

1) Enhancing communication among the Greek and campus community.
   - Creating forums to discuss recent events in the news
   - Providing access to current and upcoming events through electronic newsletter
   - Creating a meeting atmosphere that is conducive and efficient in its functionality
2) Building community through transparency amongst the Greek and campus community.

3) Hosting campus academic and social events to promote scholarly pursuits and social development.

4) Providing leadership development opportunities to emerging campus leaders.

5) Encouraging cooperation and collaboration with various departments on campus.

Article III – Authority and Jurisdiction

The scope of authority and jurisdiction of the IGCA shall be to create, implement, execute, and facilitate events and programs. The IGCA has no authority to regulate or enforce any individual council’s policies, procedures, or matters of professional interest to individual organizations. Authority to provide academic and social programming originates from the Office of Student Life, with specificity to fraternities and sororities.

Article IV – Organizational Structure

1) There shall be a unified body consisting of membership representative of all campus fraternity and sorority organizations currently recognized by Ball State University.

2) There will not be an executive board; instead there will be a level organizational structure and everyone has an equal voice/vote in the operation of the alliance.

3) There will be an alliance chair to serve the sole purpose of ensuring the efficiency and effective use of time allocated for meetings or business.
4) There will be five committee coordinators to serve as the sole point of contact and act as a spokesperson to the IGCA and the campus community.

Article V – Membership

1) The organizations represented under the following umbrella councils shall be eligible for membership in the IGCA:
   a) National Pan-Hellenic Council (NPHC).
   b) Panhellenic Council (PHC).
   c) Interfraternity Council (IFC).
   d) National Association Latino Fraternal Organizations (NALFO).

2) Additional groups are extended membership after they have successfully met all membership obligations at the national, regional, and local levels for their individual organization as well as gaining recognition from Ball State University.

3) In order to remain an active organization in the IGCA, organizations must be in good financial standing nationally, regionally, and locally
   - Member organizations in IGCA must also remain clear of any hazing allegations or others violations of judicial misconduct.
   - In the event an organization loses its active status, whatever the mitigating circumstances were that caused the lose must be resolved, documented, and filed.
   - There is no minimum grade point average requirement.

4) Two student members will also come from student government association.
Article VI – Coordinators

The following positions are voted on by the members of IGCA:

1) Alliance Chair.
   - Facilitate discussions and keeps IGCA on agenda and moving forward

2) Academic Coordinator.
   - responsible for working with the academic committee to create and implement at least one academic event per semester
   - delegate responsibilities to committee to execute academic event
   - reports any significant information to the IGCA, Greek, and campus community

3) Social Coordinator.
   - responsible for working with the social committee to create and implement at least one social event per semester
   - delegate responsibilities to committee to execute social event
   - reports any significant information to the IGCA, Greek, and campus community

4) Diversity Appreciation Coordinator.
   - responsible for ensuring diverse academic and social events are provided by the alliance
   - provide workshops and seminars to the campus community promoting diversity appreciation to increase awareness
   - reports any significant information to the IGCA, Greek, and campus community
5) Communication Coordinator.

- will produce an electronic newsletter each semester to disseminate to the campus community upcoming events provided by various organizations ranging from Greeks to student government association
- record and maintain the agenda and minutes of the meetings
- reports any significant information to the IGCA, Greek, and campus community

6) Administration Liaison.

- work in partnership with administrators to extend the mission and vision of the university
- reports any significant information to the IGCA, Greek, and campus community.

Article VII – Committees

1) The committees are academic, social, diversity appreciation, communication, and administration.

2) Additional committees can be recommended by any member of the IGCA.

3) The establishment of additional committees must be voted on by the members of the IGCA.

- New committees are approved with a majority vote of at least two-thirds of the IGCA

4) There is a coordinator for each standing committee.
Article VIII – Scheduling of Events

1) IGCA provides academic, social, and cultural events for the campus community.

2) Events are scheduled to not conflict with any other Greek organization.

3) The IGCA approves the dates for all events.

4) Notification of events is provided in advance through the IGCA semester electronic newsletter as well as on the Greek Life calendar.

Article IX – Body Meetings

1) The body meetings are selected and voted on by the members of IGCA.

2) The body meetings will have official minutes documented by the communication coordinator.

3) Members are held responsible for any information they missed that was disseminated during the body meeting.

4) Meetings will alternate every other week on a day voted on and approved by the members.
   • Approval dates must be voted and approved by at least two-thirds of the membership

Article X – Constitutional Amendments

1) The constitution must be reviewed and voted on by the membership.

2) Amendments require at least a two-thirds vote of the majority to amend the constitution.

3) All members are held accountable for the amended constitution.
Greetings from The Alliance

The Greek community at Ball State University (BSU) is coming together to bring the campus community alternative programming and leadership opportunities. What is coming to BSU you ask? The Inter-Greek Council Alliance. Back in the spring semester of 2010, a group of student leaders from each of the three governing councils on campus, Interfraternity, Panhellenic, and National Pan-Hellenic, decided they wanted one central entity on campus that could host events and provide additional educational opportunities on behalf of the entire Greek community instead of individual organizations. They wanted to align themselves under a common structure and work toward a common goal. They wanted to be allies in helping to serve the BSU community.

From those premature conversations, the Inter-Greek Council Alliance (IGCA) was formed. Before you get alarmed, the original councils are still on campus. On behalf of the Greek Community, greetings and salutations from IGCA! Keep reading for additional information.

Purpose and Function of The Alliance

The primary purpose of this organization is to bring together its member organizations and enhance the quality of interactions among student leaders through the following means:

- Enhancing communication among the Greek and campus community.
- Creating forums to discuss events in the news.
- Providing access to current and upcoming events through electronic newsletter.
- Creating a meeting atmosphere that is conducive and efficient in its functionality.
- Building community through transparency amongst the Greek and campus community.
- Hosting campus academic and social events to promote scholarly pursuits and social development.
- Providing leadership development opportunities to emerging campus leaders.
- Encouraging cooperation and collaboration with various departments on campus.
**Coordinator Roles and Responsibilities**

There are no executive boards or positions within the alliance. There is a level organizational structure. Every person has an equal voice in the operation of the alliance. The coordinators serve as the main point of contact for their specific committee. The coordinators are also the spokesperson to the alliance and the Greek and the campus communities about their respective committee.

**Academic Coordinator** - responsible for working with the academic committee to create and implement at least one academic event per semester; delegate responsibilities to committee to execute academic event; reports any significant information to the IGCA, Greek, and campus community.

**Social Coordinator** - responsible for working with the social committee to create and implement at least one social event per semester; delegate responsibilities to committee to execute social event reports any significant information to the IGCA, Greek, and campus community.

**Diversity Appreciation Coordinator** - responsible for ensuring diverse academic and social events are provided by the alliance; provide workshops and seminars to the campus community promoting diversity appreciation to increase awareness; reports any significant information to the IGCA, Greek, and campus community.

**Communications Coordinator** - will produce an electronic newsletter each semester to disseminate to the campus community upcoming events provided by various organizations ranging from Greeks to student government association; record and maintain the agenda and minutes of the meetings; reports any significant information to the IGCA, Greek, and campus community.

**Administration Liaison Coordinator** - work in partnership with administrators to extend the mission and vision of the university; reports any significant information to the IGCA, Greek, and campus community.
The main component and function of the IGCA is for the campus community to be informed through purposeful communication so everyone can be involved. This space is dedicated to the upcoming events for the spring 2011 semester. If your group, club or organization would like to publicize an event to the campus community, please contact the IGCA in writing at IGCA@bsu.edu. Remember to include the name of the sponsoring organization(s), event name, location, date(s), time, and any applicable cost.

March 2011 –
- March 2nd – Study skills, note taking skills, AJ 175 5pm – 7pm
- Spring Break March 5th – 13th
- March 16th – Program for Women’s Appreciation Month with the Multicultural Center
- March 21st – Course withdrawal period ends
- IGCA meeting the 23rd

April 2011 –
- April 1st – Host Holocaust Remembrance Month movie night
- IGCA meeting the 6th
- IGCA meeting the 20th
- April 29th – Last day of classes
- April 29th co-host Block Show & Stroll Competition with NPHC

May 2011 –
- May 5 – Host a Cinco de Mayo outside fiesta with the Multicultural Center
- May 6th – Semester ends
- Commencement is May 7th

February 2011 –
- February 1st – Black History Month program with the Multicultural Center
- IGCA meeting the 9th
- IGCA meeting the 23rd

January 2011 –
- Classes start the 10th
- MLK Day January 17th – No class
- IGCA meeting the 12th
- IGCA meeting the 26th

“No matter the letters we are in this together! Being Greek is great! There are many benefits in addition to meeting people” – Aida McGowan
Member of ΣΓΡ

Benny stands for more than imparting knowledge. She is also symbolic of charity.
No matter the letters, we are in this together!

- IGCA Committee
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