RENSSELAER ALUMNI INTER-GREEK COUNCIL
March 29, 1995

To the RPI Greek Alumni/ae Organizations
From AIGC Officers

ALUMNI INTER-GREEK COUNCIL:
WHAT'S IN IT FOR YOU?

The next meeting of the AIGC will be Saturday, April 22, at 9:00 AM
in Alumni House, People’s Avenue, Troy. Under the 1991 Relationship
Statement between the Greek community and Rensselaer, chapter
advisors or alumni associations must take part in Greek/Rensselaer
coordination meetings. AIGC with Dean of Students Office partici-
pation has become that forum. Therefore, your chapter’s terms of
recognition are based on having its elder advisor/alumni attend AIGC.

Going beyond this mandatory aspect, the following discussion tries to
lay out some of the benefits you will obtain by attending; we hope it
is convincing. Please do come both to give and to get. (Your
attendance record for 1991-94 is listed at the end of this letter.)

Alumni/ae Cooperation for the ’90s and Beyond

There have been various means and organizations for Rensselaer
fraternity alumni/ae to communicate and cooperate over the decades.
They have waxed and waned depending on need or perhaps availabilty of
leadership. Developments in recent years, however, make it essential
to have a responsive alumni presence if the Rensselaer Greek
community is to stay healthy, in balance, and progressive.

The current organization, the Alumni Inter-Greek Council (AIGC), came
into being in 1990 and has been meeting twice a year since. It was
formed during the heavy effort of drafting and ratifying the
Relationship Statement between Rensselaer and Social Fraternities and
Sororities ("the Statement") which was completed in 1991. The
development process of the Statement made very clear the need to have
active Greek alumni groups participating in the Rensselaer community
along with their corresponding student chapters.

There is hardly anything new in that fundamental principle: we have
all been taught from our days as pledges that a sound fraternity life
(the term correctly covers women’s and coed groups) requires the
involvement of the elder brothers and sisters. Does anyone doubt that
our individual and collective experience since has sealed the truth
of that teaching?

Modern times have given this old truth new point. Students’ greater
personal needs as they arrive on campus, the higher complexity and
specialization of so many aspects of society, the application of
explicit law to even quite personal relations, to list a few, have
made more problematical than ever attempts by undergraduate students
on their own to have a healthy fraternal life. And if the Greek
alumni are valuable to their chapters, communication and mutual
assistance among the alumni on their own level is also necessary.
participation that the Statement requires of them. As it has become a routine part of a well-functioning Rensselaer-community machine, AIGC is the key means of getting your voice heard in community discussions and policy-making. Nowhere could it be clearer that those who fail to get involved in the process have no right to criticize the outcome.

Interfraternally,

Jim Ljunglin '57, President
Zeta Psi
908-766-7954

Margaret Harvey 'Fr, Vice-Pres.
Pi Beta Phi
518-283-3774

Jerry Wijer '82, Secretary
Sigma Alpha Epsilon
518-452-9521

Dave MacKenzie '87, Treasurer
Pi Lambda Phi
518-271-7451

AIGC ATTENDANCE RECORDS OF GREEK ALUMNI/AE ORGANIZATIONS

GOOD

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

MEDIOCRE

Alpha Phi Alpha
Alpha Gamma Delta
Alpha Sigma Phi
Alpha Chi Rho
Chi Phi
Phi Mu Delta
Phi Sigma Sigma
Rensselaer Society of Engineers
Sigma Phi Epsilon
Sigma Chi
Theta Chi
Theta Xi

POOR

Delta Phi
Phi Iota Alpha
Phi Sigma Kappa
Kappa Alpha Psi
Psi Beta Nu
Pi Kappa Alpha
Pi Kappa Phi
Psi Upsilon
Tau Epsilon Phi
Tau Kappa Epsilon
Zeta Beta Tau
Call to Order

Sign-in and Introductions

Minutes of the Last Meeting

Reports
   Officers
   DOSO
   Panhellenic/IFC

Old Business
   Project on Participation of Alumni
   Address Lists/Contacts/Notices
   How-To Manual
   Amendments to Update the Relationship Statement
   Future Seminars/Presentations
   Other

New Business

Next Meeting Date/Place

Adjournment
DEVELOPMENTAL WORKSHOPS

Purpose

1. One of the benefits of the AIGC is the potential of improving our individual performance through the sharing of best practices, skills and experiences.

2. Stronger individual chapters will produce a stronger system and ultimately benefit both the Greeks and Rensselaer.

3. Finally, developmental workshops can provide training and/or motivation for new alumni/ae advisors or officers as they accept roles to support the Greek system.

Format

1. Regular organizational meetings may be supplemented with one or more workshops addressing issues of common interest.

2. Sessions may be moderated by Greek volunteers, staff or outside professionals.

3. The execution format is flexible to suit the program. In general, it will be an informal roundtable discussion following an agenda but with time allotted to address individual questions. Everyone is invited to contribute and participate.

4. All major points of view, or options, will be captured in minutes and distributed to all the member Greek houses.

5. Information is to be considered educational and advisory with no obligation for conformance.

6. Depending upon the content of a session, various members of the RPI community can be asked to attend for the purpose of speaking, providing data or participating in the discussions. In some cases it may be desirable to invite active members of our houses.

7. Once topics have been selected for a future workshop, the designated moderator will distribute an agenda and may request individual house data in advance or suggest that it be brought to the meeting. Sharing statistics or practices is valuable as we attempt to develop best practices.
POTENTIAL DEVELOPMENTAL WORKSHOPS

1. Nurturing the actives/elders relationship
   - Bridging the gap of advisor/friend. Do we have to choose sides on issues?
   - First impressions are important.
   - It is a constant learning experience; 100% turnover in 4 years.
   - Building healthy traditions.
   - When to listen and not pontificate.
   - Selling the value of elder support.
   - Being available, socially and for business.
   - Dealing with conflict.
   - The elder role in house elections...if any.

2. Operating finances
   - Duties and responsibilities of the student and elder treasurers.
   - Setting room, board and fee levels. By whom and at what level?
   - Managing annual costs. Records and projections.
   - Student contracts for room and board. By whom and when?
   - Invoicing. By whom and how?
   - Debt collection; discouraging non payment, IOUs.

3. Newsletters
   - Benefits to elders, actives, parents, fundraising, involvement and involvement.
   - Tricks to publication: cut and paste, desktop publishing, layout, photos.
   - Costs: layout, photos, printing and mailing.
   - Content suggestions: how much elder, actives and RPI content?
   - Mailing options.
   - Address labels: whose data base, RPI help.

4. Construction and renovation
   - What is handled by elders and what by actives?
   - Contracts, purchase orders, signed proposal forms:
     what are the differences and which are best?
   - Contract documents: general conditions, special conditions, technical specifications, drawings, change
orders, addenda, bid forms. When and how to use each.
- How to avoid problems such as: paying twice for a job,
no ability to change your contract, job not finished,
job late, poorly done, a hurt worker sues you, you didn't
get what you wanted, you become responsible for a
hazardous waste clean-up, your property is damaged,
when do you "supervise" or "observe" construction, your
construction responsibility.
- Who are the good local contractors?
- Invite the RPI attorney and/or facilities representative.

5. Sensitivity and diversity
- Understanding and appreciating multi-culturalism at
Rensselaer. The need for minorities, foreign born,
people of color etc to join the mainstream yet preserve
cultural practices. The need to periodically relax
in familiar surroundings.
- Male respect for women's rights and feelings.
- The gay and lesbian population; living with the non-
conformists.
- What is RPI doing?
- Invite a Dean of Students Office representative.

6. Fund raising
- Who routinely raises funds and for what purposes?
- What level of participation is there?
- What are the ways: emergency appeals, phonathons,
pledges, dues, personal appeals, through publications.
- How is elder support incorporated into annual budgets?
- Who is successful and how?
- Is there an RPI-Greek conflict? Do contributors support
both?
- Invite a Development Office representative.

7. Rush and pledging
- What are the state and national laws and RPI
regulations? Are there national Greek restrictions?
- Does the current RPI program support the Greek system
and what improvements are desirable?
- What is the policy/program impact on insurance
coverages?
- Without discussing specific ritual, what are the most
desirable program elements?
- What is the best way to manage dry rush?
- Are rush and pledging perceived as a positive or
negative process and how can it become more positive?
- Invite the Dean of Greek Affairs.

8. Substance abuse
- What are the federal, state and school regulations?
- How much of a problem do we have?
- What are the effective anti-abuse programs available?
- Party control: invitations, size and driving restrictions.
- What role do the elders play and what are their responsibilities?
- What are the insurance implications?
- Invite the Dean of Greek Affairs.

9. Insurance and risk management

- What types and amounts of insurance should the house corporations carry?
- What liabilities do house and elder officers have and how can they protect themselves?
- What are the coverage costs and options?
- Is there coverage under the national organizations and/or RPI?
- Invite the RPI attorney.

10. Scholarship

- Are Greeks perceived as having good scholarship as an objective? How can the image be corrected?
- How do Greeks perform compared to the non Greeks and are there reasons for the differences?
- How do the houses promote good grades?
- As an organization, how can we promote the goal of good scholarship?

11. Community service and neighbor relations

- What role does an active community service program play in the Greek system and how important is it?
- What role does an active neighbor relations program play in the Greek system and how important is it?
- What do the different houses do to promote both? What works and what doesn't?
- How can we improve our neighbor relations?
- Invite active presidents, Dean of Students rep and Carl Westerdahl.

12. Food Service

- Are the members being fed adequately?
- How do the houses manage menus, cooking, service, clean up etc?
- How many meals should be provided?
- How is food purchased and what is the average cost per
student?
- What is the proper decorum for meals? Do we encourage
good practices? What about "formal" meals?
- What can the FMA provide as a service?
- What are the legal responsibilities associated with
  a paid cook?

13. House corporation structure

- What are the current structures being used? (officers,
duties etc )
- How often do they meet, where and for what purposes?
- How involved are the actives in the meetings?
- What are the requirements for corporation minutes,
tax returns or other reporting?

14. The Greek-Rensselaer relationship

- Is there a conflict between supporting your Greek
  organization and Rensselaer or are the efforts
  complementary?
- Why is it important that the Greeks and Rensselaer
  support each other for their mutual benefit?
- What can the Greek elders do to support RPI and what
  are we doing now? What can we do to be recognized by
  RPI as a powerful and valuable resource?

15. Greek campus involvement

- How has the Greek campus involvement and influence
  changed over the years? Is it better or worse? How
  are we perceived?
- Is it important that Greeks take a leadership role in
  campus affairs? Would it change the non-Greek
  perception if Greeks were on the staffs and committees?
- How can the AIGC promote a more active involvement
  in campus affairs?