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FROM FRAT TO FRATERNITY: AN EVOLUTIONARY MODEL FOR 21ST
CENTURY GREEK-LETTER ORGANIZATIONS

A Thesis

Presented to the Morgridge College of Education
University of Denver

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

by

Matthew C. Brinton

June 2010

Advisor: Lyndsay Agans, PhD.

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ABSTRACT

Fraternalities and sororities have been fixtures of American collegiate campuses since the founding of Phi Beta Kappa in 1776. Since that time the wants, needs, aspirations and desires of the college student has continually evolved. In an effort to keep up with the evolution of the student, Greek-letter organizations (GLOs) have needed to find ways of evolving as well. As we jump head-first into the 21st century and beyond these great bastions of the collegiate experience are again in need of a face-lift to meet the needs of the latest generation of students. Now, more than ever, it is time for GLOs to get back to their true roots and find a way to accentuate the values that they represent. It is also important to work towards diminishing the negative aspects often associated with membership within these organizations, bringing congruence between their exposed and enacted values. This thesis presents a model designed to help GLOs evolve into hybrid organizations with close ties to living-learning communities, while still holding onto their individual identities.

KEY WORDS: Greek Life, Fraternity, Sorority, Learning Communities

Table of Contents

List of Figures	vi
Preface	1
Chapter 1: Introduction	4
Reader Considerations	14
Types of GLOs	14
General Male Fraternities	14
General Female Fraternities/Sororities	16
Professional Fraternities	17
Honor Societies	18
Recognition Societies	18
Multicultural Fraternities/Sororities	19
African-American Fraternities and Sororities.....	19
Latino/a Fraternities and Sororities	19
Asian American Fraternities and Sororities	23
Native American Fraternities and Sororities	24
Fraternities and Sororities for GLBTIQ Students ...	26
History of GLO Evolution	27
Membership in GLOs	30
Benefits of GLO Membership	30
Perceived GLO Drawbacks	34
Implications	38
Living-Learning Communities	39
Benefits of LLCs	43
Millennial Students	44
Millennial Students and GLOs	47
Methods	48
Theoretical Framework	49
Original Framework	49
Adapted Framework	55
Organizational Typologies	57
Chapter 2: The Evolutionary Process	60
Adapted Framework in Practice	60
P1 – How GLOs See Themselves	60
Phase One: Change Phase	61
Finding the Trailhead	62
Plotting the Course	64
Completing the Adventure	67
Summary	68
B1 – Acting on New Perception	70
Phase Two: Action Phase	70

P2 – How the Community will See GLOs	71
B2 – New Perceptions Lead to Action	72
The Model in Review	73
GLOs as Living-Learning Communities	74
Chapter 3: Program Assessment	77
Why Assessment is Important for GLOs	78
Developing an Effective Assessment Plan	79
What is the Issue at Hand	81
What is the Purpose of the Assessment	81
Identifying Criteria for Individual Departments	82
Who Should be Studied	82
How the Samples will be Identified	83
Identifying the Target Population	84
Finding a List of the Target Population	84
Selecting the Sample	85
What is the Best Assessment Method	85
How Should the Data be Collected	86
Establish a Timeline for Collecting Data	87
What Data Collection Instrument should be Used	88
How Should the Data be Analyzed	89
How Should the Data be Reported	90
General Assessment Recommendations	90
Tips for Implementing Successful Assessment Programs ...	91
Challenges to be Mindful of When Assessment Planning ...	92
Final Word on Assessment	93
Chapter 4: Conclusion and Final Thoughts	95
Limitations	96
Potential Benefits of Adopting the New Model	97
Implications Practice and Future Research.....	99
Final Considerations	100
End Notes	101
References	102
Appendix	111

LIST OF FIGURES

FIGURE 1: Matthews et al. (2009) Espoused and Enacted Values Congruence	9
FIGURE 2: Greek Student Persistence Comparison (Lake, 2005)	31
FIGURE 3: Learning Community Categories (Lenning & Ebbers, 1999)	40
FIGURE 4: Berger & Milem's (1999) "Behavior – Perceptions – Behavior" Cycle	52
FIGURE 5: Adapted "Perceptions – Behavior – Perceptions – Behavior" Cycle	56
FIGURE 6: Thomas and Cross' (2007) Organizational Typologies	57
FIGURE 7: Proposed Adapted Framework with Two Phases	61
FIGURE 8: Three Steps of the Change Phase	62
FIGURE 9: AB Fraternity Completes Step One of the Change Phase	64
FIGURE 10: AB Fraternity Completes Step Two of the Change Phase	66
FIGURE 11: AB Fraternity Completes Step Three of the Change Phase	69

Preface

My interest in this particular research topic is deeply seeded in my membership in the Greek community. I was a founding member of the Xi-Chi Chapter of the Kappa Sigma Fraternity at the University of Northern Colorado. I served my home chapter as the first Grand Master or President (a position I held from the beginning of the spring semester of 2003 through the end of the fall semester of 2004). I also served on the Interfraternity Council as the Vice-President for Recruitment. Following my graduation, I relocated to the Midwest and became involved as an Assistant Alumnus Advisor at the Xi-Zeta Chapter at Northwest Missouri State University. When my family chose to return to Colorado, I again answered the call to service and was appointed as the Assistant District Grand Master for Volunteer Recruitment for the entire state of Colorado.

Following the fraternity's national convention in the summer of 2007, I was appointed to serve on two international commissions. The first was geared towards recruiting volunteers in the Western United States (Area 5 Coordinator for the Volunteer Recruitment Commission). Since that time this commission has been changed to the Volunteer Commission and in the fall of 2009 I was appointed to serve as Development and Recruitment Deputy Commissioner on this commission and am now responsible for overseeing the recruitment of volunteers in all Kappa Sigma districts west of the Mississippi. The second international commission position that I was appointed to serve on was as a support for new colonies that are established (or reestablished) at colleges

and universities west of the Mississippi river (Deputy Commissioner for the Colony Development Commission). This commission was also involved in a restructuring, but my duties have not changed.

In the fall of 2007 I became the Alumnus Advisor (or lead advisor) for a new colony that was started at the University of Colorado, Colorado Springs. I held this position until the summer of 2008 when I was appointed to the position of District Grand Master or District President, a position I still hold. In this position I am responsible for overseeing the conduct and day-to-day activities of four Kappa Sigma Chapters in Northern Colorado (these chapters are located at the University of Colorado at Boulder, Colorado State University-Fort Collins, the University of Northern Colorado, and the Colorado School of Mines).

This involvement on the local, district and international levels of the fraternity has given me a unique insight into the current state of the Greek system. I have worked with undergraduates, members and independents alike; alumni, administrators, community leaders and a variety of other constituencies who are involved with, or at least influenced by, Greek-Letter Organizations (GLOs). Some of the assumptions and perceptions that will be reported in this paper will be from my own personal observations of the current Greek landscape. The first of which is evidenced in the title. The word “Frat” often carries with it a derogatory connotation. The “frat” boy parties of the past have led to the damaged notion of what it means to be a fraternity man in the modern climate. “Frat” is, in my opinion, a word that does not accurately represent what the modern fraternity man or sorority woman is bringing to the table. For this reason, I have entitled this paper,

From Frat to Fraternity to place a greater emphasis on the evolutionary change from the hard partying days of old. I hope that this work will spark future discussion and research as to the need for real, measurable change in the way that GLOs are doing business in North America.

CHAPTER 1: INTRODUCTION

“Since the first institutions of higher education were founded, students have formed groups to feel that they belong and have a community” (Whipple & Sullivan, 1998, p. 7). This desire to come together with others who possess similar value structures and commonalities is what helped to create the modern fraternity and sorority structure. Greek-letter organizations (GLOs) have been a fixture on American college campuses since Phi Beta Kappa (ΦBK) was established on the campus of William and Mary College in 1776 (Brown, 1923), and although today ΦBK is strictly an academic honors fraternity, many of the facets of the modern general fraternity still draw from the traditions that ΦBK began. These traditions include such elements as organizational names composed of Greek letters (typically two or three), secret rites and rituals known only to initiated members which unite the brotherhood or sisterhood behind common values and beliefs, as well as unique fraternity or sorority badges worn only by initiated members (Whipple & Sullivan, 1998). GLOs were initially modeled after ancient Greek empire societies with Masonic tendencies (Mauk, 2006). GLOs are considered to be an undergraduate student subsection because of several identifiable traits: their members are in constant contact, the loyalty between members can make the organizations susceptible to group influence, there is a clear distinction between members and non-members, members of the same organization typically share the same or similar values, and older

more experienced members instruct new members on organizational norms and behaviors (Matthews, Featherstone, Blunder, Gerling, Lage, & Messenger, 2009).

Collegiate life early, in the United States, was often tedious and many of the students, who were all typically white men, aspired to join the clergy or become religious teachers upon their graduation (Whipple & Sullivan, 1998). However, as the population of students grew more diverse, and social interactions moved more into the mainstream, many of the debating and literary societies that had sprung up on college campuses transformed into social fraternities. The uniqueness of the different fraternities that evolved had much to do with the uniqueness of the students they were designed to serve (Whipple & Sullivan, 1998). Even today, there is practically a GLO for almost any type of students, seemingly tailored to meet that student's individual needs; the different types of GLOs will be discussed later in this section.

GLOs are adaptive and able to change when faced with great challenges and adversities, as membership numbers have ebbed and flowed over the years, GLOs have been able to change to meet the needs of the current student population (Mauk, 2006); several of these evolutionary achievements will be discussed later in the section. This ability to evolve has established GLOs as some of the oldest institutions in North America (Whipple & Sullivan, 1998). In fact GLOs are "older than the constitutions of every government in the free world; thirty-seven US states; all but fifteen American colleges and universities, the democratic and republican parties, and almost every other American institution from baseball to Bruce Springsteen" (Egan, 1985, p. 1). GLOs have continued to be successful not only because of their ability to adapt but also because of

their ability to unite students from different backgrounds behind a common purpose (Anson & Marchesani, 1991). GLOs also offer their members a proven support network, especially to those just starting their college careers, by providing the following: a support structure to help people adjust to college, academic support, leadership opportunities, encouragement to be involved on campus and in the community, importance of giving of oneself, intercollegiate contacts that can expand horizons, and later career opportunities through the expansive alumni networks (Anson & Marchesani, 1991).

GLOs are seen by many as an essential part of the collegiate experience, giving students an opportunity to find support within a smaller social network. John Oswald, former president of Pennsylvania State University, once stated that fraternities and sororities are “island(s) of smallness on the large ocean that is the college campus” (Anson & Marchesani, 1991, p. xi). GLOs have been successful, integral entities on college campuses for over 230 years (Brown, 1923). However, over the last 40 years, the number of students interested in joining GLOs has slowly declined. In 1967, 34.7% of all incoming freshmen were interested in going Greek, by 2005, that percentage had plummeted to 10.4% (Mauk, 2006). While no specific research has been found that targets the causes of this decline directly, one major factor that is commonly attributed to this drop is the current desire of college students to obtain a meaningful and fulfilling postsecondary experience. “Fewer students now seem inclined to shell out hundreds of dollars in dues to be part of a system that has a reputation for physically abusing pledges, engaging in offensive campus activities, and in some cases endangering members’ lives

with excessive drinking” (Reisberg, 2000, p. A 59). Reisberg (2000) continues by summarizing that more students are also paying for their own education and working jobs to support themselves, leaving less time for extracurricular activities, and there are also many more student organizations for students to choose from. However, the strongest anecdotal contributing factor to this decline is that students are no longer looking for the drunken, party-all-the-time lifestyle portrayed in John Landis’ 1978 hit, *Animal House* (Landis, 1978). Often many of these groups that perpetuate the stereotypes portrayed in this movie are being ostracized and many of them have been closed by their intern/national headquarters or by the university administration (North American Interfraternity Conference, 2010).

GLOs are still seen by many as the “frats” they associate with the *Animal House* (Landis, 1978) movie, although they have evolved into so much more (Anson & Marchesani, 1991). These organizations have always claimed to add to the overall development of their members, but until recently little hard data has been collected to sustain this assertion (Hayek, Carini, O’Day, & Kuh, 2002). This paper identifies a potential problem with the ways in which GLOs are currently operating and calls for the adoption of a new way of doing business for GLOs on the local, national and international levels. Now more than ever, it appears that college students are coming to school for different reasons than they did in years past (Elam, Stratton, & Gibson, 2007). For example, millennial students, which make up a majority of the current undergraduate college student population, come to the table with different wants and needs than their counterparts from previous generations (Elam, Stratton, & Gibson, 2007), which is why

an understanding of this population is vital to any discussion about the current state of any collegiate organizational structure; more information about millennial students will be presented in a later section. While the Greek system has evolved over time to meet some of the changing needs of these students, there is still a gap between the perceived and actual benefits membership in GLOs offer students (Hayek et al., 2002). This has caused a dramatic drop in membership (Mauk, 2006), an excruciatingly negative public opinion about GLOs in general, and also a negative perception about what it means to be “Greek” (Hayek et al., 2002). This is important to a number of Greek students and alumni throughout North America. It is also important to the many large national organizations that are represented on a variety of different campuses as well. Because as membership numbers continue to drop, the viability of these organizations comes into question. If we, as Greek leaders, are not able to show why what we do is important, then our organizations become vulnerable and may continue to decline, or even be removed from their long-standing position as one of the staples of the North American collegiate experience.

The purpose of this paper will be to present an evolutionary model to help current alumni and undergraduate GLO members find ways to exploit the benefits of membership in their organizations while at the same time diminishing the negative factors associated with this membership; laying the groundwork for the next evolution in the history of GLOs as we move into the 21st century. This model will suggest a movement towards aligning GLOs more closely with living-learning communities, as they do share many of the same qualities, a wholesale system-wide change to the current

ways in which most large GLOs are currently doing business. At times it seems that GLOs are resting on their laurels and doing the same things they have always done, unwilling to step outside of the box and finding unique ways to bring their espoused and enacted values closer together, showing the general community that being a member of a GLO is more than just having an active social and partying schedule.

According to Callais (2005), “fraternities and sororities must have congruence between their actions and their stated purpose and mission” (p. 33). One recent study (Matthews et al., 2009) set out to find linkages between the espoused and enacted values of fraternities and sororities. The study found that while many, if not most, of the missions and creeds of GLOs are in line with university beliefs, many actions that GLO members exhibit are in clear contradiction to those espoused virtues (Matthews et al., 2009). Matthews et al. (2009) define values as “espoused as well as the enacted ideals of an institution or group and serve as the basis on which members of a culture or subculture

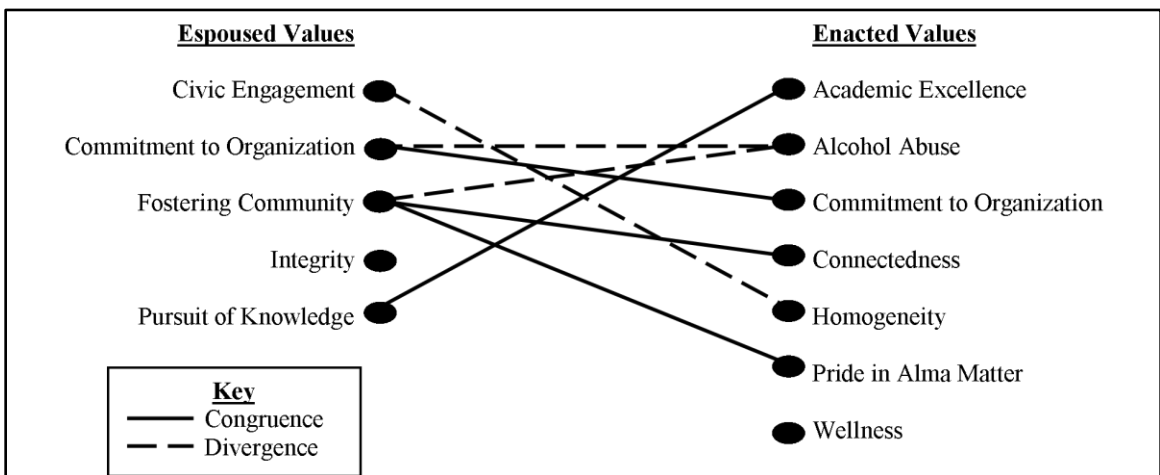


Figure 1. Matthews et al.’s (2009) Espoused and Enacted Values Congruence Findings

judge situations, acts, objects and people” (p. 6). Espoused values are those that the organization asserts to aspire towards, whereas enacted values are the actions of the membership of the organization, while ideally these should be in congruence, it is unfortunately not always the case (Matthews et al., 2009). Enacted values are communicated by the repeated behavior and speech of group members (Matthews et al., 2009).

The findings of the Matthews et al. (2009) research suggest that while the espoused and enacted values of GLOs may be in some congruence in some areas, many other areas are divergent. This is especially risky for GLOs because incongruent activities are risky to the organizations because they jeopardize the safety and security of the members of the organization and of those whom they contact (Matthews et al., 2009). The research found five categories of espoused values: civic engagement, commitment to organization, fostering community, integrity, and pursuit of knowledge; and found seven enacted values: academic excellence, alcohol abuse, commitment to organization, connectedness, homogeneity, pride in the alma matter, and wellness (Matthews et al., 2009). Figure 1 shows the congruent and divergent connections between these espoused and enacted values that were found in this study (See Figure 1).

For true system-wide change to be possible, there must be buy-in from all levels of the GLOs as well as the campuses with which they are involved. GLOs must find ways to enhance the congruence they have between these values and also address their incongruence (Matthews et al., 2009). Enacting change will be difficult if the students and organizations they are involved in do not want the change to happen. This buy-in

must extend to include the general members of these organizations, their national governing boards, as well as professional Greek life staff on campuses across the United States and Canada. These professionals are important pieces of this evolutionary puzzle because they will be the support structures which will hold together this new system as it gains widespread support. Other campus officials will be an integral part of this evolution as well. They will be on the ground helping students find the resources they need to affect change and will need to have an idea about the direction that is being sought out and why the change of course is necessary. This paper is presented to each of these groups, because change will be increasingly dependent upon the interactions of these entities.

The central question that will guide this paper is: “How can GLOs successfully evolve to meet the needs of the modern collegiate student by adapting themselves to organizations that share similar traits with current living-learning communities in order to enhance the overall collegiate experience for undergraduate students in a positive way?” This work has been designed to inform the ways in which modern GLOs are perceived on campuses throughout North America by first adapting the ways they perceive themselves. Then utilizing these new self-perceptions, GLOs can adapt their behaviors and become more productive and supportive of the campus community and the general communities in which they are immersed. This, in turn, could change the ways in which the public perceives GLOs and may influence incoming undergraduate students to give Greek Life a try early on in their collegiate careers. Research has shown (Berger & Milem, 1999) that students who are involved in their campuses early in their collegiate experience are more likely to be involved throughout their time in college and more likely to persist.

Hopefully this discussion will help to ignite true, system-wide change that will not only be better for the public face of these organizations, but could also make them better organizations in general. This wholesale change could provide a model for current GLOs which could establish new ways of life for their members, their national organizations and Greek-life offices throughout the US and Canada.

The living-learning community (LLC) model has been chosen because of its current widespread acceptance on college campuses (Bowling Green State University, 2009). LLCs have also proven to be beneficial to students who are a part of their programming (Zhao & Kuh, 2004). GLOs and LLCs also have several things in common. For example students, typically with common interests, live together in residence halls or Greek houses and call on other members for support using unique resources only available to their members (Zhao & Kuh, 2004; Lennings & Ebbers, 1999; Whipple & Sullivan, 1998). The similarities between these two entities provides an opportunity to bring these concepts together and create a model of GLO evolution that provides educationally significant opportunities for Greek students.

As a theoretical framework, I will be using the “behavior-perceptions-behavior cycle” model proposed by Berger & Milem (1999), which will be explained in more detail in a later section. I will use this framework, with the addition of a preceding “perceptions” phase, and two additional support phases to propose a model of GLO evolution moving current groups towards living-learning communities as well as becoming fully integrated into their campus communities, and the larger general community. Hopefully the adapted framework and the evolutionary model that is

presented will demonstrate that through this change, GLOs may be able to reclaim their dominant positions on college campuses and provide an avenue for college students to get involved early in their collegiate careers which is likely to influence their persistence throughout college with less stop-outs and drop-outs (Berger & Milem, 1999).

This paper will go through each component of a model designed to help GLOs transition to organizations that more closely resemble LLCs. In the remainder of the first chapter, and prior to the development of the proposed model, GLOs will be introduced in more detail. This discussion will include different types of GLOs as well as information related to GLO evolution and the benefits, potential setbacks and implications of GLO membership. LLCs will then be discussed to provide a common knowledge base as to their history, classification and implications. As the chapter continues to provide background information, the next area that will be covered are millennial students. Again, general information is provided to establish a common level of understanding. The theoretical framework, an adaptation of the work of Berger and Milem (1999) is then presented to support the model and the remainder of the paper. The chapter concludes with a discussion of Thomas and Cross' (2007) organization typologies and how they relate to the concept of GLOs and LLCs.

Chapter two is where the model is described in detail and the overall process for its implementation is discussed. Extra effort was taken to include an example using a fictional GLO to demonstrate how an organization might move through the process. GLOs are then discussed in the context of LLCs as well. The main focus of chapter three is assessment. After the program has been introduced, and prior to it being fully in place,

it is important to develop a solid assessment plan. This plan can be used prior to, during, and following the implementation of the programming associated with this model to gauge effectiveness. Using Schuh's (2009) eight framing questions, an intentional collaborative assessment plan comes together in the form of a best practices list; a sample assessment tool is then presented in the appendix.

The concluding chapter brings everything together and discusses the next steps in this process. It highlights how the proposed plan can benefit students, GLOs and campus communities alike. Limitations as to the proposed model and currently available research is also discussed and suggestions for future work are presented. The paper concludes with a discussion about personal reflections associated with this work and implications for future work as a practitioner.

Reader Considerations

Similar to other papers that have been presented on this topic, the terms GLOs and "Greeks" will be used interchangeably as reference to general fraternities and sororities on American collegiate campuses, not as reference to students who are from Greece, in professional fraternities, recognition societies, multicultural fraternities or honors societies; these different types of GLOs will be discussed in the following section. While it is not felt that these types of organizations would not benefit in some respect from some interpretation of the model that will be presented, it is felt that general fraternities and sororities would benefit most from this materials. Since a majority of the research done on this topic looks at members of GLOs versus non-members (independents), the term "Greek students" will refer to both the male and female

members of GLOs, when a distinction between gender is made in the research, the correct expression will be used (Mauk, 2006).

Types of GLOs

There are a variety of types of GLOs that exist on college campuses in North America today. The main types of organizations are general male fraternities, general female fraternities/sororities, professional fraternities, honor societies, recognition societies, and multi-cultural fraternities and sororities (Anson & Marchesani, 1991; Sims, 2006; NPHC, Inc. – About Us, 2007; Torbenson & Parks, 2009). Multicultural groups will include traditionally African-American groups, Latino/a groups, Asian groups, Native American groups and groups for students who are LGBTIQ (Torbenson & Parks, 2009). Unfortunately, the large umbrella organizations that oversee these organizations were not willing to share any of the demographic information they collect about their member organizations, if they collected that information at all; many do not.¹

General male fraternities.

General fraternities are commonly referred to as “social” fraternities (Anson & Marchesani, 1991). However, this is often a mistaken understanding of the word social in this context. Originally, fraternities were intended to help “socialize” their members and show them how to properly handle their futures in society (Anson & Marchesani, 1991). General or “social” male fraternities refer to organizations that are: single-sex in nature,² not limited to any one specific academic area, mutually exclusive (meaning you cannot belong to more than one general fraternity), self-perpetuating (each organization is

responsible for recruiting their own membership), drawn mainly from the undergraduate student population, designed to enhance the overall collegiate experience, and provide organized social activities for its members (Anson & Marchesani, 1991). In North America general fraternities are overseen by a variety of umbrella organizations, the largest is the North American Interfraternity Conference (NIC), others include the Association of Fraternity Advisors (AFA) and the Fraternity Executives Association (FEA) (Anson & Marchesani, 1991).

General female fraternities/sororities.

The same clarification between general and social organizations holds true for female organizations as well. These organizations have similar traits as compared to their male counterparts, except they are meant exclusively for female students. The one major addition to these traits is that most of these organizations have a stated commitment to work with the college or universities they are a part of, whereas male general fraternities typically do not explicitly state that fact, it is simply implied (Anson & Marchesani, 1991).

The origins of modern female fraternities and sororities are held in contention by many, because of the differences between the first female organizations (Anson & Marchesani, 1991). Many consider the first sisterhood to be the Adelpian Society (founded in 1851 at Wesleyan Female College) which later took the Greek letters Alpha Delta Pi (ΑΔΠ) in 1905. Pi Beta Phi (ΠΒΦ) started in 1867 at Monmouth College, as the first organization of college women established as a college fraternity. Kappa Alpha Theta (ΚΑΘ) is regarded as the first Greek-Letter Society for women as that organization

was founded in 1870 at Indiana Asbury College (which is now DePauw University) (Anson & Marchesani, 1991). Originally all female organizations were called fraternities because no other word existed for them to use. In 1882 an advisor for the Gamma Phi Beta (ΓΦΒ), who was a Latin professor, coined the term “sorority” because she did not feel it was appropriate for female organizations to call themselves “fraternities”. Most national organizations had already been established as fraternities and in 1909 the National Panhellenic Conference (the main umbrella organization for general female groups) revised their constitution to use “fraternities”, something that remains through today (Anson & Marchesani, 1991).

Professional Fraternities.

Professional fraternities are different from general organizations in several areas. First they are not single-sex organizations, all professional fraternities are coeducational. They are also limited to a specific course of study (Anson & Marchesani, 1991). Similar to general organizations, they are mutually exclusive within their field, but not across domains or within general organizations. In other words, a student can be a member of a professional fraternity and a general fraternity, but not a member of two medical fraternities. Their main purpose or goal is designed to promote professional competency and achievement and, therefore, they typically have strict academic requirements. There is a large emphasis on professional development, both for current undergraduate/graduate members, but for alumni members as well. Because of their integration into specific academic domains, these organizations also will typically have a large amount of faculty

support (Anson & Marchesani, 1991). The major umbrella organization for professional fraternities is the Professional Fraternity Association (PFA).

The first professional fraternity to have a formal history was Phi Delta Phi ($\Phi\Delta\Phi$), a legal fraternity that began on the University of Michigan campus in 1869. The University of Michigan is considered by many as the “mother” of professional fraternities because a large number of them were founded on that campus in Ann Arbor, Michigan (Anson & Marchesani, 1991). Some of these include four medical fraternities: Nu Sigma Nu ($N\Sigma N$), Alpha Kappa Kappa (AKK), Phi Chi (ΦX), and Phi Rho Sigma ($\Phi P\Sigma$); as well as three dental fraternities: Delta Sigma Delta ($\Delta\Sigma\Delta$), Chi Psi Phi ($X\Psi\Phi$), and Psi Omega ($\Psi\Omega$) (Anson & Marchesani, 1991).

Honor societies.

Honor societies confer membership upon their members without solicitation and regardless of any other type or group membership or affiliation in any other organization (Anson & Marchesani, 1991). These organizations do not typically organize any events for their members, they are meant solely as a form of recognition for outstanding scholarship, or to recognize leadership, character and citizenship. The first honor society is the Tau Beta Pi (TBPi) Society which is an engineering society for men that began in 1885 at Lehigh University (Anson & Marchesani, 1991).

Recognition societies.

These are similar in nature to professional fraternities because they recognize students who have the same general interests in the same field of study (Anson & Marchesani, 1991). The major difference is that recognition societies often do not have a

clearly defined goal or mission. The first recorded recognition society is Gamma Alpha (ΓA) and it began in 1899 at Cornell University.

Multicultural fraternities and sororities.

There are a variety of multicultural fraternities and sororities that will be discussed in this section; they include African-American organizations, Latino/a organizations, organizations for Asian students, Native American organizations and organizations for students who are gay, lesbian and/or bisexual.

African-American fraternities and sororities.

Black fraternities and sororities have a rich history on American collegiate campuses (Sims, 2006). The first such organization was a local fraternity, Alpha Kappa Nu (AKN) and it was founded at Indiana University in 1903. This organization was formed in an effort to give black students a voice on their campus and in the community, unfortunately this groundbreaking organization was closed in 1911 (Sims, 2006).

The oldest African-American fraternity that is still in existence is Alpha Phi Alpha (ΑΦΑ), founded in 1906 at Cornell University (Sims, 2006). This organization was formed to serve as a study and support group for Black students who were feeling the effects of racial discrimination on their campuses, and in their everyday lives. This organization has evolved into an organization which is dedicated to taking on the many injustices that still exist in today's society (Sims, 2006). The first African-American sorority is Alpha Kappa Alpha (AKA), whose first chapter was founded at Howard University in 1908. This organization was established to help enrich the social and intellectual aspects of college, but has evolved into an organization whose main efforts go

towards improving the socioeconomic conditions in their respective cities and states (Sims, 2006). Kappa Alpha Psi (ΚΑΨ) was the first Black fraternity to expand to multiple campuses, the home chapter being established at Indiana University in 1911. The umbrella organization for African-American fraternities and sororities is the National Pan-Hellenic Council Incorporated and is made up of nine organizations. The “Divine-Nine” (NPHC, Inc. - About Us, 2007) include: ΑΦΑ, ΑΚΑ, ΚΑΨ, Omega Psi Phi (ΩΨΦ), Phi Beta Sigma (ΦΒΣ), Delta Sigma Theta (ΔΣΘ), Zeta Phi Beta (ΖΦΒ), Sigma Gamma Rho (ΣΓΡ) and Iota Phi Theta (ΙΦΘ)².

Latino/a fraternities and sororities.

Over 35 Latino/a Greek-Letter Organizations (LGLOs) have been established in the United States (Muñoz & Guardia, 2009). The successes of these organizations have served as a great catalyst for Latino/a student success across the country. They represent the largest and fastest-growing minority group in the United States, however, their representation in higher education has not kept up with the growing Latino/a population. One of the many reasons that LGLOs have continued to flourish on college campuses is because they provide a safe haven for Latino/a students to come together to discuss their needs, wants and values (Muñoz & Guardia, 2009).

LGLO expansion can be characterized by three phases, the first phase (*El Principio* or the beginning) lasted from 1898-1980; the second phase (*La Fuerza* or the force) from 1980-1990; the third phase (*La Fragmentacion* or the fragmentation) lasted from 1990-2000; and the final phase (*Adelante* or moving forward) started in 2000 and continues today (Muñoz & Guardia, 2009). Each of these phases has unique

characteristics and important milestones that took place. During the *Principio* phase the birth of LGLOs took place. Some organizations can trace their history back to the late 1800s. An elite group of Latin American students organized the Union Hispano Americana (UHA) at Rensselaer Polytechnic Institute in Troy, New York. Although not a GLO at its beginning, the organization espoused values similar to fraternal organizations. UHA expanded beyond the campus in Troy with “secret societies” popping across the country (Muñoz & Guardia, 2009). UHA merged with Pi Delta Phi (ΠΔΦ) and Phi Lambda Alpha (ΦΛΑ) to become a singular ΦΛΑ in 1921. ΦΛΑ later merged with Sigma Iota (ΣΙ) to form Phi Iota Alpha (ΦΙΑ) at Louisiana State University in 1931. ΦΙΑ alumni have been some of the most influential Latinos in history including two former presidents of Columbia, one former president of Honduras, as well as one past-president of Panama. ΦΙΑ is the only LGLO whose alumni have gone on to be presidents of Latin and South American countries (Muñoz & Guardia, 2009).

Although there was no expansion of LGLOs in the United States from the 1930s through the 1950s, two organizations were founded in Puerto Rico (Muñoz & Guardia, 2009); the Phi Zeta Chi (ΦΖΧ) fraternity in 1958 and its sister organization, Eta Phi Zeta (ΕΦΖ) sorority in 1969. The first Latina-based sorority, Lambda Theta Alpha (ΛΘΑ), was founded in the United States at Kean College (now Kean University) in New Jersey in 1975 (Muñoz & Guardia, 2009).

The second phase of LGLO expansion brought a renewed energy to the growth of these organizations. The three key events that define this stage are the founding of the first LGLO on an Ivy League campus (Lambda Upsilon Lambda (ΛΥΛ) at Cornell in

1982); the founding of a growing number of LGLOs outside of the New York/New Jersey region, where most had been founded up to this time (Alpha Psi Lambda Fraternity (ΑΨΛ) at Ohio State University in 1985 and Lambda Theta Nu Sorority (ΛΘΝ), at California State University – Chico in 1986); and LGLOs being started in the Midwestern United States, a new region for LGLO expansion (Sigma Lambda Beta (ΣΛΒ) in 1986 at the University of Iowa and Kappa Delta Chi (ΚΔΧ) at Texas Tech University in 1987) (Muñoz & Guardia, 2009).

The fragmentation of the third phase was brought to light but the large number of LGLOs that were established during this time, two fraternities and seventeen sororities (Muñoz & Guardia, 2009). One of the main reasons why so many organizations began emerging is because there was little or no communication between the local groups. Thusly, instead of simply adding new chapters of existing LGLOs on new campuses, groups of students simply started their own organizations. Seeing a need to bring together LGLO efforts, two national governing bodies were founded in this phase; the Concilio Nacional de Hermandades Latinas (National Council of Latino Brothers and Sisters, or CNHL) was founded in 1991 and the National Association of Latino Fraternal Organizations (NALFO) in 1998. These organizations considered merging in 1999, but decided not to and the CNHL was not able to remain open while the NALFO flourished and still remains active today (Muñoz & Guardia, 2009). The final phase examines how the LGLOs can move forward. This is an exciting time for these organizations. They are using technology to expand and increase awareness of their efforts, establishing strong

national partnerships and seeing that the issues of Latino/a students are kept in the forefront, especially through the efforts of the NALFO (Muñoz & Guardia, 2009).

Asian American fraternities and sororities.

From 1916 to 1970, there were only seven Asian American Greek-Letter Organizations (AAGLOs). The first was Rho Psi (ΡΨ) which was founded in 1916 by a group of Chinese men at Cornell University (Chen, 2009). ΡΨ later went on to establish chapters across mainland China, Taiwan, and Hong Kong. In an effort to be more inclusive, ΡΨ became the ΡΨ Society in 1976 and opened their doors to women. ΡΨ Society was an oddity among AAGLOs in that it was founded on the East Coast of the United States, the majority of these organizations were founded in the Los Angeles and San Francisco Bay areas of California, the geographic centers for Asian American individuals at that time. The first AAGLO founded in California was Pi Alpha Pi (ΠΑΠ) in 1926 at the California State University at Berkeley. The first Asian American sorority, Chi Alpha Delta (ΧΑΔ), appeared at UCLA in 1928. This AAGLO catered to Japanese American women and, like many of the Japanese organizations, was forced to close during World War II as millions of Japanese Americans, including students, were forced into internment camps. ΧΑΔ, along with many of the other GLOs that were forced to closed, reopened after the war (Chen, 2009).

The majority of AAGLOs were formed because of the harsh racial exclusion that many Asian American students experienced on college campuses, especially prior to the civil rights movement in the United States (Chen, 2009). These students wanted to create safe havens to openly share ideas and to be able to socialize. Even after racial

desegregation, AAGLOs continued to be established, and these new groups were more panethnically Asian rather than being for students from specific countries as were many of the first organizations. The term Asian American was coined in the late 1960s as the second and third generations of Asian American students were enrolling in college, and realizing that they had much more in common than they originally thought. The largest current AAGLO is Lambda Phi Epsilon ($\Lambda\Phi E$) which was founded in 1981 at UCLA. $\Lambda\Phi E$ has 46 chapters and colonies across the United States. Alpha Kappa Delta (AKD; founded at Cal-Berkeley in 1989) is the largest Asian American sorority, with 38 chapters and colonies across the continent. Due to a rising Asian American college student population, the number of AAGLOs has more than tripled since 1990, however there is currently no umbrella organization to oversee AAGLO operations on the national level (Chen, 2009).

Native American fraternities and sororities.

There are currently six Native American Greek-Letter Organizations (NAGLOs); three sororities and three fraternities with 21 active, graduate and provisional chapters across the United States (Kelly, 2009). NAGLOs did not get this start until 1994 when Alpha Pi Omega ($A\Pi\Omega$) was founded at the University of North Carolina – Chapel Hill. This sorority was founded by four women who were looking to build a support network for Native American women on their campus. Influences of Native American culture are prevalent in this organization, for example the four women who founded $A\Pi\Omega$, represent the sacred number four and the four elements of earth, air, fire and water. These four women from the Lumbee tribe are known as the *Four Winds* (Kelly, 2009).

One of the main struggles that many Native American women face on campuses is attrition. Many of these students have never been away from home and are not prepared for the rigors of collegiate life (Kelly, 2009); one of the main goals of ΑΠΩ was to provide support to these women so they would be able to stay in school. The second Native American sorority, Sigma Omicron Epsilon (ΣΟΕ) was founded for similar reasons in 1997 at East Carolina University. For ΣΟΕ the number seven is significant and can again be seen across the fabric of the Order. The third and youngest Native American sorority is Gamma Delta Pi (ΓΔΠ) and it was established at the University of Oklahoma at Norman in 2001. Five women from various tribes, known as the *Five Changing Women*, came together to establish ΓΔΠ (Kelly, 2009).

Two Native American fraternities each claim to be the first. Sigma Chi Nu (ΣΧΝ) was founded at East Carolina University in 1996 and Phi Sigma Nu (ΦΣΝ) was established at the University of North Carolina – Pembroke in the same year (Kelly, 2009). The point of contention is that ΣΧΝ was not incorporated until 2003. Nonetheless, members of each submit that it does not necessarily matter who came first, but that the avenues that were created for these men to come together are the most important. ΣΧΝ was named as such because of the group of men that had formed before they took Greek letters, the *East Coast Natives*. ΣΧΝ membership was not limited only to students at East Carolina, students from nearby Pitt Community College were also invited to join (Kelly, 2009). ΦΣΝ was started at UNC-Pembroke as a way to bring Native American men of different backgrounds together. These men are driven to be diverse by values of leadership, wisdom and unity, and are reflective of the school's mission. The third and

youngest Native American fraternity is Beta Sigma Epsilon (BSE) and was founded at the University of Arizona in 2000 by two Navajo students. This organization was founded because retention rates of Native American men dropped nearly 20% from 1989-1996; similar to why most of the Native American sororities were founded (Kelly, 2009).

Overall, Native American Greeks are taking a stand against many of the negative stereotypes placed on their culture and the Greek student body as well (Kelly, 2009). They call strongly on Native American traditions and heritage to help provide havens for Native American students and structures of support to help these students succeed in college. These bodies are very good at combining “culture, education and community” (p. 153). To date there is no national body that governs these organizations.

Fraternities and sororities for GLBTIQ students.

Heterosexual norms often guide the actions of most fraternities, programming and behaviors (Yueng, 2009). Beginning in the 1980’s, groups began to appear that challenged these norms and sought to represent the gay, lesbian, bisexual, transgender, intersex and queer (GLBTIQ) student population. The first such organization was Delta Phi Upsilon (DFU) which was founded in Tallahassee, Florida in 1987. This organization set out to offer gay men of color a chance to come together in non-sexual ways. The second, and possibly the most well-known GLO for gay students was founded in Washington, DC in 1987 by men looking to provide a place for gay men to develop broad, nonerotic relationships with other gay men. This organization is Delta Lambda Phi ($\Delta\Lambda\Phi$). And while the members adopted the typical fraternity organizational model, they have made it very clear that they will be open to men of all views, sexual orientations,

colors and creeds. This organization provided a different venue for these groups of men to interact in (Yueng, 2009). Although many have questioned their decision to follow the traditional single-sex fraternity organizational model, much of what they have done has changed the ways in which “brotherhood” is perceived in fraternities. The first GLO that was founded for lesbian women was Lambda Delta Lambda Sorority (ΛΔΛ) at Cal-Berkeley in 1988. There are currently eight GLOs for male GBTIQ students and nine for LBTIQ female students across the United States (Yueng, 2009).

These organizations are alternative in nature not just because of the students they represent, but also because some chapters do not directly affiliate with specific schools. Rather they are established in population centers where GLBTIQ undergraduates, alumni and other community members all join the organizations (Yueng, 2009). That is not to say that all of these organizations do business this way, many of them are important components of college campuses.

History of GLO Evolution

One of the main arguments that supports the ideas proposed in this paper is that GLOs have been able to adapt to changing student needs overtime. Before proceeding forward, it is necessary to highlight some of those historical evolutions. The first of these is evident in the very formation of the modern GLO. These organizations evolved from literary and debating societies of the late 18th and early 19th centuries (Whipple & Sullivan, 1998). These literary and debating societies were first formed because many of the students of the day were dissatisfied with the teaching methods and the lackluster education they felt they were receiving (Anson & Marchesani, 1991). Students formed

these associations to speak freely about the topics of their time. With this newfound freedom, more students began looking for more from their collegiate experiences (Anson & Marchesani, 1991); up to this point the entirety of collegiate life was centered solely on academic endeavors. As the desire of students to become more socially integrated with each other was developed, these foundational organizations evolved from intellectually-centered to fellowship-centered (Anson & Marchesani, 1991), and the modern social fraternity was born.

As the demographics of campus communities diversified, a need for another evolution became evident. In order to meet the needs of a growing body of diverse students, a variety of new organizations began to evolve (Anson & Marchesani, 1991). The once small secrete organizations began to give way to the following types of chapters which began to appear on campuses: traditionally African American fraternity chapters, Canadian chapters, chapters for Jewish students, chapters for Christian students, and non-secrete chapters (Anson & Marchesani, 1991).

With these diverse groups expanding the ranks of GLOs on many college campuses, Greek members saw a need to centralize their efforts and work together to advance their collective best purposes (Anson & Marchesani, 1991). Students were looking for more interaction between the organizations and a common set of campus rules and requirements for individual organizations to adopt and follow. This desire led to the creation of, at first, local Interfraternity Councils (IFCs), which began to appear in and around the year 1870 and later to large international interfraternal organizations including the American Panhellenic Society in 1895, the National Panhellenic

Conference in 1902, and the National Interfraternity Council (later renamed the North American Interfraternity Council) in 1902. As campus organizations, local IFCs gave GLOs the opportunity to send a delegate to represent their chapter on the campus council; often a governing board was elected from the general fraternity membership to oversee the meetings and the actions of the IFC (Anson & Marchesani, 1991).

As GLOs expanded to a multitude of campuses, students were beginning to feel a sense of disconnection between their local chapters and chapters on other campuses. There is even evidence that the only similarity some organizations shared was their name (Anson & Marchesani, 1991). Seeing this need to bring multiple chapters together, GLOs began to form national/international headquarters. Evolving from small local decentralized chapters, to larger centralized national organizations to better meet the needs of their students in regards to programming, recruitment, expansion and other areas (Anson & Marchesani, 1991)

Two evolutions resulted from the United States' involvement in World War II (WWII). First, as national membership levels began to decrease because a growing number of students were being sent overseas, national GLO headquarters expanded their professional staffs in order to provide support for those students who remained at home (Anson & Marchesani, 1991). Some organizations were forced to close their doors, but those GLOs who were able to adapt to these quick drops in membership were able to stay active during this time. As men began to return from WWII, and the GI Bill afforded a more diverse population the ability to attend college, individual GLOs began to realize that they were inherently discriminatory in their recruitment and admittance practices

(Anson & Marchesani, 1991). Many national organizations worked with their local chapters to break down the barriers that were keeping a wider, more diverse population away from these organizations. This evolution helped revive many of the GLOs that struggled through WWII and helped to establish themselves as places where a wide variety of students could feel supported on campus (Anson & Marchesani, 1991)

While this list of evolutionary adaptations that GLOs have made is not meant to be comprehensive, it is meant to demonstrate that overtime GLOs have identified areas where they could better meet the needs of the students involved with their organizations and make the necessary changes to support those needs. This paper will outline current needs of students and hope to provide a model to help GLOs adapt to meet this need.

Membership in GLOs

Benefits of GLO membership.

Current research on the topic of membership in GLOs is somewhat limited, but almost all have pointed towards some benefits of belonging to these organizations. One reason for the lack of research is because the successes that GLO membership affords are much harder to document than their failures (Hayek, et al., 2002). The benefits of membership that have been indentified include: higher persistence and graduation rates, engagement in academically challenging tasks, quality interactions with faculty, involvement in other campus organizations and activities, interactions with more diverse populations, social engagement through community service, higher levels of volunteerism, an increased willingness to donate to charitable organizations, and a higher self-reported satisfaction with the overall collegiate experience (Hayek et al, 2002; Lake,

2005; Ansel, et al., 2007). From the lack of available demographic information concerning these organizations, it is difficult to delineate if these benefits are born from within the GLOs themselves, or if they are a byproduct of privilege. Since most of the anecdotal evidence is devoid of defining cultural characteristics, this paper will move forward under the premise that the benefits are a result of membership within the organizations. Whipple and Sullivan (1998) additionally identify four specific benefits of membership in GLOs: first, due to their unique social engagement (Hayek et al, 2002), members are more likely to volunteer and be civically involved through their adulthood (Whipple & Sullivan, 1998). Second, alumni members are more likely to contribute financially to charitable, non-profit and religious endeavors and do so in larger amounts. Third, active members are more likely to be involved in a wider variety of campus activities and organizations, thus creating stronger ties to the campus and a greater sense of attachment. And fourth, Greek students tend to be more satisfied with their overall social development throughout college when surveyed near their graduation (Whipple & Sullivan, 1998), which might be one of the reasons why Greek students tend to have higher levels of overall persistence (Hayek, et al., 2002; Lake, 2005). The college degree

Persistence Comparison Between Greek and Independent Students

Persistence	Greek Students	Independent Students
to Second Year	91%	74%
to Third Year	83%	66%
to Fourth Year	81%	60%
to Fifth Year	64%	43%

Figure 2. Greek Student Persistence Comparison (Lake, 2005)

has replaced the high school diploma as a mainstay for economic self-sufficiency and responsible citizenship (Kuh, Cruce, Shoup, Kinzie, & Gonyea, 2007), making the need for higher percentages of overall persistence even more important. Lake (2005) conducted a nine-year study of student records at Bowling Green State University and found significant differences in the retention between Greek and independent students (See Figure 2). The study also found that Greek students were three times more likely to graduate within five years and that in general, Greeks graduated in fewer semesters (Lake, 2005). Pike (2000) adds three more important items to the list of the benefits of membership in GLOs. Through his research, he discovered that Greek freshmen report higher interpersonal gains, that Greek seniors report higher gains in general education, intellectual development and interpersonal skills, and that Greeks overall have higher rates of social involvement and general “life” skills development.

Leadership development is an instrumental element of the GLO experience (Dugan, 2008). Chapters are “private, voluntary, self governing entities, students can select an organization’s members, elect their own officers, and administer their own operations” (Boschini & Thompson, 1998, p. 21); in essence, local chapters are a learning laboratory for students to develop and practice leadership skills (Dugan, 2008). This increased opportunity for developing leadership skills in GLOs helps GLO members to be more equipped to not only be leaders on their campuses, but as studies show GLO members have a higher capacity to lead and supervise others (Morat, 2003). GLOs should build on this positive aspect and take a proactive and purposeful approach to leadership development by clearly articulating these goals in their mission or purpose statements, by

supporting leadership development with intentional structures, and by encouraging their members to model good behavior. Members are also be given more opportunities to be involved in additional student organizations where other forms of leadership training might occur (Pike, 2003).

Identifying gaps in the research, Ansel, Pascarella & Seifert (2007) designed a study to look more closely at the benefits of Greek affiliation using the fifth postulate of Astin's (1999) theory on involvement. This postulate states "the effectiveness of any educational policy or practice is directly related to the capacity of that policy or practice to increase student involvement" (p. 519). Through this postulate Astin posits that membership in educationally effective organizations leads to higher levels of involvement and overall success. One of the key arguments that proponents of GLOs cite is the idea that Greek students are more engaged on their campuses through their peer groups (Mauk, 2006). There is a clear positive correlation between being engaged with a peer group and demonstrated positive outcomes (Astin, 1993). Astin (1993) goes so far as saying that "the student's peer group is the single most potent source of influence on growth and development in undergraduate years" (p.398). This influence must be wielded cautiously; indeed, if students can become positively engaged with their peers, they are more likely to be engaged in other social and educational endeavors as well as Ansel et al. (2007) found in their research. They looked specifically at key elements of educationally effective practices, and found Greek students reported significantly higher quality personal relationships, which had a bigger impact on their overall collegiate experience stating that Greek life tends to "facilitate social integration and enhance the

development of close and influential relationships with fellow students” (p. 14). They also found that Greek students were more likely to interact with faculty members and student affairs staff. They also dispelled perceived drawbacks to membership by showing that Greek member and other non-member students show basically the same results when speaking about working on research projects with faculty, time spent preparing for class, number of books read, number of essays completed, number of term papers completed, participation in cultural/social awareness programs, and participation in debate or lecture on current issues (Ansel et al., 2007). Additionally, when compared to non-Greek students, Greeks appear to be equally and sometimes more engaged in academically challenging tasks, active-learning, student-faculty interactions, community service, diversity, satisfaction, and on learning and personal development gains (Hayek, et al., 2002). They also receive more paid internships and tend to take more advantage of study abroad opportunities (Morat, 2003). While these lists of advantages are not meant to be comprehensive, they do highlight the key benefits that a majority of the members of GLOs report experiencing.

Perceived GLO drawbacks

There is one major drawback that is highlighted in the current research on members of GLOs. Greek students, in general, tend to consume more alcohol than their non-Greek counterparts (Mauk, 2006), although additional research has shown that binge drinking could be more of a system-wide problem that might not necessarily be limited to GLOs (Brower, Golde, & Allen, 2003). In addition, two major concerns of initial research into this topic have been disproved through longitudinal research. It was

thought, at first, that Greek students were more sexually active and that they were held back academically because of their membership, but the current research shows that this is not entirely the case (Pascarella, Flowers, & Whitt, 2001). Where some Greek students do show lower academic and intellectual development over the first year of college than other non-Greek students, it has been shown that Greek students will often make up, and sometimes surpass the development of their independent counterparts over the course of the entire collegiate experience (Hayek et al, 2002; Morat, 2003; Pike, 2003; Lake, 2005; & Asel, Pascarella, & Seifert, 1998).

Whipple and Sullivan (1998) identify six key challenges that GLOs face before they can effectually become living-learning communities: diversity, development of critical thinking, alcohol abuse, legal issues, ethical development and chapter standards and expectations. When proponents of GLOs speak of their benefits, the first that is often mentioned is that Greek students are exposed to a variety of diverse students and ways of thinking. Unfortunately, many GLOs are homogeneous in terms of their membership. This can limit the heterogeneity that members experience and the diversity of one's social involvements (Asel, Pascarella, & Seifert, 2007); members of GLOs typically hang out with other members of the same GLO. More work and programming needs to take place for members of these organizations if they wish to truly experience a diverse collegiate experience. This is important to note because diversity in organizations helps members prepare for future experiences in our highly diverse world (Boschini & Thompson, 1998), as the world continues to grow smaller, that need for diverse experiences will grow exponentially larger.

The development of critical thinking is one of the cornerstones of all higher education programs, and it must also be a central focus of the programming of GLOs as well. Students involved in GLOs tend to score lower on critical thinking skills evaluations after the first year of study, however additional research has shown that this deficiency is not as pronounced through the second and third years of college (Pascarella, Flowers, & Whitt, 2001). This shows that joining a GLO early in the collegiate timeline tends to take away from the academic development in the first year because of the high amounts of time requirements typical pledge education programs require of new members; an obvious place where changes need to be made. To combat this problem, GLOs should consider more succinct programming. Instead of engaging new members in lengthy pledge development programming, which at times has little to do with actual pledge development, GLOs should look for alternative methods that are designed to prepare their pledges for initiation only; membership development should occur as an entire group, outside of the pledge development process.

As mentioned previously alcohol abuse is predominant among members of GLOs; as a whole these organizations need to address this issue and put measures in place that can help prevent alcohol abuse and misuse. The main legal issue that faces many GLOs is hazing. Hazing dates back to the medieval universities of Europe, gaining prominence on American college campuses following the Civil War (Anson & Marchesani, 1991). Soldiers returning to school from the battlefield, began hazing new and younger students because that is what they were used to in war (Anson & Marchesani, 1991). Hazing in all forms should be abolished from the traditions of every GLO (Whipple & Sullivan, 1998);

it will take-away from the first year experience and adds to the shortfalls many freshmen Greek students realize after their first year. Hazing is something that no organization that stands on any value can allow to happen on any level. Hazing is fundamentally against every standard that every organization claims to be built upon, “fraternities and sororities were founded on principles of friendship, scholarship, leadership, rectitude and service” (Boschini & Thompson, 1998, p. 22), hazing does not fit into any of those ideals. An organization cannot say that they want to support and develop their community while they are breaking down a key element of that community. A system-wide anti-hazing stance must be taken by every organization that wants to promote interdependent thinking and community. There is more to the change process than just saying you are changed. Actions, activities, programming, and the like must be geared towards showing that the organization not only says they have changed, but has actually changed; working towards a system of congruence between the GLO and the campuses where they are located. It will be impossible for the Greek system to survive apart from, or in opposition to, the campus communities where they are located (Boschini & Thompson, 1998).

GLOs need to again find their original focus and help their members develop cultural appreciation and ethical skills and abilities. Past linkages between value and right and wrong, need to be brought back to light, but also need to take into consideration the modern student and the value system that is currently in place (Whipple & Sullivan, 1998). Lastly, chapter standards and expectations must be set and clearly defined to coincide with stated university values and mission, without losing the individual identity of each GLO (Whipple & Sullivan, 1998; Shanrock, 1998).

Implications

Limitations of the currently available research are not striking, but could prove to be significant over time. For the most part, data has been collected through individual surveys and has not been evaluated longitudinally. The research has also been limited to somewhat smaller sample sizes on individual campuses. More up to date research on the topic has been presented that looks at larger sample sizes on multiple campuses, but at this point it is limited.

Undoubtedly, the most poignant evidence that can be pulled from this sample of research concerning the benefits of membership in GLOs is the positive student engagement element, especially for the benefit of underrepresented populations (Berger & Milem, 1999). It is important to not look solely at the engagement, but also to look into how the engagement on the individual level leads to undergraduate students who are more engaged academically, civically and tend to persist at higher levels. As noted previously (Ansel, et al., 2007; Lake, 2005; Mauk, 2006; Morat, 2003), the linkage between student involvement and persistence is well documented. Students in GLOs are more likely to be involved on campus. One study (Morat, 2003) showed that Greek students in their senior year spend 3.56 hours per week involved in extracurricular activities as compared to 2.19 hours per week for non-Greek students. The student tend to not only be more engaged, but also have developed a strong compliment of skills related to leadership, civic engagement, and social interactions (Ansel, et al., 2007; Hayek et al, 2002; Lake, 2005; Whipple & Sullivan, 1998).

Living-Learning Communities

Living-learning communities (LLCs) as a concept in higher education are not new ideas. They were introduced in the 1920s to create more intimate peer communities and designed to add to the overall collegiate experience and to the development of the college student (Inkelas, Johnson, Lee, Daver, Longerbeam, Vogt, & Leonard, 2006). Alexander Meiklejohn introduced an “experimental college” at the University of Wisconsin (Zhao & Kuh, 2004). This endeavor was short-lived and stands now as simply a residence hall at the university. Other variations of LLCs appeared in the 1960s when higher education administrators were working towards “humanizing” the learning experience. The model of the LLC which we know today emerged in the 1980s, when higher education professionals began recognizing more fully the value of student engagement and involvement inside and outside of the classroom (Zhao & Kuh, 2004). According to the Residential Learning Community International Registry (Bowling Green State University, 2009) there are currently 237 residential learning programs on 90 college and university campuses. The Ohio State University has the most programs of any one school with 32.

In general, Lenning and Ebbers (1999) suggest that learning communities in higher education can be classified into three categories: learning organizations, faculty learning communities, and student learning communities (see FIG.3). Learning organizations are colleges and universities that make conscious decisions to facilitate and promote their own learning and the learning of their faculty, staff and students. Faculty learning communities are intentionally structured faculty groups designed to promote

faculty learning. The third category is student learning communities. These groups are student groups that are intentionally organized to promote student learning (Lenning & Ebbers, 1999). They typically are fairly small groups of students who work together to help their fellow students become well-rounded individuals, usually supported by a faculty advisor (GLOs fit into this last area and use alumni members of their organizations as advisors in place of, or in addition, to a faculty mentor). Student learning communities most closely resemble GLOs and are therefore the focus of this paper.

Within student learning communities, Lennings and Ebbers (1999) identify four main types of LLCs: curriculum learning communities, classroom learning communities, residential learning communities, and student- type learning communities (see Figure 3). Curriculum learning communities exist when students are enrolled in two or more of the same classes at the same time. This creates opportunities for collaboration across the

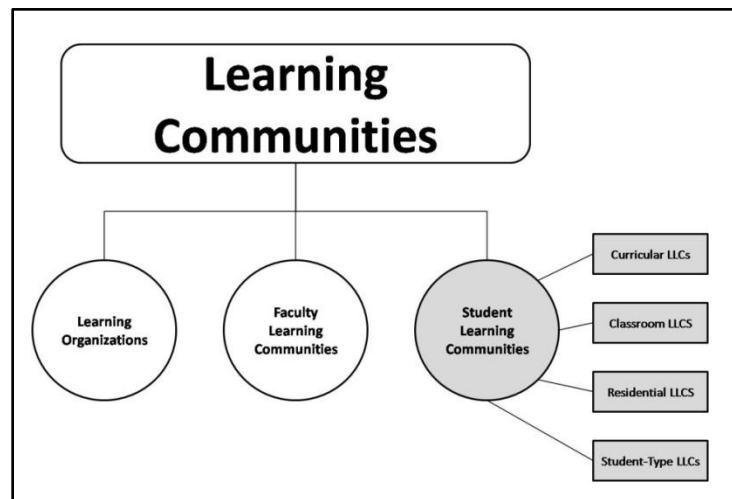


Figure 3. Learning Community Categories (Lenning & Ebbers, 1999)

curriculum and, if the faculty communicate and work together, could develop engaging learning opportunities for the students (Zhao & Kuh, 2004; Lennings & Ebbers, 1999). Classroom learning communities exist when the classroom becomes the focus of the learning experience. Pedagogically, faculty members create an environment where collaborative and team work lead to an overall more beneficial learning experience (Lenning & Ebbers, 1999). Residential learning communities often involve students who live in the same residence hall, often on the same floor, and sometimes take two or more classes together as a unit. This adds out of the class value to the overall experience giving students the opportunity to think critically about their coursework outside of the confines of the typical classroom (Lenning & Ebbers, 1999).

The final type of learning community identified by Lennings and Ebbers (1999) is the student-type learning community. These communities target specific student populations and place them together in both residential and classroom settings. Overall members of these communities, no matter which category they strictly or loosely prescribe to, find benefit from the extra-curricular activities associated with these communities, both socially and academically (Zhao & Kuh, 2004). This involvement helps to build their student perceptions and makes them more likely to be actively involved with the community around them, which adds to the overall college experience as well as the potential for remaining in college (Berger & Milem, 1999; Tinto, 1974; Tinto, 1993; Astin, 1984; & Astin, 1996). Through their involvement, the students' learning process becomes more organic and happens in ways not possible within the limited existence of the college classroom (Zhao & Kuh, 2004).

Inkelas et al. (2006) identify four common characteristics that most all LLCs share: (a) students live together on campus either in designated areas of residence halls or specialized student housing, (b) students typically have the same or similar academic class schedules, (c) the students are able to utilize resources that are available to them in their unique environments that are not available to the rest of the general student population, and (d) LLCs foster and promote social activities that stress academics. There were three other characteristics that emerged in their study: (1) LLCs offer academic services specifically for their members (tutoring, advising, study groups, etc), (2) LLCs provide their students with more opportunities to interact with faculty members, and (3) LLCs provide more structured programming that promotes substantive interactions with other peers through community services projects, cultural outings and in-hall programming.

In general all LLCs strive to achieve two main goals, both focused on connections that students make with the material they are learning and with the peers they are interacting with (Zhao & Kuh, 2004). The first goal is to help students find connections across the educational disciplines, which is one of the main reasons students in these communities are often enrolled in at least two or more academic areas. The second goal is to help students build connections with the peers they see on multiple daily occasions. Through the achievement of these goals, students are able to find their own “voice”, and establish themselves as integral components of the larger learning community (Zhao & Kuh, 2004), they see value in their existence, making them more likely to be involved and persist (Berger & Milem, 1999). Ultimately it is not important what type of a LLC a

student is a part of, the important idea is that students are exposed to some variation of this concept, because research has proven that some involvement in these types of communities are better than no involvement at all (Zhao & Kuh, 2004).

Benefits of LLCs

Almost all learning communities have at least two things in common: a shared knowledge and a shared knowing (Lenning & Ebbers, 1999). These communities also offer their participants benefits over their counterparts who are not involved with learning communities (Brower, Golde, & Allen, 2003), much like GLOs benefit their members over non-members. It has been suggested that LLCs “incorporate and value diversity; share a culture; foster internal communication; promote caring, trust and teamwork; involve maintenance processes and governance structures that encourage participating and sharing of leadership tasks; foster the development of young people; and have links with the outside world” (Lenning & Ebbers, 1999, p. 10). In addition, LLCs create new social norms which were shown to reduce the propensity of binge drinking among college students. These communities also create opportunities where new interactions and behaviors are encouraged to develop and flourish. The environments that are created help the students to feel more connected to each other and the university without having alcohol as a least common denominator. College students who are not involved with LLCs tend to feel that their campus lives are split between classroom activities and out of the classroom activities, LLCs bring those two pieces together. The Brower, Golde, & Allen (2003) study also found that, in general, students in LLCs as compared to students who are not involved in LLCs are more involved in residential activities (34.1% v

13.6% “somewhat or very involved”), more involved in service or volunteer activities (23.2% v 14.4% participate “often or very often”), and participate more in campus-wide student sponsored activities (18.2% v 9.6% participate “often or very often”). These students also tend to treat their facilities more like homes than hotels, taking more pride in their surroundings and taking better care of the facilities in general.

Millennial Students

Before any discussion about what types of organizations GLOs want to be can begin, it is important to first talk about the changing college student population. For this paper, the main generation that will be discussed are the “Millennials”, that portion of the undergraduate population that was born between 1982 and 2002 and who make up the largest percentage of current undergraduate students (Elam et al., 2007). Most generations are defined using a specific time period, and thereby the shared experiences of that time period. This grouping typically causes the generation to develop similar values structures and behavioral patterns (Elam et al., 2007). Because this generational subsection has developed a similar group identity, it is important to know and understand their unique characteristics.

Millennials grew up with such events as Operation Desert Storm, where the “real time” media news cycle became common place (Elam et al., 2007). They also lived through the school shootings at Columbine High School (Littleton, Colorado) and times when school security and lockdowns were at their peak (Elam et al., 2007). The Millennial generation is the most diverse generation in the relatively short history of our country (Strauss & Howe, 2003). In 2002, 37% of the United States population under 20-

years-old was non-white. One in five of those individuals had at least one immigrant parent, and one in ten of the same sample had a non-citizen parent (Strauss & Howe, 2003).

Because of these unique circumstances, this group has established a list of traits that set them apart from previous generations. Elam et al. (2007) describes Millennial students as hardworking, generous and practical. They are heavily engaged in academic, extracurricular and service endeavors. They are accustomed to being evaluated, primarily through standardized assessments, and are open to constructive and honest feedback. The abundance of technology available to them has created efficient multitaskers who have developed wonderful time-management skills because of the hectic lives they have lived (Elam et al., 2007). From group work in schools, they are team-oriented and socially adept. There are two major blind spots that Elam et al. (2007) identify. First Millennial students were raised and nurtured under extremely supportive parents, which may cause them to be overly close to their parents and lack some independence. The other blind spot is in the arena of interpersonal communication. Since so much of what Millennial students do is online, there is some concern that they will have underdeveloped interpersonal social skills (Elam et al., 2007).

Millennial students are of the information-age mindset (Oblinger, 2003). Jason Frand (in Oblinger, 2003) sets forth ten attributes of this mindset. (1) This generation has never known life without computers: to them, they are not technological advances, they are simply part of everyday life. (2) The Internet is better than TV: over the last several years the average number of hours of television watched per day has decreased, but

students are not necessarily racing outdoors. The number of hours per day Millennials spend on the Internet has far surpassed the hours spent watching television, most likely because of the interconnectivity of the social networks and also because of the interactive quality the Internet has over television. (3) Reality is no longer real: in the age of photo and information manipulation, this generation is more skeptical than previous ones and less likely to see reality as real, without significant proof or research. (4) Doing is more than knowing: in past generations having knowledge provided individuals with power, but now that information is considered useless unless it is wielded and put to good and productive use. (5) Learning more closely resembles Nintendo[®] than logic: Millennials prefer the trial and error method to sitting down and using logical ways of figuring things out, probably because the trial and error method keeps them active and not sitting around thinking about how to proceed. (6) Multitasking is a way of life: as discussed in a previous paragraph, information-aged individuals have always been busy, with many balls in the air at one time. It is essential for their survival that they are able to multitask and do it well. (7) Typing is preferred to handwriting: another sign of their dependency on technology and computers. (8) Staying connected is essential: not only staying connected in the sense that people know where you are and what you are up to, but also staying connected with everyone with up to the minute updates (via Facebook or Twitter). Smartphones facilitate this connectivity by putting everything within arm's reach at all times. (9) Zero tolerance for delays: because schedules are important to busy multitaskers, any hitch or delay in that schedule has serious effects on the rest of the activities for the day. It is therefore of the utmost importance that things run smoothly

and run on time. (10) Consumer and creator are blurred: since everything (information, movies, music, pictures, etc.) is so readily available on the Internet, some members of this generation are confused as to who to give appropriate credit to and how to give that credit (Oblinger, 2003).

Millennial students and GLOs.

The changing millennial student, calls for organizations that are adaptive. Millennial students might set a new low risk tone to college campuses (English, Shutt, & Oswalt, 2009). One study (English et al., 2009) looked at alcohol, tobacco and other drug (ATOD) use among incoming students and found that millennial students are starting to use and abuse less ATODs, with a higher percentage of students saying they do not plan to drink at all, a shift from previous generations. In order to meet the needs of these students, GLOs will need to find ways in which they can highlight the opportunities and ideals Millennials are interested in, such as meaningful work and experiences, opportunities to develop teamwork related skills, and finding ways to reach their ultimate goals (Elam et al., 2007; Oblinger, 2003); giving them what they need and want from their collegiate experience. GLOs need to eliminate mixed messages, be consistent in their adherence to rules, educate these students about policies and procedures, and use social media and other technology to help change perceptions (English et al., 2009).

There is a unique opportunity to capitalize on these changing students and use their characteristics to help return GLOs to their “values-based beginnings” (Bureau, 2002). GLOs and Greek Life Offices need to look at intentional ways in which they take advantage of this fact. GLOs should rely on their core values when recruiting new

members. They should help millennial students see connections between their membership and future development (Bureau, 2002). Programming should be geared around how GLO members can carry their core values into their everyday lives outside of these organizations.

Millennials are adventure-seekers (Bureau, 2002; Oblinger, D, 2003), and GLOs should call on their abilities to adapt to meet the needs of these new students (Anson & Marchesani, 1991). GLOs should try different and potentially exciting programming ideas (Bureau, 2002), helping Millennial students build and find excitement in what they are doing. The students should be encouraged to set audacious goals and call on multiple lenses and ideas to solve problems and assess solutions (Bureau, 2002). Opportunities for leadership and leadership training should also be a part of this new programming. GLOs should also not be afraid to use the closeness that Millennials feel to their families to their advantages. Each GLO strives to basically create brothers and sisters united towards a common good; this familial association is exactly what millennial students are accustomed to having (Oblinger, 2003). This next evolution in GLOs needs to be intentional. When GLOs and Greek Life Offices consider implementing the model prepared in this paper, they should consider not only what they are trying to accomplish, but population they are attempting to serve.

Methods

The information for this paper was gathered in the following ways. First, extensive web searches were conducted for educationally relevant articles that supported information that was presented in this paper. Utilizing both library and online resources,

the reference list for this paper came together. National websites, newsletters and press releases for the largest national/international fraternities and sororities were examined and some information about individual GLOs was garnered from those sources. A series of literature reviews were also conducted to rule in or out pertinent information for this paper.

Theoretical Framework

As discussed in a previous section, the main theory used to support this paper is an adapted version of the student persistence theory proposed by Berger and Milem (1999). The original framework will be presented prior to in-depth discussion about the adapted version that was created in order to present the heart of the original model and to help show correlations.

Original Framework

This theory combines the original and revised student engagement theories of Astin (1984, 1996) as well as the original and revised collegiate persistence theories of Tinto (1974, 1993). By combining elements of these theories, a central theme emerged in Berger & Milem's (1999) research. Astin's (1984) theory is seeded in a longitudinal study which found that there were certain factors of involvement that contributed to student persistence. The factors directly attributed to student attrition include those activities where student campus involvement is not a central focus (Berger & Milem, 1999). Astin (1984) defines involvement in behavioral terms: "It is not so much what the individual thinks or feels, but what the individual does, how he or she behaves, that defines involvement" (p. 298). Astin's revisited work (1996) looked at 20 years of

longitudinal data and his findings still suggested the importance of involvement and student engagement, and the extremely negative effects of noninvolvement in campus activities (Berger & Milem, 1999). Astin (1999) posits that membership in organizations (like GLOs) can increase overall involvement if the students are highly motivated and the outcomes of the organization are educationally significant. Astin (1999) goes on to define a highly motivated student as one who “devotes considerable energy to studying, spends much time on campus participating actively in student organizations, and interacts frequently with faculty members and other students” (p. 518).

Tinto’s original theory of student departure (1974) also cites the need for student involvement as a remedy for attrition. Tinto’s revised theoretical model (1993) takes a closer look at the connection between the behavior of students and their general perceptions of the collegiate experience. Many researchers have expanded on the original and revised works of Tinto (1974, 1993) finding deeper correlation between these factors. One particular study (Kuh, Schuh, & Whitt, 1991) proposes the need for “involving colleges” due to their ability to create environments most conducive to student learning and development, through an overall involvement in the campus as a whole by the students and other institutional faculty and staff. This findings point towards more benefits to student engagement which Berger and Milem (1999) summarize as: “Student involvement leads to greater integration into the social and academic systems of the college and promotes institutional commitment” (p. 644).

This model was chosen for several reasons. Theoretical assumptions made by Berger and Milem (1999) are in line with what this paper is trying to convey. It is

important for students to get involved early in the collegiate experience and this early involvement will lead to overall persistence. By changing the ways in which incoming students perceive GLOs, they will be more likely to get involved within them earlier and then be involved and engaged on campus. If GLOs are able to adapt and provide educationally significant environments for students (Asel, Pascarella, & Seifert, 2007), they will add another dimension to the positive benefits they already afford a majority of their members, making them the preferred choice for undergraduate organizations. Key ideas both brought out in the theoretical assumptions and through the research that Berger and Milem (1999) did in this area to support their model. The model also gets directly at the suppositions that involvement and persistence are related and that GLOs can be a good place for positive student involvement and development.

Using their own longitudinal data, Berger and Milem (1999) propose an integrated model of Astin's (1984, 1996) and Tinto's (1974, 1993) theories using what they coin as the "behavior – perceptions – behavior" cycle (see Figure 4). In essence the combination of fall involvement and perceptions lead to the amount of spring involvement/noninvolvement and ultimately persistence. In their own words, Berger and Milem (1999) state, "early involvement in the fall semester positively predicts spring involvement and has significant indirect effects on social integration, subsequent institutional commitment, and persistence...students who are uninvolved early in the fall semester tend to stay uninvolved throughout the year" (p.658). Increased early interaction leads to increased persistence (Kuh et al., 2007). The integration needs to occur in both academic and social settings, which are complementary but independent.

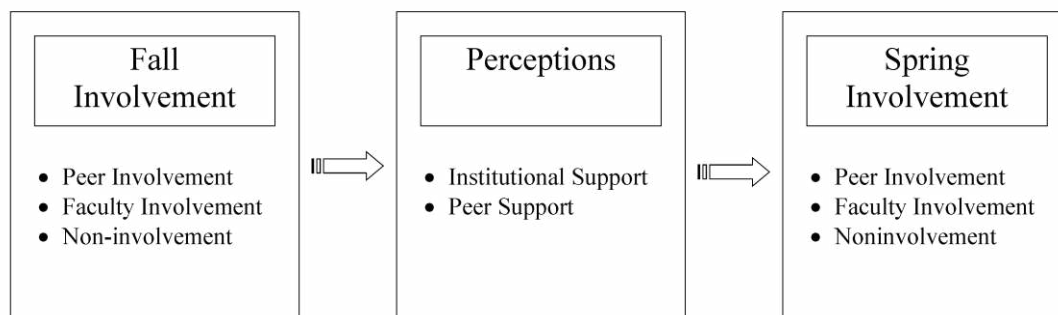


Figure 4. Berger & Milem's (1999) "Behavior – Perceptions – Behavior" Cycle

Through integration and early involvement in cocurricular activities, Pascarella & Terenzini (2005) found two positive benefits: (a) students who are connected psychologically and socially to an "affinity group" that is achievement-oriented are more likely to have a desire to persist; and (b) students engage in activities that help them develop skills and competencies that enable them to succeed in college. This is the heart of the argument presented in this paper. If GLOs are able to evolve in positive ways, public perceptions of these organizations will change, and more students will again choose to join them earlier in their collegiate careers. Since GLOS offer students a variety of ways to get involved right away, not only in the organization but on the campus and in the community as well (Whipple & Sullivan, 1998), students will be more likely to get involved and stay involved (Berger & Milem, 1999). Research has shown that students who are involved in GLOs persist at higher rates (Anson & Marchesani, 1991), making them more advantageous than general student groups. One study (Lake, 2005) found that Greek students were three times more likely than non-Greek students to graduate in five or fewer years. GLOs also exist as a proven support network for people

starting college (Anson & Marchesani, 1991) which can help first-year students get off on the right foot, as discussed previously.

Berger and Milem (1999) discuss that previous research designed to measure the importance of involvement may have underestimated the negative effects of noninvolvement. They also assert that while academic and social integration are both important pieces of the involvement puzzle, social integration seems to have a higher effect on the overall outcomes. Speaking to that importance, and the importance of peer involvement, Berger and Milem (1999) state, “early peer involvement appears to strengthen perceptions of institutional and social support and ultimately persistence” (p.658). GLOs offer their members excellent opportunities to engage socially with other members of their individual organizations and other campus entities as well, providing experiential opportunities for social skill development and social integration

Their study also posits a contradiction to Tinto’s (1974; 1993) original theory. Integration was seen before as leaving behind the “values, norms & behavior patterns” that the student had developed prior to entry into higher education, effectually becoming a different or new person. Berger and Milem’s (1999) findings suggest that instead of replacing those items with new ones, students who find organizations with congruent values, norms and behavior patterns tend to do better and persist. This key piece of information demonstrates the need for diverse GLOs within a singular collegiate Greek system; more organizations equal more opportunities for a variety of students to become involved and eventually persist.

There are two key limitations to their original model, which are addressed by the authors. The first is that the sample for this model was taken from a highly selective, private research university. This created a sample that was very homogenous (Berger & Milem, 1999). This could make the model hard to generalize over a widely heterogeneous sample of students on different universities. While this could be seen as a limitation, it is not felt that it will at all hinder the use of this model in this paper because, in general, the current students that make up the Greek sub-population are more homogenous than heterogeneous and are similar to the students included in this study (Whipple & Sullivan, 1998). A potential benefit of this paper is the production of GLOs that will be more diverse, creating more heterogeneous groups that will provide the membership with more opportunities to interact with others dedicated to similar principles but that could come from different backgrounds. As the perceptions individuals have about GLOs change, the hope is a large percentage of the population will be drawn to these organizations and with that will potentially come a larger more diverse Greek student population. This diversity will also take shape through diversity programming the GLO takes advantage of, more open recruitment mentalities, and fraternity projects that stress the importance of diversity. Again, this quick movement from the current situation to the ideal is unlikely but is something worth moving towards.

The second major limitation of this model is that it only looks at voluntary student persistence from the first to second year of school. The model does not take into account the possibility of later reenrollment or later attrition (Berger & Milem, 1999). More of a longitudinal study would be needed to gauge these pieces of information. This is

important to note because not all students complete school on the same schedule or leave school for reasons under their control.

The Berger and Milem (1999) model shows strength in the fact that it takes into account both direct and indirect factors that influence the decisions first-year students make in terms of fall involvement, perceptions and then spring involvement. Additionally, this model is strong because it is an extension and revision of a previous model proposed by the same authors. The current model is preferred because it simplifies the previously submitted model without losing any of its significance. This makes the current model more palatable for scholars and easier to implement and adapt. The model creates an excellent backing for this paper, regardless of the potential limitations.

Adapted Framework

For this paper, the Berger and Milem (1999) model will be adapted to look at how GLOs' perceptions of themselves and their behavior to those ends, shape the perceptions of the community that surrounds them and affects the community's behavior. The adaptation adds a leading perceptions category and looks at overall perceptions of the entire community instead of just a single student (see Figure 5). The first perceptions phase (P1) will discuss how current GLOs perceive themselves in the higher education arena. Current programs and practices that the largest national/international GLOs are using will be presented. P1 will also look at how GLOs perceive themselves using Thomas & Cross' (2007) four types of place builders; transformational, contributive, contingent, and exploitive (each will be explained in detail in a later section of the paper).

The first behavior phase (B1) of this model, will look at how the evolved perceptions that GLOs have for themselves shape the ways in which they do business. Additional best practices will be discussed in this section, with the inclusion of several suggestions for future practice. P2 (the second perceptions phase) will look at how others currently look at GLOs and then at how they could perceive GLOs after behavioral changes have been made. Common misconceptions about GLOs will be discussed in this section, including perceived benefits and drawbacks to Greek membership. The final phase of this model will be another behavioral phase (B2). In this section the hypothesized behavior of potential members, the campus community, and the community at large will be discussed given the new behaviors and perceptions of GLOs. The aim will be to show the bridge between how the new self-perceptions and behaviors of GLOs positively affect the perceptions and behaviors of those outside of their organizations. This will include a proposed model which will provide a guide for current GLOs to move towards LLCs.

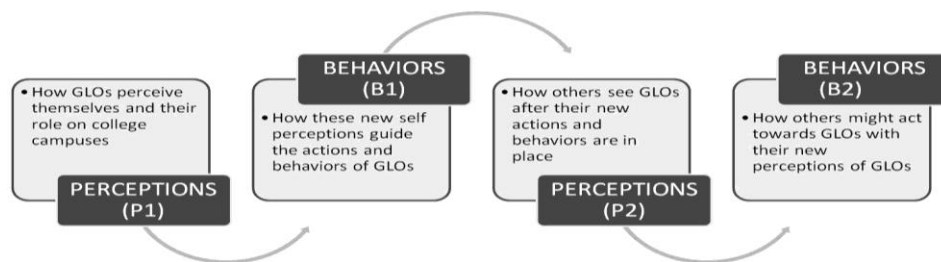


Figure 5. Adapted “Perceptions – Behavior – Perceptions – Behavior” Cycle

Organizational Typologies

Thomas and Cross (2007) posit the need for organizations to be “place builders”. Place building is about constructing a relationship between an organization and the community they are immersed in, quite literally “finding their place” both physically and socially (Kuk, Banning, & Thomas, 2009). In general, organizations fall into two categories: interdependent and independent. Interdependent organizations consider themselves an integral part of the communities they are involved in; whereas independent organizations consider themselves autonomous and feel they can function without any interaction with the other members of the community (Thomas & Cross, 2007, Kuk, Banning, & Thomas, 2009). From here Thomas and Cross (2007) introduce four types of organizations, two types that are interdependent and two that are independent (See Figure

	Organizational Typologies	Self Identity	Cultural Characteristics	Behaviors
Interdependent	Transformational	change agents	team-learning, collaboration, openness to change, building partnerships	invest cultural and economic resources towards the well being of the entire community without regard (at times) to personal losses
	Contributive	investors in change	community supporters, philanthropic/benevolent, paternalistic, “giving back”	involvement in other national/international organizations, raising money and donating man hours towards charitable causes
Independent	Contingent	participants, disassociated and autonomous	competitive, instrument, highly organized, systematic	only give when it is beneficial to the organization, obey the laws and rules as their giving-back to society, do the absolute minimum possible to be a part of the community
	Exploitive	independent agents	profit-oriented, manipulative, arrogant, ignorant	exploit environmental, human and cultural capital for organizational profit, limited giving (financial and volunteerism) to local organizations, dry up available resources, even when they are not needed by the organization

Figure 6. Thomas and Cross’ (2007) Organizational Typologies

6). The first interdependent organizational typology is transformational organizations. These types of organizations see themselves as critical general public as well. Typical cultural characteristics of transformational organizations include “team-learning, collaboration, and openness to change and building partnerships” (p. 45). These organizations behave at times without regard for their own personal losses, investing an abundance of their social and economical capital towards the wellbeing of the entire society (Thomas & Cross, 2007).

Contributive organizations, the second interdependent typology, consider themselves a contributing member of a network of other organizations and entities that are working towards a common good (Kuk, Banning, & Thomas, 2009). Unlike transformative organizations, contributive ones see themselves not as the agents of change, but investors in change (Thomas & Cross, 2007); this is typically demonstrated by the desire of their membership to be involved in other local, national or international organizations and their desire to raise money and donate hours towards charitable causes to give back to their community. Cultural characteristics of these organizations are focused on “giving-back”; they need a place that needs them back (Thomas & Cross, 2007).

Moving along the continuum from interdependent to independent, the next organizational typology is contingent organizations (Thomas & Cross, 2007). These types of organizations view themselves as “disassociated and autonomous” (p. 49) members of the community. They practice philanthropic endeavors only when it benefits their wants or needs. By obeying the laws, rules and regulations of their communities, they feel they

are doing their part for society. These organizations perpetuate a culture of competitiveness, always having to be the best and be known as the best. They are not agents of change, or contributors to change; they simply participate in the process by doing the absolute minimum. Their organizational structures are highly organized and very systematic (Thomas & Cross, 2007).

The final organizational typology, another in the independent category, is exploitive organizations (Thomas & Cross, 2007). These organizations see their only interaction with the community as occupying space. They completely close themselves off from any value structures that may be present in their respective communities. Exploitive organizations make no social or economic capital investment in their communities; they are concerned only with the development of their individual organizations, no matter what the cost to others. They will gobble up available resources to aid in their own gains, but give nothing back to the system. Arrogant, manipulative and ignorant cultural identities follow these organizations (Thomas & Cross, 2007).

CHAPTER 2: THE EVOLUTIONARY PROCESS

Adapted Framework in Practice

This section of the paper will take a more in-depth look at the four phases of the adapted framework presented for this research. Each phase of the new framework will be discussed, and a hypothetical example using a fictional fraternity will be introduced as well. The goal is to not only describe the steps a GLO should go through as it members work within this model, but also to provide some examples of the model in action.

P1 – How GLOs See Themselves

For many years most GLOs would fall into the independent typologies. Fraternities and sororities shrouded in secrecy would consider themselves autonomous pieces of the collegiate campus puzzle. They would emerge from their bunkers only when they needed something, or were in trouble and wanted a prominent alumnus to pull strings for them. They would suck up all of the available resources possible, without consideration for anyone but themselves. There was limited buy-in to the mission of the university or to the principles that their individual organizations were founded upon. It was all about where the next party was, when the next pledge meeting would be held to haze innocent pledges, and who were often the “big men/women” on campus; similar to those organizations that were portrayed in *Animal House* (Landis, 1978).

And while these organizations still hold social functions and operate under secretive rituals, many GLOs are now moving towards interdependent organizations. If GLOs are

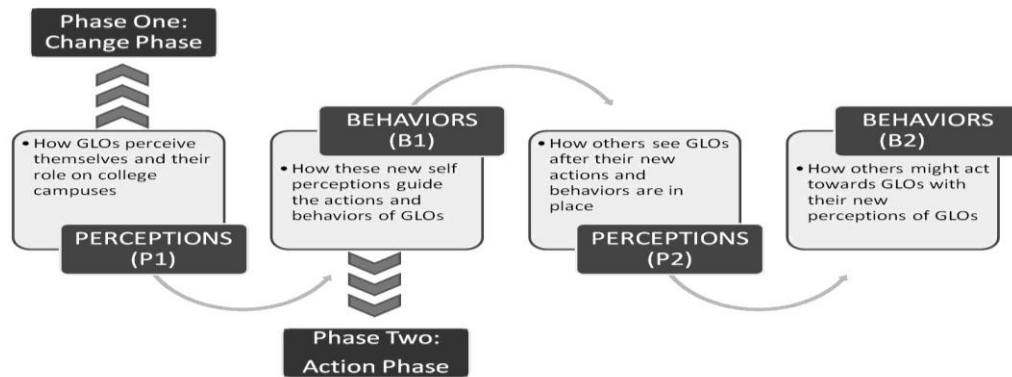


Figure 7. Proposed Adapted Framework with Two Phases

going to be able to weather the next evolution of the higher education landscape and become true living-learning communities, they are going to have to continue to call on their ability to adapt (Berger & Milem, 1999). I propose a model that looks at transitioning GLOs from merely social organizations to those whose educational benefits far outweigh their potential setbacks and lead to higher levels of interdependency by fully incorporating the social, academic and civic foundations of their organization. This proposed model has two phases: the initial phase or *Change Phase*, which helps GLOS identify how they currently see themselves, how they want to be seen and to set goals for how to get there; and the second phase or *Action Phase* which puts those plans into motion (see Figure 7). The *Change Phase* will be presented here in P1 and the *Action Phase* will be presented in B1.

Phase One: The Change Phase

The *Change Phase* of the model has three parts: Finding the Trailhead, Plotting the Course, and Completing the Adventure (See Figure 8). This phase is geared towards

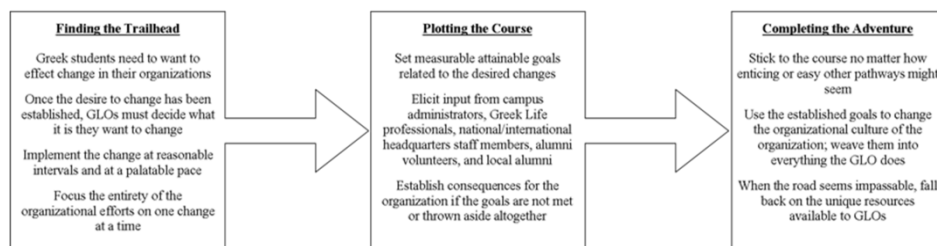


Figure 8. Three Steps of the Change Phase

helping GLOs recognize that they need to make changes, to identify where those changes need to be made, and also to establish a process to set goals for the changes and to see these changes through the process to the end.

Finding the trailhead.

The first step of this phase requires that the Greek students need to want to change, because without this desire, effectual change will be difficult. Students must rededicate themselves to living by the values and beliefs that their organizations espouse, and hold accountable those who do not (Roberts & Johnson, 2006). When GLO students find the desire to change, they must also decide what changes they want to make. This change might evolve from the group’s desire to better themselves academically, pressure from their parents, changes in the expectations of campus administrators, or a sincere desire to be better members of their community. This can require a systematic analysis of the group to find potential opportunities for improvement. There will most likely be more than one area the group decides they would like to change. In an effort to keep things simple and help facilitate the easiest transition, the changes should be taken on one at a time. This will allow for the entirety of the group’s resources to be focused in one area. When the full implementation of the first change is realized then focused work can begin

on the next identified change; it will be important for the group leadership to not lose sight of the other changes that were initially pinpointed. For example, the fictional GLO Alpha-Beta (AB) has identified that they would like to make three main changes to their organization: (1) they want to revamp their pledge education programming to be more succinct, more focused on the original beliefs and principles of the fraternity, and incorporate more leadership development opportunities (i.e., having the pledge class plan and execute their own events that the entire chapter participates in); (2) they want to develop an all-inclusive academic excellence plan to improve the cumulative grade point average (GPA), this program would be designed to bring together a variety of academic and study skills workshops put on by members and other campus entities, the availability of tutoring services in their house, social gatherings with other campus groups that are academic in nature, and a selection of core general education classes that their members are encouraged to take together; (3) they want to implement a comprehensive member development program that includes workshops on a variety of areas, and is designed to be a four-year revolving program so their programming does not get stale or over-used. While planning for the academic excellence and membership development programs can start right away, it will be more challenging to implement them without allowing time for the programming to be developed. Especially since those two ideas involve organizing with a variety of outside entities. On the other hand, the pledge programming is something that can begin as soon as their next pledge class is taken (See Figure 9). The group can work together to identify what they want the program to look like and then

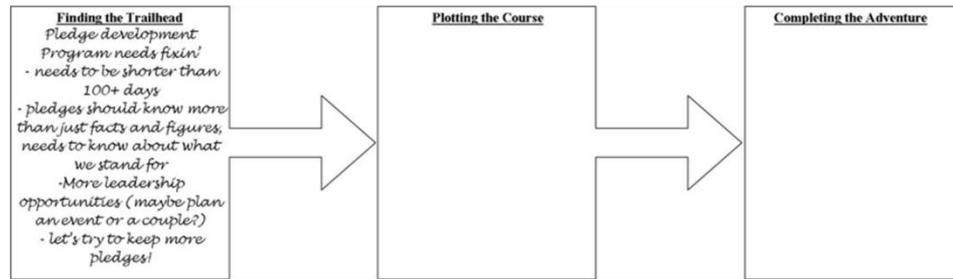


Figure 9. AB Fraternity Completes Step One of the Change Phase

implement it right away. They would effectually be rolling out their changes in stages, something that would make the changes easier for the entire group to adapt.

Plotting the course.

Second, after they have identified their desire to make adaptations, and found the one area of focus to move on, the GLO must set measurable and attainable goals related to that change. Like reading guidebooks and selecting what landmarks on the trail you want to see, GLO students should make use of all of their unique available resources, and get input from a variety of campus and GLO entities. These resources include Greek Life staff members, other campus administrators, national/international headquarters staff, other chapters of the same GLO in the area, other chapters of different GLOs on the same campus, local alumni volunteers, and chapter alumni as well. The GLO members are still responsible for setting their own goals, developing their own programming, monitoring their progress towards reaching their goals, and carrying out penalties on the general membership if they cannot meet their goals or give up on them altogether.

A key resource that must be developed is collaborative work with campus administrators. This collaboration can be derived through the application of a few simple

steps. First, the two sides need to work together to find more ways in which the two individual factions can align with missions and beliefs (Whipple & Sullivan, 1998). Through this process similarities between the two sides will come to light helping to develop the aligning process. There also needs to be a partnership that is developed between the Greek student leaders and the student affairs administrators, because before true wholesale change is possible, there must be buy-in from the students and a willingness from the administration to work with the students who desire to effect change (Whipple & Sullivan, 1998; Shanrock, 1998); this is again not meant to say that the administration will be responsible for creating the programming or dictating what the GLO should and should not do, as the relationship should be collaborative. Through this partnership, the GLO and administrators will agree to a set of goals which the GLO will work towards and which will help the GLO and the university come together. If this partnership is going to be successful on all levels the administration needs to be involved in enforcing the penalties the GLO establishes for itself, and be ready to take swift and decisive action if and when those goals are abandoned, but they should also at the same time be willing to recognize and reward the GLO when the members achieve or surpass their goals (Shonrock, 1998). The consequences for dumping the mutually agreed upon goals should be discussed and agreed upon by both sides, creating an additional incentive for the GLOs to stick to their goals and plans.

To continue with the example, AB decided to move forward with their identified need to change and redevelop their pledge education plan. For the past several semesters they have taken a fair number of pledges, but continually initiate less than 50% of those men

because most of the new pledges find that their program is too lengthy and does little to prepare the pledges for initiation, which should be the purpose of any successful pledge education program. The AB president calls upon a variety of individuals to come to speak to the members about pledge education, including the Greek Advisor, the current lead alumni advisor, two past chapter presidents, and a fraternity staff member who happens to be traveling in the area. These presentations lead to lively discussion and the AB members decide on four measureable goals to apply to their pledge education development. First, the pledge education program will be shorted from 100+ days to 60 or less days; second, the chapter will retain 90+% of the pledge class through the pledge process to initiation; third, pledges at the end of the pledge process will be able to recite more than just facts and figures about the fraternity, they will understand what the fraternity stands for and will be able to speak and demonstrate their understanding for these ideals; and fourth, the pledge class will be responsible for planning and organizing one community service event and one academically-oriented social event with another college organization. If the AB members and pledges are not able to meet these goals,

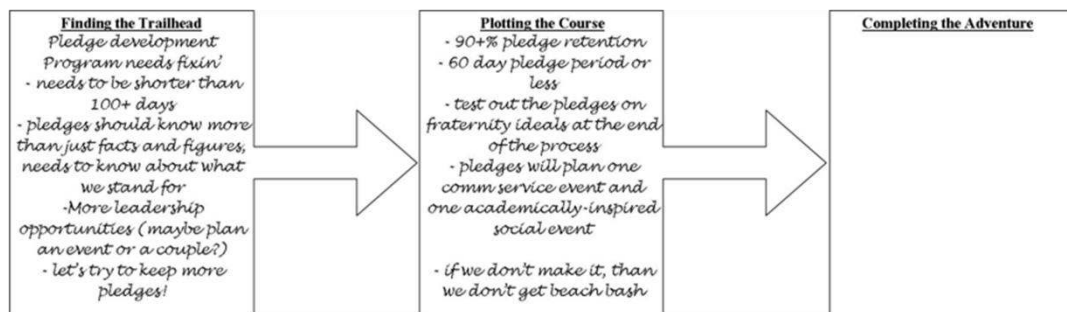


Figure 10. AB Fraternity Completes Step Two of the Change Phase

they have decided that they will cancel “beach bash”, their highly popular annual fall social event, and have spoken with the Greek Advisor and asked her to not sign their social event verification form if they are not able to demonstrate they have met these goals (See Figure 10).

Completing the adventure.

Finding the course and planning for the trip are only two parts of this puzzle, the third step in this phase of the model, involves the GLO taking the changes they have decided to make and the goals that they have agreed upon and weaving them into the entirety of their programming and organizational structures. This calls for the GLO to work to combat the specific disadvantages that were described in a previous section of this paper; and ultimately to change how its members see themselves and how others see them as well, this helps to adapt internal and external perceptions of their organization. There will be times and opportunities for the GLO to take short cuts or diverge from the path in order to do something that is easier and less effective. It is imperative that the organization stick to the original plan and follow the goals they set out to achieve. Those goals need to be weaved into the culture of the GLO and become a way of doing things, not just “something we are trying”, the process here is about revamping the culture of the house and it would help the integration if the GLO is able to identify some ways in which these goals can be integrated in the initial planning stages of the process. It will be important to adapt the changes through a process of trial and error, but to stick to the ideals of the original plan.

During this process there will inevitably be times when it seems like the plan will be impossible, when this uncertainty sets in, GLOs are encouraged to take advantage of their unique support opportunities and find resources that will help to advance the progress of their goals. The specific resources should be outlined in the original plan, so the GLO is not forced to scramble when things get difficult. It will be easier to find campus resources, because if step two is used successfully the GLO will have a good rapport with the campus administration and it will be easier for the members to call upon the administrators for support; the perceptions of the campus will have changed so the entities may be more willing to help the GLO.

Completing the example, the ABs decide that in order for the pledges to know more about the ideals of the fraternity, the members should be held to the same standard. The members decide to start a series of group meetings designed to talk about what the fraternity was founded on and ways in which those original principles can be enacted in current fraternity life. For these meetings they will try to bring in some distinguished alumni from the general fraternity. Also, in preparation for the pledge class planning their own events the ABs decide to break up into teams, and each team will be responsible for planning an event. The ABs have contacted the international director of recruitment and the Greek advisor for resources in case their plans fail (See Figure 11).

Summary.

In order for GLOs to continue to show their value on college campuses, the majority of these groups must move from the independent way of thinking and find their

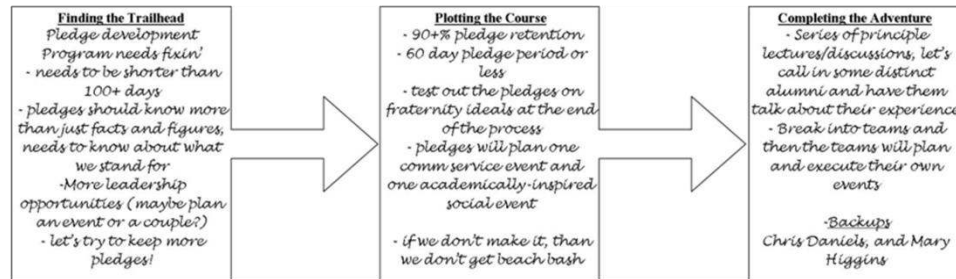


Figure 11. AB Fraternity Completes Step Three of the Model

place on the interdependent side of the spectrum. While it may not be feasible or expectable for all GLOs to be or see themselves as agents of change, at the very least they should consider themselves contributive organizations (Thomas & Cross, 2007) and develop a culture of giving back to the campus and surrounding community. Using this three-step process will help these organizations identify and change how they see themselves, and how they want to be seen by others. It is important here to note that these changes are not exclusive to GLOs, many other campus organizations are having to evolve as well to continue to serve the changing population of collegiate students (Boschini & Thompson, 1998), GLOs just tend to have a higher profile and be more in the limelight; unfortunately this attention is typically the result of negative events. However, the positive side of the high profile nature of GLOs is that their contributively beneficial changes will be on a larger scale as well. It will be up to the individual organizations to spread the word of these good deeds, and get that information into the hands of the public. Now that the GLOs have been able to identify ways to adapt their own internal perceptions, the next step is to look at how they will act on these new perceptions.

B1 – Acting on New Perceptions

It is not enough to simply say that an organization is going to be interdependent. It falls upon everyone within the organization to take up the new perceptions and establish a culture which fosters them. The old adage “actions speak louder than words” is a perfect fit in this situation. If as an organization the members say that they are going to stand up and give of their time and talents to the community, holding one bake sale every year is not enough. The value of service should be ingrained into the core of the local chapter, and the national/international organization (Franklin Square Group, 2003). Individual members should actively participate in community service and other philanthropic activities on their own, away from the organized events the chapter holds. They should do it because they want to do it, because they know it is the right thing to do, not because they have to or feel pressured to contribute (Franklin Square Group, 2003). This can, in some cases, call for a wholesale systematic change. While this change may not be easy, it is necessary for the organizations to move forward into the *Action Phase*.

Phase two: action phase

The *Action Phase* of this model is more simplified, although may not be easier to complete. At the conclusion of the *Change Phase*, GLOs will have addressed many areas in need of change and taken steps to fix the problems. Now, they must put their words into action. The third step of phase one calls for weaving the changes into everything the GLO is currently doing, phase two takes this a step further.

With all of the changes in place that the GLO has made, it will be important not to lose site of what the organization stands for, refinding the linkages between the espoused

and enacted values of the GLO. This is where the LLCs enter this model. Now that changes have been made and linkages have been formed, the GLOs will need to take action and reformulate themselves. The culture of the organization needs to change, not in just outward appearance, but in deeds as well. GLOs will become communities of learners geared towards adding to the overall campus experience, the general development of the membership and to the betterment of the community in general.

This is where the intertwining of the benefits of GLOs and LLCs are most visible. Most of the benefits of GLOs discussed in a previous section are geared around the acquirement of social, civic and other leadership skills (Ansel, et al, 2007; Hayek, et al, 2002; Lake, 2005; Whipple & Sullivan 1998). Two of the main benefits of LLCs that were previously discussed are the ability of the members to develop new social norms (Brower, Golde, & Allen, 2003), and the connection that LLC students feel between the in-classroom and out-of-the-classroom activities they engage in, which in turn diminishes the split that students often feel (Brower, Golde, & Allen, 2003). This phase is meant to bring those pieces together and have the GLO students interweave the skills they are developing into everything they do, which in turn should create new social and cultural norms within their organizations. Playing off the individual advantages of membership in GLOs and LLCs, the hybrid organization that is created enhances the overall experiences of the students.

P2 – How the Community will see GLOs

The potential benefits and drawbacks of GLO membership discussed in the introduction, are generally all of what the public knows about GLOs. All too often the

negatives of membership are accentuated because of the lack of respect many individuals show for their organizations (Whipple & Sullivan, 1998). As GLOs use the two-phase method proposed above, they begin moving from independent to interdependent organizations (Thomas & Cross, 2007) and the behaviors that they involve themselves with will be more positive and appealing to the general public. This will help to change public perception of these organizations and of their value to the overall collegiate experience. As actions change, so will the ways in which these actions are publicized. By minimizing, and eventually eliminating, most if not all of the negative items people hear, see and read about GLOs, public opinion will be swayed and these organizations will be held in a more positive light. As GLOs change, the public perceptions of their benefits will change as well, thus hopefully giving more students the desire to become members of these organizations.

B2 – New Perceptions Lead to Action

As the community begins to have new perceptions of GLOs in general, changes in their behavior across the board will be felt. As the positive perception of GLOs increases, the negative media attention will begin to wane. Greeks will force the media to cover the positive activities they are doing, because the negatives actions that have typically been associated with GLOs will have become less frequent. This should net a tremendously positive effect on recruitment and return GLOs to their place of prominence on college campuses.

Again the initial theoretical framework can be seen at the conclusion of this model. Positive perceptions of GLOs should make students more likely to participate in

these organizations which gives GLOs more opportunities for social and academic involvement, which in turn creates better perceptions of the collegiate experience, and lead to more involvement throughout the higher education experience, attributing to higher percentages persistence and graduation rates (Berger & Milem, 1999).

The Model in Review

This proposed model moves a GLO through four main areas. First the GLO is made to look internally and to think critically about how its members perceive themselves and how others perceive them as well. They are called upon to self-identify changes that need to be made within their local organizations to help them adapt to meet the needs of the changing student population (Oblinger, 2003). Once they have identified these areas of change, systematic steps are presented to help the GLO move these opportunities from mere thought to action.

The second step in this model speaks to how the GLOs need to embrace the changes and goals they have set out into the culture of their organization, truly bringing together the positive aspects of membership in GLOs and LLCs. Helping their members to develop the social, academic, civic engagement and leadership skills necessary to be positive change agents (Thomas & Cross, 2007) in their communities while at the same time modifying the social and cultural norms of the organization. This will help to bring the in-classroom and out-of-the-classroom activities the students participate in closer together, making the overall undergraduate experience more engaging and satisfying.

While the last two steps in this model are ultimately out of the control of the GLOs, their adherence or deviation from the ideals of this change will highly influence

both public perception and action. Stated simply, if GLOs set out to make positive changes for their members and campus communities and succeed or at least make a concerted effort, then positive public opinion of their organizations should be increased. However, if these changes appear only in words and not actions, the negative effect could be disastrous. If the public perceptions are positive, GLOs should be able to expect that incoming and current students will act on those positive perceptions and be more willing to join the organizations. This will, in the end, lead to healthier, more viable chapters which are able to do more good for their communities and for their membership in general.

GLOs as Living-Learning Communities

It is important for all community programs and organizations to subscribe to the “ethos” of learning (Whipple & Sullivan, 1998). Taking this a step further the Student Learning Imperative (ACPA, 1996) states that “student affairs organizations have the opportunity and obligation to create learning communities outside of the classroom” (Whipple & Sullivan, 1998, p. 9). Later Whipple and Sullivan (1998) assert that GLOs “constitute a powerful student culture with powerful implications for their members’ learning” (p. 10). If “colleges and universities can create living-learning communities that reflect institutional values and goals and enhance particular aspects of students’ experience” (Brower, Golde, & Allen, 2003, p. 135), then GLOs can also create the same types of LLCs using their own missions and goals.

GLOs have been built on strong moral and ethical values and principles, and if they find those core beliefs again, the organizations can make strong contributions to the

overall campus learning community. These core values are strong foundations that many other learning-communities are already built upon (Boschini & Thompson, 1998). GLOs position themselves as unique living-learning communities, “they provide strong connection between members, plentiful opportunities for leadership and self-governance, and expectations for community service...what better a foundation for student learning” (Whipple & Sullivan, 1998, p. 15). This is achieved because GLOs can exist as three of the four learning communities previously discussed: residential, classroom and student type learning communities (Lenning & Ebbers, 1999). This proposed model is, in effect, creating a new LLC type that can be added to the four types previously identified by Lenning & Ebbers (1999). The new LLC is a hybrid model where student members with similar interests live together, and are encouraged to take the same foundational classes together. This would give the new GLOs an opportunity to add more value to the overall collegiate experience, however, in order to make this possible and viable on the modern college campus, GLOs must first recognize the role they play as a part of the larger learning community and must embrace all of the pieces of that role. They must utilize the strong resources unique to their organizations; national/international headquarters, and strong local positive alumni support given through both time and financial means. Then, they must work together with campus administrators to find ways in which they can enhance the overall learning community and better align their actions with the mission and goals of the host institutions without losing their own individual identities (Whipple & Sullivan, 1998). This will lead to a collaborative effort to work towards a common educational good and the true benefits of fraternity can be realized.

The importance peer group influence plays on the total collegiate experience, especially as it is related to involving behaviors and perceptions of first-year students, is widely known (Berger & Milem, 1999). Why then are student affairs administrators so quick to write off GLOs without attempting to exploit the positive benefits most GLOs offer their members? Is it because the majority of contact these professionals have with GLOs is negative? While no specific research has been done to this end, this is a viable answer to that question. Hopefully this model can change those interactions and help administrators to exploit their positions of influence to help the GLOs recognize that their place in the higher education system is not solely to provide social experiences, but that they have the ability to affect academic and intellectual change as well (Whipple & Sullivan, 1998). Simply standing by and neglecting these organizations and hoping they will go away will not work (Whipple & Sullivan, 1998), because GLOs, as discussed previously, have shown their ability to adapt and overcome over time (Anson & Marchesani, 1991).

CHAPTER 3: PROGRAM ASSESSMENT

In order to accurately measure the level of effectiveness of this new model an assessment plan needs to be developed and the initial implementation needs to occur as the programming is being planned but before the initial implantation. It will be important to have starting, or baseline, data to use for comparison after the program has been in existence for several semesters. Higher education has been continually evolving over the last several decades (Barham & Scott, 2006); this evolution has lead to higher percentages of diverse student bodies, technologically integrated learning opportunities, stricter scrutiny of student learning, and a call for a greater accountability (Barham & Scott, 2006). Assessment is one way to address that need for accountability. Using assessment in higher education adds legitimacy to programs and departments, and is essential to be considered credible (Alderman, 2006); offices and divisions of fraternity and sorority affairs must be mindful of this as well. There is extreme pressure from stakeholders to show the value of the programming that is undertaken (Strayhorn & Colvin, 2006), but it is no longer necessary to make value judgments based on hunches, there are a multitude of techniques available to assess program effectiveness (Strayhorn & Colvin, 2006). This process is important because assessment is also often a key factor in program accreditation, and must therefore be used to evaluate programming throughout the college and/or university setting.

This chapter will begin with a discussion of why assessment is important to GLOs and move onto a detailed discussion of Schuh's (2009) eight framing questions for developing effective assessment plans. Within the process of discussing each framing question a sample assessment plan, that can be utilized as an accompaniment to the program presented in this thesis, will be presented as a recommendation. In addition, general assessment recommendations will be compiled to be used as a reference for future assessment planning including conceptual themes that have worked well within the realm of previous assessment plans, and also areas that have proven to be challenging for other researchers as well.

Why Assessment is Important for GLOs

Strayhorn and Colvin (2006) set out to find ways in which assessment can be woven into fraternity and sorority life programming. For their study, they used purpose sampling to identify specific individuals who work within the student affairs realm. What they found is that although most professionals that work in fraternity and sorority affairs agree that there are benefits to membership, most of the backing for these claims comes from anecdotal evidence, rather than hard empirical data (Strayhorn & Colvin, 2006). In this area with so many different programming goals, quality assessment plans need to be designed specifically to find what the assessors are setting out to discover. Assessment in this area should be intentional, and fraternity and sorority affairs offices should not be put off by the daunting appearance of assessment, and recognize the value and return that will come from their hard work (Strayhorn & Colvin, 2006).

The assessment can provide a wealth of valuable information about the effectiveness of the programming if it is designed well (Strayhorn & Colvin, 2006). It also provides an opportunity for a check-in down the line to make sure the program is still meeting the needs of the student population. The main general assessment goal of a Greek Life or Fraternity/Sorority Affairs office should be to demonstrate that the programming that is being done is producing a measurable benefit to Greek students (Strayhorn & Colvin, 2006). Using assessment effectively will also add a level of academic backing to these issues which are typically setup within the activities realm, this can help with gaining more buy-in from faculty and other administrators (Schuh, 2009).

Developing an Effective Assessment Plan

The first step to any assessment planning should be an intentional period of assessment plan development. Schuh (2009) presents eight framing questions to be considered ordinally prior to any formal assessment being put into practice. This framework was selected because of the way it is laid out and also because of the ease with which it can be implemented. Often student affairs practitioners feel that the assessment process is daunting and therefore are less likely to undertake this important facet of the programming (Schuh, 2009). However this framework is able to maintain a certain level of ease while still being deeply founded in the academy. The questions presented by Schuh (2009) are designed to help practitioners avoid jumping headlong into an underprepared assessment project. The questions include:

1. What is the issue at hand?

2. What is the purpose of the assessment?
3. Who should be studied?
4. What is the best assessment method?
5. How should data be collected?
6. What data collection instrument should be used?
7. How should the data be analyzed?
8. How should the data be reported?

These framing questions should be discussed not only amongst the principle investigators who will be conducting the assessment, but also between the investigators and other departmental staff, members of the campus assessment team or office, and others who will receive benefit from the information that is being collected (Schuh, 2009); these additional stakeholders can be students from the sample population that is to be assessed, faculty members, other campus units or departments, etc. The following sections will work through the eight questions presented by Schuh (2009), proposing potential answers and suggestions for assessment as it relates to the implementation of the programming proposed in this thesis; however, each campus will have to interpret this material in their own way to get the results that are most relevant for their desired themes. A published assessment tool for this program has not yet been developed; although a sample assessment tool has been created as a potential starting point for future assessments in this area (see Appendix). It is important for each institution to adapt or create their own assessment tools for their individual needs. Programs are encouraged to collaborate with their peers to see what best assessment practices are available, but also to have candid

conversations about what works and what does not work. The development of individualized plans can be seeded in collaboration, as practitioners we must not overlook this possibility.

What is the issue at hand?

This question is designed to evaluate why the assessment that is to be undertaken, is being conducted (Schuh, 2009). Has the assessment been mandated by upper level administration, is the assessment being conducted as a response to an incident, accident or trend that has occurred on a campus, or is it being administered to evaluate the effectiveness of a new program? In this case, the third possibility is the best answer. This assessment plan is being developed to examine whether or not the new programming that is being implemented is having the desired effects. This assessment plan will bring to light important evidence about the suitability of the enacted programs, and also provide insight into what is working, what is not working and ideas for improvement.

What is the purpose of the assessment?

A second question arises as the first is answered. With the “why” of the assessment plan answered, understanding the “what” is the next step in the process. What is the purpose of the assessment and/or what is the division or unit looking to get from the results (Schuh, 2009)? The purpose of the assessment plan that is being developed here is to gauge if the new GLO programming model is having positive or negative effects on overall GLO member educational experiences as compared to independent students. The term “educational experience” as it is used here is meant to reference a variety of aspects of collegiate life. Potential assessment measures could be academically

related, focused more on civic and community engagement factors, or other factors as determined by the college or university who is running the assessment. These measures should remain consistent to provide the most accurate information throughout the study. The data analysis will garner results that can help program administrators make key decisions about the continuation of the program; specific data analysis techniques will be discussed in more detail in a later section. For the sample assessment tool that is provided with this paper (see Appendix), the three sample measures are academics, civic engagement, campus involvement and overall institutional satisfaction.

Identifying criteria for individual departments.

Institutional mission and divisional strategic goals should be considered when determining what criteria will be used (Barham & Scott, 2006). It is crucial that the assessment be undertaken intentionally and that it be comprehensive in nature. The team should contact stakeholders and identify those pieces of information that are most important to the overall goals of the assessment project. The process of pinpointing this information, as well as many others throughout the steps of assessment planning, needs to be collaborative and include a variety of campus entities (Barham & Scott, 2006).

Who should be studied?

Who will this assessment be geared towards? Will the general student population be targeted or a specific subset of students (Schuh, 2009)? The answer for the assessment plan being developed here is both. In order to effectively assess the progressive benefits of this program, GLO students need to be compared against themselves as well as against independent students. As previously discussed this assessment should attempt to sample

both populations before the beginning of the program implementation to gather base-line data for later comparison. A target percentage of the Greek student population should be determined; the total percentage of the population to be sampled will be dependent upon the overall size of the target population (Johnson & Christensen, 2008). An independent student sample, roughly the same size as the GLO student sample should be collected as well; size in this respect is reflective of the number of Greek students in the sample, not the percentage of the students as compared to overall enrollment. For example, if USA College has a Greek student population of 1000 students and total undergraduate population of 9000 students, then a sample of 70% of the GLO population ($n=700$) should be compared to an 6-10% sample of the overall student body ($n=540-900$). Here the sample sizes are to be equated, not the overall percentages of the student population. The assessment team should be aware that the average response rate for on-campus students is 50% whereas the response rate for commuter students is roughly 25% (Schuh, 2009); these average percentages should be considered when the team is discussing how many respondents they hope will complete the assessment, and should factor into the discussions and decisions to disseminate the assessment tool to the target population.

How the samples will be identified.

Samples are used because most assessors do not have the resources necessary to survey an entire population (Schuh, 2009). A sample is meant to be a representation of the larger population and selecting the sample is key to an effective assessment plan. If there is an inadequate response rate, or a sub-population is over- or under-sampled the results of the assessment will be skewed (Schuh, 2009). In an effort to combat potential

researcher bias, Salant and Dillman (1994) have set forth three steps which are designed to help facilitate the identification of an effective sample: identifying the target population, finding a list of the target population and selecting the sample.

Identifying the target population.

Target populations should be specifically defined groups that are finite (Schuh, 2009). For the purposes of this assessment there are two distinct target populations, GLO students and independent students. Depending on the size of the GLO population on the campus planning the assessment, the entire population could possibly be included. On larger campuses, the assessment team might need to narrow the scope of the population by keying in on students that match specific pre-defined criteria (Salant & Dillman, 1994; Schuh, 2009). Selection of the independent student population needs to be more targeted. Attempting to sample the entire remaining student population would be difficult. The assessment team needs to lay out criteria for students to be included in the sample based upon their assessment goals; these goals and criteria are to be utilized across both target populations to ensure that the information collected is transferable across the populations.

Finding a list of the target population.

This is an important step that cannot be left until the assessment is underway, because there could be issues associated with getting the information in a timely manner, as each office on campus might store or catalog student information differently (Schuh, 2009). Again, because there are two unique target populations, different tactics will need to be employed. Greek life offices should have up-to-date information on all of the GLO members on their campus, to make obtaining that list fairly simple. However, getting

contact information for the independent sample may require that the assessment team contacts a variety of offices on campus to compile the potential list of students. The team should assemble their desired qualifications and then collaborate with campus units to get contact information for as many of the students as possible.

Selecting the sample.

The assessment team is now faced with selecting the sample from the target population. There are several methods that can be used to identify samples, including, but not limited to: probability sampling, non-probability sampling, cluster sampling, convenience sampling, quota sampling, and purposive sampling (Johnson & Christensen, 2008; Schuh, 2009). For the GLO target population, a convenience sampling technique is recommended, because if the assessment is being implemented by the Greek affairs office, it is rationalized that the individuals in this office would have good contacts within the population making the collection of data by this method most economical. Convenience sampling is a technique that relies on volunteers and other people within the target population that can be easily recruited to take part in the assessment (Johnson & Christensen, 2008). For the independent sample, purposive sampling is recommended. Assessment teams using this technique lay out specific characteristics and find members of the population who match the characteristics (Johnson & Christensen, 2008).

What is the best assessment method?

The first steps in this process have been easy to answer in single steps, however the “how” of assessment planning will be developed throughout this step and the next four. To effectively decide which method to utilize, assessment team members must

consider the three major types of assessment methods available which include quantitative, qualitative and mixed-methods (Schuh, 2009; Johnson & Christensen, 2008). The team should then set out to determine the best method for the achievement of the desired information. It is recommended that a mixed-method, longitudinal assessment be implemented for this design. This allows the assessment team to develop baseline data for the groups, and then assess the effectiveness of the program over the course of several semesters. As discussed in a previous chapter, the changes that this programming is attempting to generate are not changes that will be seen quickly. Using mixed-methods, a combination of quantitative and qualitative tactics (Johnson & Christensen, 2008), the assessment team will be able to gather hard numerical data (quantitative), and support it with anecdotal evidence (qualitative), providing a better picture of the effectiveness or opportunities of the program being assessed. It is felt this mixed-methods, longitudinal assessment plan is the best design to gather the data most important to gauging the effectiveness of this program; individual campuses can build the specific questions of their assessment tool to gather desired outcomes.

How should data be collected?

After the assessment methods have been decided, the next step in the process is deciding how the data should be collected (Schuh, 2009). This can be dependent upon the size of the sample that the team is attempting to assess. Would an electronic assessment distributed through institutional email accounts be the most effective, would a pencil and paper assessment garner enough responses, should focus groups or interviews be used to collect qualitative data, or should a combination of these ideas be put into place (Schuh,

2009)? As in a previous section, the combination method might prove to be the best approach, here it does as well. It is suggested that a web-based assessment be distributed first to the selected target sample populations via their campus email addresses. The overall development of the assessment tool will be discussed in the next section, but the tool should include a section where interested students who would be willing to participate in interest groups or interviews could have the opportunity to provide their contact information to the researchers. The hope is that a representative sample of the target sample population can be extracted from this first phase of data collection using the sampling methods discussed previously. If that is not possible, assessment team members may have to adapt to a pencil and paper format and make arrangements with Greek advisors or chapter presidents to attend individual chapter meetings or IFC/ Pan-Hellenic Council meetings to build the GLO sample and with other campus entities to build the independent student sample. However since the total population of independent students is typically much larger than the total GLO population, the digital email assessment should produce enough responses utilizing the purposive sampling technique identified in a previous section, and negate the need for additional alternative assessment tool distribution among this population; although it is important to have alternatives ready if necessary.

Establish a timeline for collecting data.

In addition to identifying the method for collecting data, it is recommended that a timeline be discussed and agreed upon as well (Schuh, 2009). As discussed previously, data collection for the proposed assessment plan should begin prior to any new

programming being initiated. It is important to remember to take into account response times when determining a time schedule for the assessment plan. The assessment team should lay out a detailed plan that outlines when the assessments will take place, for how long the assessment will be in the field, approximate time for data analysis and report presentation, and information concerning any longitudinal assessment that will continue beyond the initial assessment. Assessment should be a continuous process, and evolve as the time passes (Barham & Scott, 2006).

What data collection instrument should be used?

There are several examples of data collection instruments that are currently available to student affairs practitioners, but they can be generally categorized into two groups: published instruments, and local instruments (Schuh, 2009). Each category has advantages and disadvantages depending upon the instrument and how it is to be implemented. The assessment plan design team should weigh the benefits and risks of the different types of instruments when they are deciding which will be the best for their individual assessment. However, it is suggested that a local instrument be designed for the purposes of this example. Collaboration among institutions that are developing and implementing this or similar programming could help to develop an assessment tool that could be used across institutions, providing opportunities for benchmarking. This may be best achieved by utilizing national professional organizations as a way to bring student affairs assessment teams together; potential organizations that could help with this process within the realm of GLO affairs include the Association of Fraternity/Sorority Advisors and the Center for the Study of the College Fraternity, among others. Locally

designed instruments could at some point lead to a published instrument that could be used as more campuses adapt this line of GLO programming. The instrument should be intentionally designed to collect both quantitative and qualitative data and, as discussed in the previous section, provide participants with an opportunity to sign up for focus groups or interviews that will be held at a later time. The sample tool that accompanies this paper can be found in the Appendix.

How should the data be analyzed?

Multiple forms of statistical data analysis are available to choose from. Examples include multiple linear correlation and regression, logistic regression, factor analysis, structural equation modeling, hierarchical linear models, and many more (Johnson & Christensen, 2008; Schuh, 2009). The analysis method recommended for this assessment plan is a combination of multivariate analysis of variance (MANOVA). This method is recommended because of its appropriateness when assessors are comparing multiple continuous dependent variables (in this case student GPA, retention rates, and others) to a singular or multiple categorical effects (membership in a GLO versus non-members) (Schuh, 2009). Using MANOVA as a broad support for data analysis, a more specific variety of MANOVA, repeated measures, is suggested for analyzing the data over time. Repeated measures are necessary when data is being analyzed over an extended period of time (Schuh, 2009); since a longitudinal assessment is recommended for this plan, the use of repeated measures is a natural fit. No matter which data analysis technique is selected by the assessment team, one of the most important pieces to remember here is that in

order to utilize the technique most effectively, the data analysis team must be comfortable and knowledgeable about the selected method.

How should the data be reported?

Reporting can occur in a variety of ways. Information can be posted on departmental websites, be delivered in executive summaries, printed as reports to be presented to university and department officers and officials, or a combination of these methods (Schuh, 2009). It is important however that when the information is reported, it is not solely a regurgitation of the data that was collected, but an analysis of what the data means, and how it can be used to influence future programming and enhance or eliminate the current program as it stands. As with all of the previous sections that discussed the possibility of a combination of methods to be used, the recommendation here is again to utilize mixed-methods. At first a report should be presented to the different groups of stakeholders that are in a position to benefit from the information that was developed; this report should be printed and sent to the respective stakeholders and also be placed on the unit or divisional website. The data should also be written up and submitted to peer-reviewed journals, and presented at national conferences so the details of the information can be shared with the largest possible group of benefactors.

General Assessment Recommendations

Assessment in student affairs can seem like a daunting task (Schuh, 2009), but it is an important piece of the higher education puzzle. When an assessment team gets together and begins planning this process, it is not necessary for them to reinvent the wheel. It is acceptable to look at other assessments that have been conducted previously,

and to learn from their successes and their learning opportunities. The following subsections outline some recommended strategies that successful assessment programs have utilized as well as provide some challenges that have been encountered as well, with proven methods that have been used to work around these potential pitfalls.

Tips for implementing assessment programs.

Different programs have different experiences with assessment, but a review of some assessment case studies (Bresciani, Gardner, & Hickmott, 2009) identifies some key themes to successful implementation, three of which will be presented here. The first theme identifies the need for finding congruence between institutional and divisional missions and goals, as discussed previously. Assessment becomes an extension of the college or university and should be conducted with the generally accepted institutional values and mission taken into consideration. Then the program can be more easily integrated into the mainstream of the institution because it was designed along the same values (Bresciani, Gardner, & Hickmott, 2009).

A second theme that presented itself through the case studies is the need for continuing professional development opportunities focused on assessment for all members of the assessment team specifically, but also for the other members of the campus community in general (Bresciani, Gardner, & Hickmott, 2009). The opportunities help to not only educate the faculty and staff on the purpose and procedures of assessment, they help to create group buy-in by showing these individuals that the institution cares enough about assessment to make it a part of the campus culture. These professional development opportunities should be offered during working hours

whenever possible. Along these same lines, department heads and campus leadership should make it a practice to disseminate current literature on assessment through available institutional channels (Bresciani, Gardner, & Hickmott, 2009), again adding to the overall expected culture of assessment.

The third theme that emerged revolves around the importance of relationship building (Bresciani, Gardner, & Hickmott, 2009). These relationships should be built amongst the members of the assessment team, between the members of the assessment team and the stakeholders involved with the assessment process, and also between members of the general campus community. This can easily be facilitated by maintaining open lines of communication between all of the parties involved. A positive way to make sure you have a cohesive message coming from the assessment team is to identify one individual who will be the group's representative, this cuts down on the possibility of providing incorrect or repetitive information which can lead to the diminishment of open communication lines (Bresciani, Gardner, & Hickmott, 2009).

Challenges to be mindful of when assessment planning.

Again using the student affairs assessment case studies (Bresciani, Gardner, & Hickmott, 2009), some key challenges have been identified. The first, and at times most daunting of all challenges, is the availability of resources. Resources not only refer to monetary issues but staffing allocation issues as well. Additional funding in higher education is typically difficult to come by, and will present an even greater challenge if the institution in question is not committed to assessment (Bresciani, Gardner, & Hickmott, 2009). Finding creative avenues to utilize current budgetary opportunities is

usually the most effective way of identifying more money that can be used to put an assessment plan into action. However, money is only one side of this process. In addition to having the funds necessary to initiate the assessment, there must also be the human-power available to support the plan from inception through completion. This is made increasingly difficult when turnover rates are high and there is a constant need to train and retrain faculty and staff as to the established assessment protocols of the institution or division (Bresciani, Gardner, & Hickmott, 2009). Even in programs that have low turnover rates, identifying staff resources that can take on the burden of the assessment process can be difficult. The department will have to decide if that person will be removed from their other duties or have the assessment piece added to their current roles (Bresciani, Gardner, & Hickmott, 2009).

Another major challenge to be mindful of is the “silo’d” nature of many higher education units (Bresciani, Gardner, & Hickmott, 2009). As mentioned before, in order for an assessment plan to be the most effective collaboration between campus entities is of the utmost importance. Strategies that can be used to help break down these barriers include involving a variety of campus stakeholders in the assessment process up front, and maintaining open lines of communication throughout the process (Bresciani, Gardner, & Hickmott, 2009). It is also important to take feedback from these stakeholders and implement it into the assessment plan whenever pertinent or possible.

Final Word on Assessment

This chapter has been designed to provide information as it pertains to developing assessment plans for student affairs units and has been specifically geared towards

creating a potential assessment plan that could be utilized when the program outlined in this thesis is implemented. It is of the utmost importance that all ethical considerations concerning research with human subjects be followed here as well, even as this material might cause little inherent risk to the participants (Johnson & Christensen, 2008; Schuh, 2009). Assessment teams should contact their campus' Institutional Review Board or similar office to make sure their methodology is inline with the prescribed laws and that their techniques have been approved by the board. The information in this section is not meant to oversimplify the assessment process; it has just been put together in one place for easy access and to provide a reference point for future assessment teams. Assessment is a critical part of student affairs and is a vital component of this paper.

Chapter 4: CONCLUSION AND FINAL THOUGHTS

“If Greek-Letter organizations are to survive and flourish within the modern college and university, it is imperative that they understand the importance of diversity” (Boschini & Thompson, 1998, p. 19) and the importance of the need for evolutionary change. There is a documented link between a student’s participation in certain out of class activities and persistence via an increased student commitment to the institution and to learning (Kuh, Kinzie, Buckley, Onelges, & Hayek, 2006). This fact, when coupled with the documented benefits of GLO membership and student involvement in LLCs, establishes the need for GLOs to take the next steps and bring these two important subcultures together. By successfully navigating the pieces of the proposed model, current GLOs can move away from their positions as mere social elements and become truly unique living-learning communities. This evolution will add a fifth learning community typology to the four that Lennings and Ebbers (1999) have already identified. This hybrid classification would bring together residential and student-type learning communities with the positive aspects of GLOs, thus creating a unique fifth classification. This movement towards living and learning communities can enhance the likelihood of students being involved in these organizations and can also lead to more campus involvement and more overall student persistence (Berger & Milem, 1999; Astin, 1993).

Limitations

A major limitation of this model is the first step. Greek students must first want to effect the change in order for it to be viable. This is limiting, because many Greek students are comfortable with the way things are now and unlikely to want to upset or disturb the status quo. They are too often lulled into this arbitrary sense of tradition and fail to recognize that just as students have evolved, the traditions must evolve as well. If serious change is going to occur, it must begin with students engaging in authentic, meaningful conversations about that change (Roberts & Johnson, 2006), which the first phase of the model is designed to help them accomplish. If students can move beyond this setback the next steps should fall into place. Administrators would be hard pressed to stand against such an influential student population especially when they are seeking to effect positive change. And while it may not be easy for GLOs to make this transition, they would have the support and resources necessary to make the transition easier.

GLOs also face an uphill battle when it comes to public perceptions and action. Another limitation of this model is that half of the steps are left up to chance and the actions of others. While it can be said with relative certainty that these positive perceptions will lead to the actions we are hoping to inspire (Sinclair & Mark, 1992), there are no guarantees. If GLOs are working diligently through the change and action phases, but initially are seeing limited returns, they may be discouraged from continuing and return to what is simple or easy. It will be important for administrators, advisors and GLO staff to embrace the changes they are seeing and provide positive feedback which

can help to ignite the intrinsic motivation to be better and carry on (Hattie & Timperley, 2007).

Another limitation is that this process will require many organizations to work collaboratively with each other to effect large scale change throughout a Greek system. It will require that the leaders of these organizations set aside some of their competitive nature and realize that this positive change will be good for everyone involved. It will require more transparent communication between individual groups, the umbrella organizations, as well as the general public. This openness was not always available during the research for this paper.

Potential Benefits of Adopting the New Model

There are several benefits that will arise from putting this model into effect, both for the GLOs and for the general campus community as well. Benefits for GLOs can be both individual and collective. Individual members may benefit greatly from this new system because their overall collegiate experience should be enhanced. Members will continue to receive the same benefits that other GLO students have enjoyed but with the introduction of a new hybrid GLO/LLC model their overall experience and benefits should again be improved. Social and cultural organizational norms (Brower, Golde, & Allen, 2003) should be adapted and more emphasis will be placed on bringing active and engaged learners and community members which should hopefully alleviate most of the negative aspects of GLO membership (Whipple & Sullivan, 1998). This is the main argument behind why doing away with either GLOs or LLCs all together is not a viable option. Each of these entities has similar, but unique characteristics and benefits for

students (Anson & Marchesani, 1991; Brower, Golde, & Allen, 2003; (Hayek, et al, 2002; Mauk, 2006; Lenning & Ebbers, 1999; Whipple & Sullivan, 1998). If they were to be individually disbanded, the overall benefits for students would be decreased. Bringing them together through the creation of this hybrid model provides the greatest benefit to students and to the campus community.

Collectively GLOs should see an increase in their recruitment numbers and positive public perception. With higher memberships comes the ability to effect more positive good. Overall, students learning, engagement and retention should be increased as well as the members of the GLOs become more engaged in the programming. In effect, GLOs should no longer have to deal with much of the apathy currently prevalent in these organizations because the new culture of involvement and participation will be in place.

The campuses which host these organizations will also benefit from this new model. GLO members are more likely to remain active as alumni and to make more charitable contributions to the school (Whipple & Sullivan, 1998). Increasing the number of Greek students increases the number of future alumni contributors. The school can also benefit from the increased retention and persistence rates, higher overall student grade point averages, and increased levels of students involvement across a variety of campus activities, events and additional programs. This model can prove to be a winning scenario for all of the stakeholders.

Implications for Practice and Future Research

As a practitioner it will be important to help identify those Greek student leaders who want to make change and help them to identify the great availability of resources. These students demonstrate their dedication to the ideals and morals most commonly tied to GLOs to make better men and women. It will be important to support their efforts and help them effect change.

Additionally it will be important for practitioners to work with other Greek students to help them see the need for these changes. The positive benefits that can be gained from the implementation of this hybrid model may be very beneficial for a large number of students. It will be important to work with peers and colleagues to help them see the benefits of a stronger more engaged Greek community as well. Helping students to achieve more is the main goal of this model, and getting them engaged and keeping them through graduation is a positive return and a key component of successful programming.

Future research into this arena should attempt to identify individual GLOs or entire Greek systems that have taken similar steps to affect similar change. The model that is introduced here is based in theory and has not been implemented on any campus or within any individual GLO to date. Longitudinal data needs to be collected following membership percentages and their changes, as well as attrition and graduation rates of Greek students involved in those GLOs. The data collected should also look at the academic achievements of this group of students. This may be difficult at first, because an organization or system that is willing to see this change might be hard to find without

a precedent. Another area of research into this concept would be to see what types of influence Greek advisors, institutional and organizational, have upon the Greek students. Through this research, the probability of success might be inferred.

Final Considerations

While the process may be a long and arduous one, it is an important process to begin. “Fraternal organizations will not survive unless they adopt deep and substantive conversations that renew them as not only part of, but essential to, their campuses” (Roberts & Johnson, 2006, p. 79). Greek-Letter Organizations need to be more than social cocoons that entrap their members for a time and then release them into the world. They must continue the very positive things they do in terms of social integration, but must also accept that they are a part of a larger higher education system. If they are committed to make the necessary changes, they will once again stand at the pinnacle of student involvement, and will make the news for the positive work they are doing to help young people.

The model that has been introduced is meant to be a program that is developed for long-term success. The longitudinal effectiveness of this programming will be a key element of its successful implementation. This should not be a once and done effort. This is a system that should be adapted to meet the current needs of students and then revisited each year to be sure the organization is meeting the needs of their members. This will help GLOs keep up with the ever changing dynamics of college students and help them to continue to prosper for years to come.

END NOTES

1. The lack of interest in sharing information between groups was a problem that I ran into constantly with this paper. At one point I contacted the Executive Directors of the ten largest fraternities and the ten largest sororities, looking for information about what their organizations were doing to meet the changing needs of millennial students. I only received five responses from the 20 emails and only received information from two of the organizations. I am concerned that this lack of cooperation and shared information could be a possible source of much of the disconnect that is seen between GLOs and external perceptions. If the GLO organizations could be more transparent about the information regarding their programming (without divulging secrete rites or rituals), I believe that the public would have a better picture into the world of GLOs.
2. The single-sex status of general fraternities and sororities is protected by Title IX, Educational amendments of 1972 which states in U.S.C. Section 1681, subsection (6) that “this section shall not apply to membership practices -- (A) of a social fraternity or social sorority which is exempt from taxation under section 501(a) of Title 26, the active membership of which consists primarily of students in attendance at an institution of higher education, or (B) of the Young Men's Christian Association, Young Women's Christian Association; Girl Scouts, Boy Scouts, Camp Fire Girls, and voluntary youth service organizations which are so exempt, the membership of which has traditionally been limited to persons of one sex and principally to persons of less than nineteen years of age” (Title IX, Educational Ammendments of 1972, 2009).

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APPENDIX



USA University - Office of Student Affairs

Undergraduate Experience Student Questionnaire

This survey has been developed to gauge the overall involvement and satisfaction of USA University students. Participation in this assessment is voluntary, however all students are encouraged to participate. Information taken from this survey will be used for the purposes of enhancing on campus programming for all students.

Section 1 – Fraternity/Sorority Involvement

1. Are you involved in a fraternity or sorority at USA U? (check one)

- YES NO

If you select no for this question, please go to Section 3. Otherwise, continue to question 2.

2. Which fraternity or sorority are you a member of? (check one)

- ΩΘΧ ΑΨΣ ΠΡΘ ΔΩΕ

3. Please list any other on-campus clubs, organizations and activities you are a part of.

4. Are you also involved in other organizations that are not on campus? Yes No
If yes, please list the other clubs, organizations and activities you are involved with.

Section 2 – Why are you Involved?

5. What personal/professional benefits do you receive from membership or involvement in your fraternity or sorority?

Section 2 (Continued) – Why are you Involved?

6. Do you feel that your involvement Greek Life positively or negatively impacts your overall connectedness with the campus in general? Why or why not?

7. How were you originally introduced to your fraternity/sorority? (check one)

- | | |
|---------------------------------------------------------------------|-----------------------------------------------------------------------------|
| <input type="checkbox"/> I was invited by a friend | <input type="checkbox"/> I saw a presentation about the group |
| <input type="checkbox"/> I saw a flyer posted on campus | <input type="checkbox"/> I found the group on the USA U website |
| <input type="checkbox"/> I heard about it in class from a classmate | <input type="checkbox"/> I found the group online (non-USA U site) |
| <input type="checkbox"/> I heard about it in class from a professor | <input type="checkbox"/> Other (please specify in the space provided below) |

8. Would you consider yourself... (check one)

- | | | |
|---------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Very Involved at USA U
"I bleed red white and blue" | <input type="checkbox"/> Somewhat Connected to USA U
"I enjoy doing things on campus" | <input type="checkbox"/> Not at All Connected to USA U
"I come to class, that's about it" |
|---------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|

Section 3 – Students Not Involved in Greek Life

9. Do you know how to locate information on fraternities and sororities? Yes No
If yes, where would you look?

10. Why have you chosen not to participate in these organizations?

11. Are you interested in being involved with Greek Affairs but: (check all that apply)

- don't know where to start looking
- have other work/family commitments that keep my schedule full
- the groups meet at times when I am not able to meet
- there are no groups that I have found to meet my individual needs
- Other: (please specify) _____

Section 3 (Continued) – Students Not Involved on Campus

12. Would you consider yourself... (check one)

- Very Involved at USA U
"I bleed red white and blue"
- Somewhat Connected to USA U
"I enjoy doing things on campus"
- Not at All Connected to USA U
"I come to class, that's about it"

Section 4 – General Information (for both Greek and non-Greek Students)

13. Please mark whether you agree or disagree with the following items:

	Agree	Disagree
A. I excel academically	<input type="checkbox"/>	<input type="checkbox"/>
B. I enjoy attending classes most days	<input type="checkbox"/>	<input type="checkbox"/>
C. I feel I have academic support	<input type="checkbox"/>	<input type="checkbox"/>
D. My coursework challenges me	<input type="checkbox"/>	<input type="checkbox"/>
E. I giveback to my community	<input type="checkbox"/>	<input type="checkbox"/>
F. Being a good citizen is important	<input type="checkbox"/>	<input type="checkbox"/>
G. I like being on campus outside of class time	<input type="checkbox"/>	<input type="checkbox"/>
H. I am happy with my choice to attend USA U	<input type="checkbox"/>	<input type="checkbox"/>
F. I feel USA U gives me what I need	<input type="checkbox"/>	<input type="checkbox"/>

14. The best part about attending USA U is...

15. If I could change one thing about USA U it would be...

16. My favorite USA U memory is...

Section 4 (continued) – General Information (for both Greek and non-Greek Students)

17. Additional information you would like to provide about your experience at USA U

Section 5 – Demographic Information

18. Do you identify yourself as: (check all that apply)

- Male Female Transgender Other

19. Which is your major? (if more than one, please list them all)

20. What age category would you fall into? (check one)

- Under 18 18-20 21-23 Over 23

21. Are you: (check one)

- Married Engaged In a Serious Relationship Not Involved Other

22. Do you live: (check one)

- On Campus Off Campus

Section 6 – Additional Follow-up/Focus Group

23. Would you be interested in participating in a focus group to discuss your involvement and overall satisfaction with the programming available at USA U? Yes No

If yes, please complete the following information so a student researcher can contact you

Your Name: _____

Contact Number: (____) - _____

Contact Email: _____