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**A COMPARATIVE ANALYSIS OF FRATERNAL CHAPTER DIRECTOR EDUCATION
PROGRAMS AND CURRENT ISSUES RELATED TO UNDERGRADUATE STUDENTS**

By

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B.S. May 1994, Old Dominion University
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A Dissertation Submitted to the Faculty of
Old Dominion University in Partial Fulfillment of the
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Approved By:

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Edwin Gómez (Member)

Gary Tash (Member)

This dissertation is dedicated to everyone who helped me get to this point:

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CHAPTER 1: INTRODUCTION

Statement of the Problem

In 1994, the American College Personnel Association (ACPA) unveiled its *Student Learning Imperative (SLI)*, which called for a stronger connection between in-class and out-of-class activities on college campuses (Ashlock, 1996). The *SLI* concluded that involvement in student organizations, and the experiences gained from them help students expand their knowledge base and provide a richer educational experience. For students to have a richer experience, the student organizations need to have advisors who are willing to further the member's experiences (Floerchinger, 1992; Meyer & Kroth, 2010).

Out-of-class involvement created by fraternities and sororities has been closely examined for over forty years. College fraternities are uniquely United States institutions because they were not derived from higher educational institutions in another country (Siske, 1956). Because of this, educators and researchers have debated, over the last forty years, the role that fraternities and sororities serve in the educational process on college campuses (Mathiasen, 2005). Heida (1990) offered many questions and potential responses for student affairs administrators regarding fraternities and sororities and their contributions and detriments to campus life. While research has examined the development of undergraduate students involved in Greek organizations (Antonio, 2001; Astin, 1975, 1977; Baier & Whipple, 1990; Bowker, 1994; DeBard, Lake, & Binder, 2006; Dollar, 1966; Grubb, 2009; Hesp & Brooks, 2009; Kilgannon & Erwin, 1992; Pascarella, 1994; Pascarella, Edison, Nora, Hagedorn, & Terenzini, 1996; Pike, 2000;

Pike & Askew, 1990; Porta, 1991; Reisberg, 2000; Thompson, Oberle, & Lilley, 2011; Wilder, Hoyt, Surbeck Wilder, & Carney, 1986; Willingham, 1962), the development of the alumni appointed to oversee the chapters appears to have gone virtually unstudied.

Research has consistently shown that out-of-class activities are an important aspect of a college student's career (Astin, 1977; Bowen, 1977; Chickering, 1974). Building upon this research, ACPA put forth its *Student Learning Imperative (SLI)* in 1994 (Bloland, 1996). The *SLI* is a statement of beliefs for student affairs professionals and individuals working with students outside of the classroom, which focuses on the core mission of education and personal development. The key tenet of the *SLI* is that student affairs professionals and mentors must create conditions that offer opportunities for undergraduate students that provide both in-class and out-of-class educational opportunities, thereby allowing for personal growth (ACPA, 1996). It was important, therefore, to appoint an individual to help create these opportunities for out-of-class experiences as one of the foundations for undergraduate students' ability to have substantive out-of-class educational experiences.

While researchers supported the concept that out-of-class experiences benefit a student's cognitive and intellectual development (Astin, 1977; Bowen, 1977; Chickering, 1974), studies also confirmed that there are disadvantages in terms of intellectual development for undergraduate members of a fraternity or sorority when compared to students living in a residence hall (Astin, 1993). Researchers demonstrated that membership in a fraternity or sorority led to increased alcohol consumption (Glassman, Dodd, Sheu, Rienzo, & Wagenaar, 2010; Hoover, 2008; Theall, DeJong, Scribner, Mason, Kessel-Schneider, & Simonsen, 2009; Wechsler, Kuh, & Davenport, 2009), less

inclusiveness of minority members (Hesp & Brooks, 2009), and decreased academic performance (Bowker, 1994; Pike & Askew, 1990; Reisberg, 2000). It was also found that membership in a fraternity slowed down the development of self-confidence (Kilgannon & Erwin, 1992). Because of the negative findings related to fraternity membership, some institutions ceased recognition and operation of fraternal organizations on their campus (Malaney, 1990; Seitzinger, 1989).

While researchers discovered negative outcomes of fraternal membership, positive aspects of membership were also found. For example, alumni involvement in guiding the undergraduate chapters was found to have a positive impact on the chapter and its members (Caires, 2004; Parrino & Gallup, 1988; Schroeder, 2000; University of Maryland, 1995). Additionally, a positive correlation was found between fraternity membership and leadership development (Herbet, 2006; Posner & Brodsky, 1994; Sermersheim, 1996).

While researchers studied the development of undergraduate men and women in fraternal organizations and the student affairs professionals charged with overseeing the fraternity and sorority systems for the institution (Cufaude, 1990; Scharber, 1997), no studies have been found that examined chapter directors, who the national and international organizations have tasked to help lead and educate these students and their leadership development. Using student development theory for engaging students, advisors can help a chapter member progress through the different stages of student development.

Although researchers have not studied chapter directors and their development, researchers have studied the effects of advisors on other student organizations. Both the

role of the advisor in student organizations and the techniques needed to succeed in the advisor position have served as the basis for articles and books (Bloland, 1967; Dunkel & Schuh, 1998; Lariviere, 1990). Research supports that assessment of the organizational culture by the advisor is vital so that the educational experience for the undergraduate student can be enhanced and the organization can continue to be successful (Ahren, Ryan, & Niskode-Dossett, 2009). Studies have examined the traits of advisory committees which make them effective for organizations. The literature supports the importance of educating the advisors in the management of its members and in facilitating student interactions, in order to help the student organization become highly effective (Newman, 2010). Because chapter directors are advisors to the fraternity to which they are assigned, the research regarding organizational advisors can be used as a proxy for the work that chapter directors perform within their organizations. While the research focusing on organizational advisors may be applied to chapter advisors, the purpose and the educational role of chapter directors adds an extra level of complexity that necessitates more examination.

Definition of Terms

Terminology used by the researcher in the current study is defined in this section. It should be noted that the terms in the current study are contextualized within the North-American Interfraternity Conference (NIC) chapters, which are all-male fraternities.

- *Fraternity*. A fraternity is an organization of men that usually has an initiation, some traditional rites, which may be secret, and a social focus. The organization may be local or national and may or may not be represented by two or three Greek letters. For the purpose of this study, all fraternities studied are

national/international and members of the North-American Interfraternity Conference.

- *Greek Social Organizations.* A Greek social organization is an organization that usually has a ritual, is single-gendered, and a social focus. The organizations may be local or national/international and may belong to a larger governing organization comprised of similar organizations (i.e. National Panhellenic Council, North-American Interfraternity Conference, or the National Association of Latino Fraternal Organizations).
- *Colony.* A colony is a group of undergraduate men at a specific college who are interested in joining a national fraternity. They are officially recognized by the national or international office of the specific fraternity; however, they have not been initiated into the fraternity and the group has not received their charter from the organization recognizing them as a chapter of the organization.
- *Chapter.* A chapter is a group of initiated undergraduate men at a specific college and who are members of a fraternity. These men have been admitted to full membership in the Greek organization and knowledge of its secrets. They are bound by a common ritual that may not be known to members outside of the organization.
- *Member.* A member is an undergraduate member of the fraternity that has been initiated and is enrolled for at least one credit at the institution where the chapter has been chartered. The member is also an individual who has paid any financial obligations to the chapter or to the national or international organization and is

thus deemed “in good standing.” The term *Brother* may also be used synonymously.

- *Alumni/Alumnus.* Alumni or Alumnus refers to either a single member (Alumnus) or a group of members (Alumni) who have either graduated from or are no longer enrolled at the institution where the chapter was chartered. The member has been labeled by the chapter and the national organization as an alumnus of the organization.
- *Chapter Director.* A chapter director is an initiated brother of the fraternity who has graduated from an undergraduate institution and has been appointed by the national or international headquarters to serve as the appointed representative for the national or international office to a specific chapter. He is tasked with overseeing the operations of the chapter for the national or international office and instructing the undergraduate members in specific educational areas. The term is equivalent to chapter advisor or alumni advisor.
- *Alumni Coordinator.* The alumni coordinator is a professional staff member who works at the National or International Office. Their primary responsibility is the coordination and education of alumni volunteers who work with individual chapters. The term is equivalent to the Director of Alumni Services, Director of Alumni Engagement, Director of Alumni Relations, or Director of Volunteer Support/Services.
- *Province, State, or Regional President.* The province, state, or regional president is an initiated brother of the fraternity who may have served previously as a chapter director or on the national or international office staff. He oversees a

specific geographical area called a province, state, or region. Within the area to which he is appointed, he helps supervise and educate the chapter directors. He also serves as an additional national contact for the chapters in the province.

Similar terms include province president, regional president, and regional representative.

- *National or International Office.* The national or international office is the headquarters for the specific fraternity. It coordinates all educational training for undergraduate brothers and chapter directors. It serves as the main governing structure for all chapters and alumni associations of the specific fraternity. It is often referred to as the international headquarters, headquarters, and international organization.
- *Educational Program.* An educational program is a curriculum delivered through manuals, meetings, regional conferences, and national or international conferences that covers educational topics that are specified by the national or international office for members of a fraternity.
- *North-American Interfraternity Conference.* The North-American Interfraternity Conference (NIC) is a trade organization that represents 75 National and International Men's Social Fraternities. The purpose of the organization is to advocate for the needs of member organizations through the experiences of fraternity membership; help fraternal organizations to grow; and, to enhance the educational mission of the institutions where chapters are located. The NIC was founded in 1909 as the National Interfraternity Conference, and changed its name to its current form in 1999 (North-American Interfraternity Conference, n.d.a.).

Purpose Statement

The purpose of this sequential, explanatory, mixed-methods study was to examine the educational program of chapter directors of national and international fraternities to determine if the content of these programs prepared chapter directors for meeting the needs of current and future chapter members. Data were gathered from NIC organizations' educational programs. Quantitative and qualitative data were gathered in two distinct phases. The first phase was a document analysis and the second phase consisted of a survey of national/international fraternity professional staff.

Research Questions

The following research questions guided the study:

- RQ1: What are the primary educational topic areas of NIC organizations within their chapter director educational program?
- RQ2: What topics are unique to the various chapter director training programs of NIC organizations?
- RQ3: What is the difference between the topics in the chapter directors' manuals and data obtained from *Your First College Year (YFCY) National Aggregates* and *The American Freshman* conducted by the Higher Education Research Institute?
- RQ4: What is the perception of fraternal executive directors regarding the effectiveness of the current chapter director's educational programs within their respective fraternities?

- RQ5: What is the perception of alumni coordinators and other executive officials regarding the effectiveness of the current chapter director's educational programs related to their respective fraternities?
- RQ6: What are the differences in perceptions among and between the executive directors and the alumni coordinators?

Since the 1970s, research has explored the leadership development of undergraduate fraternity chapter members (Herbet, 2006; Posner & Brodsky, 1994; Sermersheim, 1996), education of undergraduate members (Glassman, Dodd, & Sheu, 2010; Raynor & Levine, 2009), and identity development of undergraduate fraternity members (Hesp & Brooks, 2009; Lottes & Kuriloff, 1994; Roberts & Huffman, 2005). However, a review of the current literature has discovered no research regarding the educational programs of chapter directors.

Research has been conducted on various roles within student affairs including the role of the advisor in student organizations (Bloland, 1967), the role of student activities staff in advising student organizations (Yoon, 1996), and the vital role that student affairs professionals play in the creation of educational environments that enhance student success (Schroeder, 2000). Scharber examined new ways for student activities staff to advise Greek organizations. He advocated for the advisors to listen closely to how students are interpreting the school's expectations (Scharber, 1997).

Though chapter directors are advisors, they are tasked with more responsibility than other non-fraternity organization advisors. Moreover, no research was discovered that examined whether educational programs are meeting the needs of chapter directors

by the national or international headquarter staff that oversees alumni advisor involvement.

Study Contributions

The effect of educational programs designed for chapter directors has remained an open question. Although much research was conducted on the leadership development of undergraduate fraternity members and the importance of an advisor of student organizations, there has been no known research which had been done regarding the educational development among chapter directors in a fraternity. This study examined the educational program of chapter directors to determine if the educational topics contained in the program are aiding chapter directors in advising their chapter by preparing them for the issues undergraduate students face.

Significance

According to the NIC website, the NIC represents 75 organizations with approximately 5,400 chapters on over 800 campuses with over 325,000 undergraduate members (NIC, n.d.a; NIC, n.d.b). In 1991, *Baird's Manual of American College Fraternities* estimated that there were over 4.1 million alumni of fraternal organizations and an additional 400,000 undergraduate members (Anson & Marchesani, 1991). Within the United States, over 14.2 million students attend a higher education institution (ANEKI.COM, n.d.) so members of Greek social organizations represent approximately 2.3% of the undergraduate population. Due to their positive undergraduate experiences, members of Greek social organizations have been found to be more active donors to their undergraduate institutions (Thomas & Smart, 2005). According to the NIC (n.d.b), fraternity and sorority alumni compose 23% of the US House of Representatives and

42% of the Senate in the 112th Congress. Fraternity alumni comprise 50% of the Top 10 Fortune 500 and 15% of the Fortune 100 chief executive officers (NIC, n.d.b). The impact that Greek members have upon the campus is wide-ranging prior to and after graduation. The significance of having a positive experience, while an undergraduate fraternity member, will benefit the institution upon graduation.

The proposed research questions allowed for more focused research regarding fraternities and the field of student affairs in how to engage and educate advisors of all-male Greek social organizations. The outcomes could be applied to fraternities not affiliated with the NIC, and possibly, to sororities across the United States. This would not only benefit the individual chapters, but also the campuses where the chapters are located and the national and international organizations themselves. The research can provide national and international organizations information in order to adapt their educational training of chapter directors to include new methods of delivery and topics that truly benefit the individuals in leading their assigned chapters.

Assumptions

The researcher assumed that the responsibilities for chapter directors are the same throughout the NIC organizations. The information posted on the national or international organization websites was assumed to be the most updated chapter director educational program for those organizations. It was also assumed that the alumni advisors were using these educational guides in their advisor role.

Delimitations

The researcher opted to focus on the educational programs within NIC organizations (male-only) and excluded those of the National Panhellenic Conference

(NPC) (female only). The research was performed between April and August of 2012 through internet research and surveys of staff at national or international organizational offices.

Organization of Study

The remaining chapters in this dissertation are organized as follows. Chapter 2 outlines the research that informs the theoretical assumptions made regarding the research questions. Chapter 3 describes the methods employed to answer the research questions. The methods include the hypotheses, the rationale for the study, method of analysis, including instrumentation and how data were collected, the analysis that was employed, validity concerns, assumptions, and limitations. Chapter 4 presents the data from the research. Chapter 4 includes: a discussion of the qualitative research, a discussion of the quantitative research, the demographics of the respondents; an examination of the statements that respondents rated, the perception of the educational program; the perception of the current issues, and a discussion of the current educational plans including how they are related to the volunteer alumni. Chapter 5 presents a discussion of the data and their implications. Chapter 5 includes: a discussion of the research questions, a discussion of the qualitative findings, a discussion of quantitative findings, discussion of the statements that were significant, the implications for practice, recommendations for the dissemination of findings, recommendations for further research, and concluding remarks.

CHAPTER TWO: REVIEW OF LITERATURE

The purpose of this chapter was to review literature in order to lay a foundation upon which the research will be conducted. In Chapter 1, it was noted the importance of student involvement in out-of-class experiences. Research has been conducted on the involvement of students within fraternities and their personal development. The review of literature in Chapter 2 includes the following: growth of fraternities, leadership theory, higher education leadership development, student leadership development, student out-of-class experience, fraternity involvement, student organizational Advisors, campus Greek advisors, Greek organizational advisors, and a summary of the chapter.

Growth of Fraternities from Local to National Systems

Founding of fraternities. Since the inception of the higher education system in the United States, intellectual development of students has only been one area of concern for institutions. Institutions founded prior to the American Revolution focused on educating civic leaders and preparing men for the clergy (Lucas, 1994). Though the origins of the founding of the institutions varied, the first nine higher education institutions “subscribed to the goal, as expressed at the founding of William and Mary, of ensuring ‘that the youth...[be] piously educated in good letters and manners’” (Lucas, 1994, p. 105). In 1948, the National Interfraternity Conference noted that the main objective of institutions founded prior to the American Revolution was moral training and not an education (National Interfraternity Conference [NIC], 1948). While the lives of the students were very rigidly controlled by the institution, students participated in literary societies that permitted them the opportunity to practice public speaking, debating, and writing (Anson & Marchesani, 1991; NIC, 1948). These literary

organizations were a mixture of secret and open organizations, as well as organizations that had Greek mottos expressing the ideals of the organization. The organizations allowed students to participate in out-of-class activities, which helped further their educational experiences (Anson & Marchesani, 1991; Miller & Jones, 1981). As Johnson stated, these organizations were “preparing their men for living successfully in the contemporary American society rather than a distant heaven” (1972, p. 31).

The Flat Hat Club was founded in 1750 at the College of William and Mary and remained in existence until after 1772 (NIC, 1948). The organization could be deemed as the first fraternity because it was secret, had a literary focus, and was a social organization (NIC, 1948; Siske, 1956; Sullivan 1990). Prior to the founding of Phi Beta Kappa in 1776, other organizations were founded based on the concepts and ideals of The Flat Hat Club.

In 1776, John Heath was denied membership in one of the fraternal organizations. Because of this, he, along with four friends, formed Phi Beta Kappa (Sullivan, 1990). Phi Beta Kappa had all the characteristics of the modern fraternity including a badge, a secret handshake, motto, rituals, secret passwords, and an oath (Beach, 1973; Robson, 1966; Siske, 1956; Sullivan, 1990). It was also the first organization to use Greek letters in the organizational name and in their subsequent chapters' designations (NIC, 1948; *Sigma Pi Fraternity*, 2000; Sullivan, 1990).

Phi Beta Kappa's original purpose was to allow the open discussion of ideas and views of the era without the supervision of the faculty (University of Maryland, 1995). Schreck (1976) stated that the founding of Phi Beta Kappa was also a revolt against the English concept of education with the faculty in the residence halls, who were seen as

restraining the freedoms of the enrolled students. Three years after founding, the Phi Beta Kappa chapter at the College of William and Mary authorized the founding of chapters at Yale and Harvard (Siske, 1956; Sullivan, 1990). After founding these two chapters, and with British forces under Cornwallis approaching, the chapter at the College of William and Mary ceased operations in 1781 and resumed operations in 1849 (Siske, 1956).

The Phi Beta Kappa chapters at Harvard and Yale established a chapter at Dartmouth in 1787; however, no other chapters were founded until 1817 when a chapter was founded at Union College (Anson & Marchesani, 1991; Siske, 1956). Due to anti-Masonic sentiment, secret societies experienced a backlash, which caused Phi Beta Kappa to become an open society in regards to its secrets and rituals (Arnold & Kuh, 1992; Siske, 1956). With the initiation of women in 1875, Phi Beta Kappa truly became an honorary fraternity rather than a social fraternity as the organization focused on academics rather than the social aspects (Robson, 1966; Siske, 1956). The fraternal organizations helped bring to light the battle on campus between the institutions that were preparing students to be ministers, and students who wished to be educated so that they would be prepared for other careers (Syrett, 2009).

According to Anson and Marchesani, “the first of several orders of Kappa Alpha originated at the University of North Carolina in 1812” (Anson & Marchesani, 1991, p. I-10). The first version of Kappa Alpha imitated Phi Beta Kappa and spread to 21 institutions in the South; however, all of them disbanded within a few years (NIC, 1948; Schreck, 1976). The fraternity chapters founded during this time and many of the modern fraternal organizations can trace their history back to literary societies, which

underscored the educational founding of the societies (NIC, 1948). While these organizations disappeared, the establishment of the 21 Kappa Alpha chapters served as a connector between the founding of Phi Beta Kappa and the establishment of Kappa Alpha Society at Union College in 1825 (Anson & Marchesani, 1991). With the establishment of Kappa Alpha Society and its continued existence, the modern fraternity was born (Schreck, 1976; Syrett, 2009).

Within two years of Kappa Alpha Society's founding at Union College, two more fraternities were founded at the institution (Sigma Phi and Delta Phi) (Anson & Marchesani, 1991). Over the course of the next 73 years, 34 fraternal organizations were founded in the United States with 375 chapters on college campuses (Sullivan, 1990). Between 1800 and 1875, the Greek organizations allowed students to rebel against the constraints established by the administrators because the colleges failed to "provide altogether suitable rites of adolescence, satisfactory outlets for quite normal animal energy and human imagination" (Schreck, 1976, p. 29). The Greek organizations "challenged the thinking of their day and were concerned with social issues ignored by colleges and universities, provided students with outlets for debates, free discussions, and an arena to test new ideas" (Bryan, 1987, p. 38). Fraternities offered students an outlet from academics and prayer, and this helped them displace literary societies as the most popular organizations on college campuses (Arnold & Kuh, 1992; Beach, 1973; Malaney, 1990).

Fraternities also instilled a higher level of loyalty in the membership, which caused the literary societies to decline (Rudolph, 1962; Schuh, 1984). Because the Greek organizations offered events that were opposed by the faculty and also the institution, 91

of the 375 chapters that had been founded became inactive due to lack of institutional and faculty support (Siske, 1956). According to Barrow and Curtis (1912), faculty were concerned that the organizations would develop “into a snobbish aristocracy” (p. 9). After the turn of the century, the number of fraternal organizations increased by 41 organizations, which more than doubled the amount of fraternal organizations (Sullivan, 1990).

As the popularity of fraternities grew, the number of chapters of established organizations increased, as did the number of new fraternal organizations. The demand for fraternity chapters also came from alumni who were attending medical or law school (Rudolph, 1962). When a chapter wished to expand to a new campus, the group often would rely upon an alumnus member to host events for students at that educational institution (Syrett, 2009). As organizations expanded through new chapters, the governing structures became more complex and a “demand arose for a form of administration and control more truly representative of the undergraduate and graduate members” (NIC, 1948, p. 8). According to Anson and Marchesani (1991), as organizations established chapters at other institutions, one chapter became the primary location for the storage of information, including the ritual, and the main governing body for all the organizations.

Role of fraternity alumni. In order for all chapters of an organization to remain consistent in ritual and to stifle criticism against the primary chapter, chapters would routinely come together to discuss overall business and pass fraternity by-laws (Anson & Marchesani, 1991; NIC, 1948). Though the gathering of the chapters served as the primary legislative body, the alumni became vested with administrative and executive

powers to aid the chapters' daily functioning. Alumni showed "the keenest financial interest in the local chapter" and were "generous beyond what might have been expected in giving money" (Clark, 1931, p. 141). As monetary giving of alumni increased, alumni became more active in fraternal business. With the expansion of fraternities throughout the United States, alumni played a more active role in the management of the organization and it was beneficial to have older (i.e., more mature) individuals manage the increasing financial assets of the organization (Johnson, 1972; Syrett, 2009).

Because of the social events that organizations used to establish chapters at other institutions, chapters began to shift from an educational focus to a more social focus (Syrett, 2009). The social events were not the only reason for the change of focus from an educational nature to more of a social one. As institutions focused strictly on the in-class educational development of students, faculty did not concern themselves with out-of-class activities (Johnson, 1972). Because of this, fraternities began to fill the social and recreational needs of the student. Consequently, a culture based on hazing and large amounts of alcohol developed, which detracted from the original educational focus on which fraternities were founded (Hoover, 2008; Tampke, 1990).

Prior to the American Civil War, fraternities were seen as institutions "of boys, for boys, and by boys" (NIC, 1948, p. 8). After the Civil War, members of fraternities had graduated and their interest in aiding the chapters was enough that the alumni influence on daily chapter activities increased. Alumni formed alumni organizations, and became active in the national governance issues related to the fraternities. Barrow and Curtis (1912) stated that "in every part of the land he will find alumni chapters of this Fraternity, and, of late years, it has been the custom of the graduate to once ally himself

with one of these chapters” (p. 13). The primary goal of the alumni associations was to allow alumni to continue the feelings of brotherhood that had been created as undergraduate students; however, the associations also allowed alumni to establish business connections and networking among fellow alumni (Syrett, 2009).

When early higher education institutions were founded, they largely adhered to the British model of education, which incorporated out-of-class experiences into the education. In the 1800s, institutions began to implement a German model of higher education, which did not focus on out-of-class experiences (Anson & Marchesani, 1991). As institutions implemented the German model of higher education, presidents of institutions successfully advocated for the closure of the dormitory system on campuses (Siske, 1956). As some institutions closed dormitories and others refused to build new dormitories, institutions did not have enough housing for students, and some students rented rooms from local families (Barrow & Curtis, 1912; Johnson, 1972; Siske, 1956).

Fraternities move off-campus. The lack of social opportunities on-campus forced students to find outlets off-campus, which caused issues with the landlords and local community (Anson & Marchesani, 1991). Though no members lived within the building, fraternal owned buildings began around 1846 when Chi Psi Fraternity at the University of Michigan used a small building in the woods as a meeting house (Anson & Marchesani, 1991; Syrett, 2009). A fraternity chapter at the University of California at Berkeley had the first true fraternal residence in 1874 when brothers of a fraternity lived exclusively in a house together (Syrett, 2009). With the alumni's financial donations, undergraduate chapters were able to build chapter houses. Alumni not only donated money, but also served as the architects for some of the houses (Clark, 1931). Alumni

also served as the responsible parties when signing the mortgage (Clark, 1915, 1931; Johnson, 1972; Syrett, 2009). The fraternity house also served as a way to gauge the success of a chapter and its alumni as the more ornate the chapter house was, the more successful the chapter and alumni were thought to be (Syrett, 2009).

Fraternity housing helped institutions by providing alternative housing for students, which allowed institutions to not increase the on-campus dormitory space (Anson & Marchesani, 1991; Clark, 1931). Fraternal housing also removed the supervision and oversight of students from the institutions (Anson & Marchesani, 1991; Siske 1956). Within the fraternity house, older affiliated undergraduate members helped control the actions of the younger affiliated undergraduate members. While older members controlled younger members, the freedom from true parental influence led to a decrease in academic standards within the chapters. The decrease in academic standards by members caused concern among faculty members and alumni, which led to more direct influence by alumni on members living within the fraternity house (Siske, 1956).

With the growth of fraternal housing and the governance structure of organizations becoming more complex, alumni became more involved in daily operations and they integrated themselves into Boards of Trustees or Housing Corporations that oversaw financial aspects and the year-to-year upkeep of the fraternity house (Johnson, 1972; Syrett, 2009). As alumni became involved in the daily financial operations of the chapter, their involvement and influence in other areas, including overall governance, increased (Syrett, 2009). The constitution of Beta Theta Pi fraternity adopted at the 39th Annual Convention in 1879 allowed alumni to organize chapters. Because of the many petitions from alumni to form alumni groups, the Beta Theta Pi constitution was amended

two years later with the steps that alumni had to follow to form an alumni group (Baird, 1918).

National organization of fraternities. Around 1870, “the system had outgrown the mother chapter and a demand arose for a form of administration and control more truly representative of the undergraduates and graduate members” (NIC, 1948, p. 8). The demand for organizational structure led to the formation of a central council or national office, which was a major step in the development of fraternal governance structures (NIC, 1948). Fraternal conventions still occurred annually or biennially, and served as the supreme governing body for the fraternity; however, the central council or national office served as the governing body for the organization between conventions. The council or national office was staffed by alumni that were either elected or appointed at the conventions (NIC, 1948). “The idea of regal power and authority vested in a mother chapter had passed, and the democratization of the fraternities was complete” (NIC, 1948, p. 9). The central administration of the fraternity was overseen by paid alumni, who oversaw the daily administrative functions (NIC, 1948).

While alumni were involved in the chapter financial matters and national governance issues through the national or central office, they remained only slightly involved in the day-to-day governance issues of the chapter. Alumni who were on the faculty at an institution served as a faculty advisor for the chapter and could offer guidance to the chapter members (Clark, 1931). Clark (1931) also stated that local alumni who were successful businessmen were often admired by undergraduate brothers and had the ability to exert influence over the chapter. The executive offices used reports by alumni from that chapter and by other alumni in the area to determine how the chapter

was doing overall (Barrow & Curtis, 1912). In the early 1900s, fraternal organizations placed donations received from alumni into trust funds or created scholarships to aid members (Johnson, 1972). As the number of national fraternities increased, fraternal organizations concluded that a national governance structure consisting of all national organizations would benefit the members and provide guidance and continuity. In 1909, the North-American Interfraternity Conference was created; however, it was not formally organized until 1910 (North-American Interfraternity Conference, n.d.a.).

In the 1970s, national fraternities began to incorporate alumni into the local governance structure. In 1974, the delegates at the Sigma Pi biennial convention voted to establish chapter directors for all chapters and colonies. At the 1976 convention, the delegates voted to incorporate the position into the Fraternity's Constitution and Bylaws (Sigma Pi, 2000). The chapter director's responsibility as established by the delegates to the 1974 convention was to help with bettering the chapter in every way possible, including social and intellectual. The chapter director was tasked with helping enforce the policies of the Grand Chapter and the educational institution, aiding in the communication between the local chapter and the national organization, and assisting and overseeing the total operation of the chapter (Sigma Pi, 2000).

Currently, chapter directors are tasked with educating the chapter that they are assigned to in different areas including recruitment, new member education development, ritual, alumni relations, advising the chapter, academic development, finances, and risk management. The educational development of the chapter directors varies by the organization. The training includes manuals, individualized meetings, and national meetings.

Leadership Theory

According to Hockaday and Puyear (2000), over 125 definitions of leadership exist. Bass (1990) stated that there are “as many definitions of leadership as there are persons who have attempted to define the concept” (p. 11). Researchers have studied leadership for hundreds of years; however, it remains one of the least understood concepts (Bolden, Petrov, & Gosling, 2008). In the early 20th century, research on leadership theory focused on the traits of a great leader; however, within the last 50 years, researchers have shifted their focus to examine the behaviors of great leaders (Goff, 2003). According to Cherry (2010), leadership theories can be classified into eight categories: “great man” theories, trait theories, contingency theories, situational theories, behavioral theories, participative theories, management theories, and relationship theories. “Great Man” theories assume that leadership abilities are innate. Trait theories presume that people inherit certain traits that make them better leaders. Contingency theories examine which exact variables related to the environment that may help determine which style of leadership is appropriate for the situation. Situational theories theorize that leaders choose which leadership style based upon the situation. Behavioral theories theorize that individuals learn to be leaders and are not born. Participative theories put forward that the perfect leadership style solicits feedback from others into account. Management theories focus on the role of supervision, organization, and group performance and base leadership on a rewards and punishment system. Relationship theories focus on the connections between leaders and supporters. While leadership theories have been studied extensively in the field of business, it has only been since 1979 that the leadership of individuals has been examined within an educational

administration context (Hanson, 1979). The growth in educational administration leadership was borne by the belief that business models of leadership were not truly applicable to the educational setting (Burke, 2010).

Kouzes and Posner (2008) wrote that leadership is not something that only a handful of people may do. Kouzes and Posner discussed five practices of exemplary leadership, which included: (a) modeling the way, (b) inspiring a shared vision, (c) challenging the process, (d) enabling others to act, and (e) encouraging the heart. The researchers argued that leaders must be clear about their guiding principles and model those principles for others. When leaders are envisioning the future of the organization, they must inspire others to join into this shared vision. Kouzes and Posner also stated that leaders are always looking for ways to make their organization better and try new things. The fourth practice of exemplary leadership is when the leaders build trust among members and foster collaboration so that others are empowered. Finally, Kouzes and Posner stated that leaders encourage members to continue, even when faced with obstacles. They noted that leadership is “an observable set of skills and abilities that are useful in any campus, community, or work setting” (Kouzes & Posner, 2008, p. 145). They believe that these skills may be strengthened and enhanced through education, practice, role models, and feedback.

Higher Education Leadership Development

Leaders in higher education administration need to address emerging challenges as they arise. Goff (2003) summarized some of the ongoing challenges that community college administrators will face in the future, including relevance in the global economy, distance education, privatization, and funding (Goff, 2003). The same challenges that

community college administrators face will also be faced by four-year institution leaders. As institutions call on their presidents to focus more on building connections with constituents and finding outside funding, presidents have developed a shared governance model so that campus officials can truly develop professionally (Burke, 2010). To help develop the leadership potential of individuals on the campus, administrators have created leadership development programs so that faculty and staff may fill the vacuum created by the shift of the president's focus to other matters (Schoenberg, 1992). According to Schoenberg (1992), the development of any leadership plan must focus on three important areas: college community, campus culture, and organizational communication.

Lewis, Fino, Hungar, Wallace, and Welch (1994) examined leadership academies, institutes, seminars, and workshops on college campuses. They reviewed the leadership programs at Arizona State University, Kennesaw State College, Seattle Community College, the University of Kentucky, the University of Nebraska – Lincoln Institute of Agriculture and Natural Resources, Western Kentucky University, and University of North Carolina at Chapel Hill. The researchers concluded that “all of them in one way or another aim to promote better institutional management, but some programs reflect this as a primary goal” (Lewis et al., 1994, p. 27). Lewis et al. (1994) further researched staff training and development programs at an additional four institutions throughout the United States. The researchers concluded that leadership programs were first created for faculty but were expanded to include staff, which has attracted nonacademic personnel to apply for positions on the campus. The programs “can serve as catalysts for global

strategies to enhance leadership capabilities for personnel at all levels” (Lewis et al., 1994, p. 55).

Cloud (2010) expanded on Schoenberg’s recommendations, stating that leadership development on the college campus is a process that contains both formal (e.g., mentoring and professional development opportunities) and informal (e.g., off campus professional development) components. Combining these two components maximizes the effectiveness of both the individual and the institution (Cloud, 2010). With more emphasis placed on student learning and the need for out-of-the class experiences for the students, institutions have begun to examine further the leadership development of faculty and staff so that they can provide these opportunities (Kimmich, 1992). While leadership institutes have existed for upper administration officials on various campuses (e.g., Harvard Leadership Institute for Presidents, National Association of College and University Budgeting Officers National Leadership conference, the Senior Student Affairs Officer Symposium, etc.), few opportunities have existed for entry and mid-level student affairs professionals. The opportunities that have existed are often embedded within a new employee orientation, which researchers have often neglected (Mather, Bryan, & Faulkner, 2009).

Student Leadership Development

While campus leadership is applied directly to campus administration, the term campus leadership may also be applied to student organizations, which are an ever increasing presence on the campus. Christensen and Myers (1979) encouraged student affairs administrators overseeing student volunteer leadership development programs to undertake a needs assessment to determine the strengths and weaknesses of the program.

In 1990, Schoenberg argued that higher education institutions need to develop leadership skills not only among administrators, but also among student organization leaders.

Posner (2009) concluded that there were over 1000 student leadership development programs around the country. The leadership development program should be on-going and have components that focus more on interactive learning, rather than lecture.

Allen (1983b) encouraged campuses to use informal teaching strategies such as role modeling, collaboration, informal instruction, and structuring the environment in helping teach leadership to students. Similarly, Bucker and Williams (1995) surveyed leaders of student organizations and concluded that institutions must have training in areas where student leaders have expressed leadership deficiencies and must establish programs that allow the student leaders to interact with university administrators so that the students can observe leadership in action.

Komives, Mainella, Owen, Osteen, and Longerbeam (2005) examined the process that a student experiences in creating a leadership identity. The authors developed a leadership identity theory that examined how leadership developed in six stages, which supported prior research on leadership identity theory. The six stages were defined as: (a) awareness that leaders existed; (b) intentional involvement, experiencing groups, and taking on involvement responsibilities within the group; (c) perception that groups have both leaders and followers; (d) individual recognition that anyone in the group could be a leader and that leadership was a process between people; (e) active commitment by the individual to the group and the members; and (f) active engagement with the group's leadership on a daily basis. Logue, Hutchens, and Hector (2005) surveyed student leaders on college campuses and found three themes that emerged from the surveys of

these leaders. The first theme involved people, and it was found that the student leaders had strong positive interpersonal contacts with many individuals, including fraternity advisors. The second theme that emerged was action, where individuals sought out the leadership opportunities rather than passively accepting them. The final theme that emerged involved organization and the personal identity each organization offered its leader.

Adams and Keim (2000) examined the leadership practices of Greek-affiliated student leaders. In their findings, the researchers recommended that student affairs professionals should encourage student leaders to increase their base knowledge of leadership practices and skills. It was further recommended that training for male and female student leaders be adjusted so that self-confidence exercises are discussed for female students, while male students should focus on how to generate feedback from members of the organization.

Students are attempting to gain leadership experience at the same time that they are “finding” themselves. It is important that opportunities exist for obtaining leadership training, but also support systems need to exist within the student organizations directed by the upper administration (Reese, 2008). Grandzol, Perlis, and Draina (2010) examined the leadership development of team captains in collegiate varsity athletics. The researchers concluded that merely participating in collegiate athletics had little influence on leadership development; however, serving as a captain provided students the opportunity to learn and practice leadership skills (Grandzol, et al., 2010).

Student Out-of-Class Experiences

From the founding of Phi Beta Kappa in 1776, students have been participating in out-of-class activities not related to course content, which have helped further their educational experiences (Miller & Jones, 1981). Phi Beta Kappa's original mission was to allow the open discussion of ideas and views of the era without the supervision of the faculty (University of Maryland, 1995). Research has consistently shown that out-of-class activities not related to course content are an important aspect of a college student's career (Astin, 1977; Bowen, 1977; Chickering, 1974).

Williams and Winston (1985) researched the differences in the developmental task achievement of college students who did and did not participate in student organizations. They concluded that individuals who are not involved in student organizations are "developmentally less mature than [those that were involved]" (1985, p. 58). Astin developed his "'theory of involvement,' which highlighted the psychological and behavioral dimensions of time on task and quality of effort" (Kuh, 2009, p. 684). Astin's multiple longitudinal studies demonstrated a connection between "involvement and a range of attitudinal and developmental outcomes" (Kuh, 2009, p. 684). Astin held that students learn more when they are involved in both the academic and social facets of the college campus (Astin, 1984). Shoup (2005) researched what influences individuals who are deemed as leaders. Shoup concluded that of the recognized list of exemplary and competent leaders nominated by university scholars throughout the United States seven influences emerged. One of these influences was out-of-class, co-curricular involvement (Shoup, 2005). Abrahamowicz (1988) concluded that individuals involved in student organizations had higher involvement in using the library, engagement with

faculty, with course learning, and interactions with staff and other students than those students who were not involved in student organizations.

Building upon the research of Astin (1977), Bowen (1977), and Chickering (1974), the American College Personnel Association (ACPA) put forth the *Student Learning Imperative (SLI)* in 1994 (ACPA, 1994). The *SLI* is a statement of beliefs for student affairs professionals and individuals working with students outside of the classroom that focuses on the core mission of education and personal development. The key tenet of the *SLI* is that student affairs professionals and mentors must create conditions that offer opportunities for undergraduate students to expand their knowledge base outside of the classroom. The competence of the individual creating opportunities for out-of-class experiences is one of the most important factors necessary for undergraduate students to have substantive out-of-class educational experiences (ACPA, 1996).

According to Davis and Laker (2004), student affairs professionals play an important role in the development of all students. The researchers further concluded student affairs professionals are taught “to consider identity dimensions when working with women, people of color, openly gay people, and other students who possess an obvious target identity” (Davis & Laker, 2004, p. 49). When attempting to develop programs and services for men, Davis and Laker advocated for a better understanding of the multiple dimensions of masculinity and for appropriate levels of support that will aid student affairs professionals to more effectively connect male students to university student services. Davis and Laker document the work being done on the Dartmouth College campus with the Men’s Project, which is housed within the Center for Women

and Gender. The program encourages male students to participate in educational sessions and activities that focus on preventing sexual assault and encouraging the positive development of men's identities.

Foubert and Grainger (2006) published a longitudinal study that examined the involvement of students from their first-year to their senior year. The researchers determined that involved students reported "greater levels of psychosocial development in the areas of establishing and clarifying purpose, educational involvement, career planning, life management, and cultural participation" (p. 178). They also determined that those students who reported that they were leaders of student organizations also reported more psychosocial development than individuals who did not hold a leadership position. Paul (2006) stated that having an association with people who are in organizations, modeling leadership qualities, and being motivated to help others aids the student in developing their leadership qualities and successfully completing their undergraduate education.

Fraternity Involvement

While studies have consistently supported the argument that out-of-class experiences benefit a student's cognitive and intellectual development, studies have also shown that undergraduate students who are members of a fraternity or sorority are disadvantaged when compared with students living in a residence hall in the area of intellectual development (Astin, 1993). Studies have also shown that membership in a fraternity or sorority leads to a propensity for alcohol consumption (Cashin, Presley, & Meilman, 1996; Glassman, Dodd, Sheu, Rienzo, & Wagenaar, 2010; Goodwin, 1989; Hoover, 2008; Kodman & Stumak, 1984; Pace & McGrath, 2002; Tampke, 1990; Theall,

DeJong, Scribner, Mason, Schneider, & Simonsen, 2009; Wechsler, Kuh, & Davenport, 2009), an increase in permissive sexual socialization from peers (Lottes & Kuriloff, 1994), lower levels of personal and moral development (Kilgannon & Erwin, 1992; Wilder, Hoyt, Surbeck Wilder, & Carney, 1986), a decrease in diversity interaction (Antonio, 2001; Baier & Whipple, 1990; Hesp & Brooks, 2009; Pascarella, Edison, Nora, Hagedorn, & Terenzini, 1996), an increase in the possibility of cheating (McCabe & Bowers, 1996; McCabe & Trevino, 1997), and a decrease in academic performance (Bowker, 1994; DeBard, Lake, & Binder, 2006; Grubb, 2009; Pascarella, 1994; Pike, 2000; Pike & Askew, 1990; Porta, 1991; Reisberg, 2000). In 2011, researchers examined the effects of affiliation during a student's first-year in college. The results contradicted the prior research regarding affiliation having a negative impact on the following: the student's openness to diversity, the ability to think critically, and the level of enthusiasm for learning and academic activities (Martin, Hevel, Asel, & Pascarella, 2011).

Wilder, Hoyt, Doren, Hauck, and Zettle concluded that the values fraternities "espouse depart from widely held values of the academy" (1978, 449). Strange (1986) reasoned that the current Greek system was not compatible with "the traditional goals of the academy" (p. 522). Four years later, Maisel stated that "social fraternities and sororities are all too often antithetical to [academic] values and, in fact, to the very essence of higher education, of a college and university system that began, here in the United States" (p. 9). Kuh, Pascarella, and Wechsler concluded that "fraternities are indifferent to academic values and seem to short-change the education of many members" (1996, p. A68).

After reviewing the data obtained from the National Study on Student Learning (NSSL), Pascarella (1995) found that membership in Greek organizations had a strong negative effect on cognitive outcomes, even when the organizations provided personal development and out-of-class opportunities for undergraduates. He advocated for the institutions to examine whether the practices of the fraternity and sorority system were in line with the mission and values of the institution. If the practices were not in line, Pascarella advocated for institutions to examine the role and value of Greek life. In a follow-up study, Martin, Hevel, Asel, and Pascarella (2011) examined the effects of fraternity and sorority membership on the first-year of college. The researchers concluded that “membership in a fraternity or sorority does not have a significant unique influence on students’ growth along key educational outcomes in the first year of college” (Martin, Hevel, Asel, & Pascarella, 2011, p. 556). Examples of key educational outcomes included critical thinking, moral reasoning, intercultural effectiveness, inclination to inquire and lifelong learning, and psychological well-being.

On the other hand, research has shown that there is a positive impact associated with involvement with fraternities that includes an increase in campus involvement and socialization (Pike, 2000; Thorson, 1997), an increase in academic effort (Pike & Askew, 1990), an increase in alumni giving (Johnson, 1972; Miller, 1990; Wunnava & Lauze, 2001), an increase in self-efficacy (Thompson, Oberle, & Lilley, 2011; Wilder, Hoyt, Surbeck, Wilder, & Carney, 1986), a positive correlation with persistence until graduation (Astin, 1975, 1977; Dollar, 1966; Grubb, 2009; Willingham, 1962), less social alienation than non-affiliated students (Lane & Daugherty, 1999), increased retention during their first-year (Willingham, 1962), higher self-esteem (Astin 1977), and higher

satisfaction with college (Pennington, Zvonkovic, & Wilson, 1989). While research has shown a negative impact upon grades, researchers have also found a positive impact on academic development (Pike, 2003; Strange, 1986). Astin (1977) surmised that membership in a fraternity increased the individual's social skills and leadership experience. A further positive impact has been found when alumni are involved in guiding the undergraduate chapters (Caires, 2004; Parrino & Gallup, 1988; Schroeder, 2000; University of Maryland, 1995).

Research has shown a positive correlation between fraternity membership and leadership development (Herbet, 2006; Posner & Brodsky, 1994; Sermersheim, 1996). While many studies have explored the development of undergraduate men and women in Greek social organizations and the student affairs professionals charged with overseeing the fraternity and sorority systems for the institution, Scharber (1997) could not locate any studies that have examined the impact that chapter directors, whom the international organizations have tasked to help lead and educate students, have on the chapter and the chapter members. By engaging chapter advisors to help the chapters correct deficiencies such as academic underperformance, institutions can help undergraduate students maximize their out-of-class educational opportunities. Roberts and Huffman (2005) stated that through the development of shared leadership campuses can make fraternities and sororities agents of positive change on the campus, which will benefit all students.

Hughes and Winston (1987) concluded that members of fraternities valued leadership more than non-members of fraternities. Kuh and Lyons stated that "the presence of fraternities and sororities provides additional leadership positions and

opportunities for students” (1990, p. 25). Finally, Astin (1977) concluded that members of fraternities exhibit habits of leadership more than non-members.

Student Organizational Advisors

Researchers have studied the impact of advisors on other student organizations. According to Scharber, “most literature on advising Greek or other student organizations takes a craft approach of a ‘how-to’ manual” (1997, p. 57). The role of the advisor in student organizations, and the techniques needed to succeed in the advisor position, have served as the basis for research and books (Bloland, 1967; Dunkel & Schuh, 1998; Emmett, 1983; Floerchinger, 1992; Lariviere, 1990). Emmett (1983) presented five components that were necessary for an effective faculty advisor program. Emmett stated that an effective faculty advisor program needs to show the benefits that are derived from being an advisor, establish a realistic timeline, describe the process used to identify and select advisors, indicate the training used in the program for advisors, and note the rewards for being an advisor to a campus organization (Emmett, 1983). Astin (1984) noted that “students who interact frequently with faculty members are more likely than other students to express satisfaction with all aspects of their institutional experience” (1984, p. 304). Brown (1992) examined an out-of-class student-faculty program at Columbia University, and concluded that faculty participated in the program to help expose students to a broader knowledge base and to better understand the new students at the institution.

Allen (1983) stated that the advising style of the advisor needed to reflect the expectations of the institution, the expectations of the students, and the stage of development of the organization (e.g., new organization, established organization). By

not balancing the expectations of the institution and the students, and failing to adapt the advising style to the stage of development of the organization, the advisor risks causing conflict between the members and the advisor.

In order to determine the effect on the development of student leadership skills, Greene (2006) directed educators to engage students as peers through listening to them, through promoting discussion with them in the educational process, and by working together with them to find solutions to problems that arose. He concluded that students can change the educational process, and the society that surrounds them through engagement with an educator. Klein and Cufaude (1989) suggested that faculty advisors to student organizations should receive additional training in the areas of budgeting, advising strategies, university services, transitioning of officers, and group dynamics. Reinardy (1981) presented the positive influence institutions can have on student organizations through the training of faculty advisors. The researcher offered justification for training the advisors, information that should be included in the training (e.g., defining expectations, intervention strategies, and leadership skills), and how to disseminate the information to advisors. Carpenter, Paterson, Kibler, and Paterson (1990) stated that while training is important it is often only given once a year and may be inadequate. Along with additional training, assessment of the organizational culture by the advisor is vital in order for the advisor to enhance the educational experience of the undergraduate students, which in turn aids the organization in being successful (Ahren, Ryan, & Niskode-Dossett, 2009).

Fisher and Cole (1993) examined the factors administrators needed in order to create a positive experience in their volunteer programs. The authors stated that

“volunteers generally have varying levels of knowledge about an organization and of skills applicable to its program” (Fisher & Cole, 1993, p. 97). In order to aid volunteers, the authors stated that a comprehensive volunteer-development program benefits the overall organization and adds to the rewards the volunteers feel from working with the organization. By analogy, the same conclusions could be applied to the educational process of the chapter director. Because chapter directors are volunteers who may have varying levels of experience, a comprehensive volunteer-development program would benefit the organization and make their experience as a chapter director more rewarding.

Cufaude (1989a) examined the role the faculty advisor played in the development of student organizations. The researcher believed that the advisor can play an important role in bridging academic affairs and student affairs by increasing the connection to the faculty. Faculty advisor committees, comprehensive faculty advisor program development, and surveying faculty to determine interest in serving as a faculty advisor, were noted as potential approaches to better utilize faculty on the campus. Cufaude stated that the survey that is presented to faculty should examine what organizations the faculty member was involved in while an undergraduate and graduate student, previous advising that the individual has done, and see what presentations that the faculty member may be able to do for various student organizations.

Cufaude encouraged the use of an advisor agreement that establishes what an advisor should do with their organizations so that the faculty advisor is not merely a signature on a sheet. Prior to incorporating an advisor agreement, Klein encouraged institutions to meet with prospective advisors who are also faculty to aid them in the transition of educating students in a co-curricular study (Klein, 1989). Finally, both

Cufaude and Klein encouraged institutions to develop on-going training including handbooks, newsletter, workshops, and seminars so that advisors are fully prepared to actively engage their student organizations.

Studies have also examined the traits required of advisory committees to increase organizational effectiveness. Educating advisors in the management of the members and in facilitating student interactions helps student organizations become highly effective by providing advisors the training to increase communication among members (Newman, 2010). Studies examining advisors to high school organizations determined that those teachers who wish to take on advising a student organization are more effective if enrolled in a designated course focusing on student organizations and if they have a mentor who provides additional support (Stanislawski & Haltinner, 2009). Research regarding the education of student organization advisors applies as well to fraternity chapter directors because those individuals serve as advisors to the student organization.

Campus Greek Advisors

Cufaude (1990) offered strategies to maximize the out-of-class experience for fraternity and sorority members from the perspective of a Greek advisor. The researcher concluded that a fraternity allows “individuals to grow and develop their own talents; increase their affiliation with, and involvement in, an institution, its mission, and its activities; and provides the diverse opportunities necessary for student development and maturation to occur” (Cufaude, 1990, p. 82). The author further stated that the institutional support offered on-campus helps challenge and offer stability for the students – a sentiment previously noted by Nevitt (1967). Greek organizations offer the chance to help support the students through peer support, educational resources, and

alumni in the form of chapter directors (Cufaude, 1990). Cufaude concluded that campus Greek advisors must establish regular, direct forms of communication with the undergraduate fraternity and sorority members, as well as the chapter advisors. The researcher also encouraged leadership development of all members within the Greek community, including chapter advisors, so that members understand they are maximizing their out-of-class experiences.

Scharber stated that chapter “advisors to Greek organizations, whether they be staff, alumni, or faculty, serve vital roles in chapter operations” (1997, p. 57). Scharber noted that advisors often lack basic information regarding how the chapter operates and how to understand students. Scharber (1997) advocated for institutions to provide supplemental education for all leaders, university advisors, alumni involved with the chapter, and faculty, within the Greek system so that the leaders can effectively serve in their role as the organizational advisor. Marlowe and Auvenshine advocated for student affairs professionals who work with the Greek undergraduate student population to “include developmental activities that emphasize the area of moral development in the Greek system” (1982, p. 57).

According to Anderson, a campus Greek advisor “was a volunteer alumnus or faculty member, who received little or no recognition from the host institution” (1987, p. 76). Because fraternities and sororities are independent organizations, the campus Greek advisor must balance the demands of the institution and the needs of the Greek-affiliated students. The researcher also concluded that the role of the campus Greek advisor is misunderstood by the institution, who thinks that the individual has the ability to control the actions of the Greek-affiliated students, and the fraternity headquarters, who believe

that the individual is working against the local chapter. Anderson concluded that the campus Greek advisor must serve as a programmer, institutional representative, counselor, administrator, evaluator, consultant, mediator, and role model.

Greek Organizational Advisor

While research has been conducted in the areas of leadership, undergraduate Greek life, and student organizations, the research strictly focusing on chapter directors and their educational needs has been underdeveloped. Hogan, Koepsell, and Eberly noted that the chapter advisor is an individual “such as a volunteer or faculty advisor who juggles myriad administrative, advising, management, and counseling tasks to meet the needs of national office, campus administrators, chapter leaders, chapter members, and other volunteers in state or regional roles” (2011, p. 13). Colgan and Opper (1987) wrote that Greek alumni can be a powerful force within a chapter. The American Association of State Colleges and Universities (2005) established the Collegiate Greek Community Task Force, which published recommendations to leaders of higher education institutions. The first recommendation called for presidents to support faculty-staff interaction with students and to value, not only the campus advising, but the mentoring the chapter members receive from adults, including alumni. Schreck concluded that “fraternities will increasingly receive support through the involvement of their alumni” (1976, p. 23). Hogan, et al. (2011) stated that undergraduate fraternity leadership would benefit from leadership coaching, which could be done by the advisors and other alumni after leadership coaching training.

Caires stated that there is a “direct correlation between the success of a Greek chapter and the number of alumni and parents who participate” (2004, p. 17). Cufaude

encouraged professional Greek advisors to use alumni advisors and other fraternity and sorority volunteers as “they are in the best position to assist the professional staff member and exercise more direct and lengthy interaction with chapter leadership” (1990, p. 86). While fraternities are considered student organizations, they offer members additional opportunities for leadership that may not be found in other student organizations.

As with other student organizations, the advisor to such organizations is important in helping students have a positive out-of-class experience and in order to accomplish this, additional education may be needed to help the advisors. The focus of the current researcher’s study is on the educational programs of fraternity chapter directors and whether the programs are perceived as meeting the needs of the advisors.

Summary

The review of literature topics were intended to begin with a broad understanding of the research topic area. Leadership theory and higher education leadership development help show how leadership is developed in general and in a higher education setting in particular. Campus Greek advisors, student leadership development, student out-of-class experiences, and fraternity involvement help show how involvement in different types of student organizations can positively or negatively affect the student’s development. The discussion on being a student organizational advisor and being a Greek organizational advisor help illustrate how important an advisor can be in an undergraduate student’s educational experience. The literature review on fraternities helps establish the impact fraternities have had on student members and the campus.

CHAPTER 3: METHOD

The researcher undertook an examination of the chapter director educational programs of fraternal organizations that are members of the North-American Interfraternity Conference. The study was conducted in the spring of 2012 and was conducted in two parts: (a) a document analysis and (b) a survey of fraternity headquarter professional staff. The professional staff were defined as the executive director, the alumni coordinator, and any other staff that worked with alumni advisors in a professional capacity. The design, population, instrument, data collection procedures, data analysis, validation of the findings, and limitations are discussed below.

Research Design

A mixed-methods research design was utilized to obtain the data regarding the chapter director education programs. This research design allowed for a descriptive analysis of educational topics contained within chapter director education programs (Patton, 2002). Additionally, descriptive case analysis allowed the researcher to explore the perceptions of executive directors and other staff members toward the alumni volunteer educational program.

As the research on the education of chapter directors was extremely limited, a mixed-methods approach to researching the topic allowed the researcher to broaden the understanding of the topic by incorporating both qualitative and quantitative data into the outcomes. Because the data were gathered in a sequential time frame with qualitative data being collected first, the mixed-method approach was a sequential explanatory strategy because the data from the first instrument (qualitative) influenced the design of the second instrument (quantitative). According to Creswell (2009), the main weakness

of a mixed-methods design is the length of time that is required to collect the data. The time frame for this study was six months, which controlled for the weakness that Creswell stated. The ultimate outcomes and recommendation was guided by using a transformative lens as the research was not truly grounded in theory (Creswell, 2009).

Population

The primary population of the research study was fraternal organizations that are members of the North-American Interfraternity Conference (NIC) (Appendix A). The population that was selected represents the majority of men who are in a social fraternal organization. The educational programs for chapter directors were obtained from member organizations for the document analysis of the programs. The quantitative study participants were the executive directors, the alumni coordinators from all NIC affiliated fraternal organizations, and any other staff that worked with alumni advisors in a professional capacity. Other staff were contacted if no professional staff with direct supervision of alumni volunteers was determined. Staff members such as the Assistant Executive Director, Director of Chapter Resources or Development, or Director of Leadership Development were also included in order to obtain a greater range of responses.

By seeking input from a wide range of staff members, it would allow for multiple perspectives from the staff regarding the different educational program topics. According to Patton (2002), triangulation “strengthens a study by combining methods” (p. 247). Data will be triangulated by examining responses from the document analysis, quantitative data, and information gathered from open ended questions.

Qualitative Research Questions

- RQ1: What are the primary educational topic areas of NIC organizations within their chapter director educational program?
- RQ2: What topics are unique to the various chapter director training programs of NIC organizations?
- RQ3: What is the difference between the topics in the chapter directors' manuals and data obtained from *Your First College Year (YFCY) National Aggregates* and *The American Freshman* conducted by the Higher Education Research Institute?

Quantitative Research Questions

- RQ4: What is the perception of fraternal executive directors regarding the effectiveness of the current chapter director's educational programs within their respective fraternities?
- RQ5: What is the perception of alumni coordinators and other executive officials regarding the effectiveness of the current chapter director's educational programs related to their respective fraternities?
- RQ6: What are the differences in perceptions among and between the executive directors and the alumni coordinators?

Qualitative Approach

Instrumentation. For the qualitative part of the research study, findings were examined from *Your First College Year National Aggregates* and *The American Freshman: National Norms* from the fall of 2010. The *Your First College Year (YFCY) National Aggregates* examined the in-class and out-of-class experiences of students

during their first-year in college. The instrument was designed to measure the development of the student in their first-year of college and was administered by the Cooperative Institutional Research Program (CIRP).

The *YFCY* study was completed by 26,758 students at over 450 participating institutions (Ruiz, Sharkness, Kelly, DeAngelo, & Pryor, 2010). According to Gentry (2003), the validity and reliability of the *YFCY* was been confirmed through the use of psychometric testing. Gentry stated that feedback from focus groups of students has indicated a high degree of content validity. *The American Freshman: National Norms*, from the fall of 2010 was based on over 201,800 responses from over 275 institutions. The responses were from full-time students who were in their first-year at the institution and had never attended a prior college or university (Pryor, 2010).

The findings were analyzed and common themes drawn from both data sets. A document review sheet was created to see if the common themes regarding the issues facing current college students presented in the *YFCY* and *The American Freshman* aggregates were covered in the educational programs. The review sheet was used to examine the chapter director educational programs that the fraternity chapters employed. The researcher used the instrument to obtain results, which was audited by an expert who has experience with both fraternal organizations and qualitative research.

Overarching categories were developed based on topical areas that were noticed in the educational programs. Prior to the auditing of the document analysis, the researcher and the auditor used one of the educational programs as a sample audit. The results were discussed and notes compared so that the researcher and the auditor established a common language, including terminology and emerging themes. Upon

obtaining the data in the first part of the study, the researcher moved to the second part of the research study.

Data collection. Data collection of the educational topics in the chapter director educational programs started at the end of April 2012 and continued until the middle of August 2012. Fraternity websites were examined for any chapter director educational manuals or links for chapter directors. Fraternal officers were also emailed asking for the educational manuals for their chapter directors or, if the manuals could not be shared with non-initiated members, the educational topics contained in the education process. As educational programs are analyzed, the document analysis results were examined by the auditor in order to decrease any delay in administering the survey. The researcher and auditor examined the data collected from the document analysis in order to prepare the online survey for the chapter directors.

Data analysis. The first and second qualitative research questions focused on what educational subjects the NIC organizations have as the topics within their chapter director educational program. The researcher and an auditor grouped the subjects in the educational program into categories of either common or unique topic areas. The document analysis consisted of a review of the topics covered within educational programs for chapter directors and comparing the information contained in them to the current issues facing first-year undergraduate students as documented in the Higher Education Research Institute surveys entitled *Your First College Year* and *The American Freshman*. Chapter director educational manuals were obtained by examining NIC member fraternity websites. The manuals were downloaded and examined by the researcher for the educational topics in which chapter directors are educated. For those

that were not downloaded, the organization were contacted and asked to supply with a copy of the educational program that could be shared with a non-initiated individual. If the organization did not wish to share the manual, the researcher asked for the topics covered in the program. The researcher examined the topics covered in the educational program. The most frequently covered topics were categorized and put under one common over-arching term (risk management, finances, etc.). Further document analysis were done regarding the ways the chapter directors are educated by examining the educational program and the fraternity organization websites to determine in what ways the chapter directors were educated. All findings were reviewed by an outside auditor who has experience in qualitative methodologies. The data gathered with the first research question guided how the remaining research questions were researched and examined.

When examining the first two research questions, the information regarding the primary educational topics contained in the educational programs obtained from the document analysis were used as the basis upon which the quantitative survey was developed. A “majority of the educational topics” was defined by the researcher as being found in 50.1% or more of the educational programs. The differences in topics among the chapter director educational programs were also analyzed to determine the breadth and depth of programs compared to other educational programs. The information was also used as possible educational topics that may be added to an educational program in the quantitative study. Secondary educational topics were also noted and examined in comparison to the topics found from the Higher Education Research Institute surveys. Secondary educational topics were defined as topics found in 20% or less of the

educational programs. The third qualitative research question examined if any differences existed between the educational plans and the data obtained from the Higher Education Research Institute.

Validation of findings. The data received from the document analysis were validated through the survey distributed to the participants in the study. The data received from the respondents were analyzed by an outside statistical auditor to confirm that the conclusions by the researcher were correct from the data. In addition to the auditors, the researcher had a research team comprised of two student affairs professionals who examined the results and conclusions given by the researcher. One member of the research team was an alumna of a sorority, while the other was not a member of any Greek social organization. The open-ended questions were validated through the outside auditor to examine the categories created and to determine that the information is placed in the correct categories.

Quantitative Approach

Instrumentation. For the quantitative part of the study, the researcher created an instrument that examined the perceptions of the executive director and the alumni coordinator. The survey was developed in conjunction with an expert in the area of fraternities from the researcher's doctoral institution. The Likert questions focused on the headquarter staff member's perception of the material covered in the chapter director educational program and the effectiveness of the educational materials, which had a seven point scale 1 = "Agree Strongly," 2 = "Agree Moderately," 3 = "Agree Slightly," 4 = "Neither Agree or Disagree," 5 = "Disagree Slightly," 6 = "Disagree Moderately," and 7 = "Disagree Strongly." Demographic information including length of service in their

position, average chapter size, position at the headquarters, age, and when the educational program of the fraternity was last updated was also gathered. The information gathered was used to determine if there was a difference in the perceptions of these individuals by position they held at the headquarters, number of active chapters the organization had, and the length of time the individual had been in his position.

Data collection procedures. Prior to surveying the fraternity headquarters staff, the researcher developed the questionnaire that was used to survey the staff. Once the instrument was finalized, the researcher sent all North-American Interfraternity Conference fraternity executive officers and the identified professional staff the survey. The survey was done in the months of August and September. The survey ended on September 24, 2012 to allow for data analysis during the rest of the month of September 2012 and the month of October 2012.

To verify the qualitative data, the researcher used triangulation in order to validate the responses. By comparing the information presented in the educational programs and then asking headquarters staff their perception in open-ended questions, it was important to compare and integrate the data collected.

Data analysis. The next three research questions examined the perceptions of the different professional staff at the fraternal organizations. The examination of the perception for the staff members allowed the researcher to compare the perceptions of the program by the different professional staff of the organizations. The perceptions among the different professional staff categories allowed for examination into the perception among the administration at the national or international headquarters. The researcher also examined differences in the perceptions between the alumni coordinators and the

executive directors. By doing so, the researcher was able to determine if staff members perceived differences between the educational program topics and the issues facing college students today.

The survey of the staff members was conducted in Survey Monkey which stored the data. All data were examined in SPSS 19 and the results were encrypted on an external hard drive that was kept in the researcher's locked home office. The results were examined using a one-way ANOVA analysis produced through the SPSS software to analyze the data. For statements that showed significance, the results were then run through a Post-hoc multiple comparison using a Games-Howell test. There were separate analyses of the responses to the questions regarding the program and the topics by the populations to allow for a comparison of their perceptions.

An analysis of the open-ended questions was performed by categorizing and analyzing the topics listed in each of the questions. As the responses varied for the open ended questions, the researcher created categories under which the responses were coded.

The demographic information (length of time in their position and the number of active chapters an organization has) was examined and allowed for comparison between those demographics within the fraternal organization. The comparison allowed the researcher to determine if these factors contributed to the staff member's perception of the educational materials. As the study was a sequential study, the research was presented as two distinct phases (qualitative and then quantitative). By doing so, connections between the data obtained in each phase was easily read and interpreted.

The next section examined the possible limitations that could have had an impact on the data collection process.

Limitations

The potential limitations of this research study focused mostly on the content and the response to the survey. As not all fraternal organizations have their educational programs for the chapter directors posted on their websites, the researcher had to contact the organizations for the educational programs. Some were not be willing to allow a non-initiated individual to review the educational materials. In these cases, the researcher asked the fraternal headquarters if they would give the topics that were covered within the educational program with the researcher and not delve into the specifics of the topics. The researcher also acknowledged that the national or international staff surveyed may rate the educational topics higher as to portray the educational topics contained in their program as meeting the needs of their chapter directors.

If organizations were found to have chapter directors who are not initiated brothers, they were eliminated from the research study. The non-initiated chapter directors did not have the education regarding ritual, which was important in guiding the local chapter.

The population of the survey affected the response rate. As the researcher surveyed the executive director and the professional staff members overseeing the chapter directors, the ability of the executive directors to have time available to complete a survey affected the response rate. A second issue that affected the response rate was the possibility of turnover within the headquarters staff. The lack of a staff member may have resulted in a decrease in the number of staff member responses. The respondents were also professionals who may not be technologically savvy or may not have time to complete the survey due to work. For those that requested a paper copy from the

researcher, one was mailed to them. With regard to the survey completion time, the survey was piloted so that the length of time to complete the survey was approximately 10 minutes.

Ethical Considerations

One ethical consideration for the survey was the heavy investment of the researcher in this topic area and not allowing that investment to bias the questions. The outcomes of the survey could appear to make negative comments regarding a certain fraternity's educational program. The results of the educational program were combined and not sorted out individually. All answers were kept confidential and not attributed to any individual fraternity in order to prevent negative comments being attributed to any specific fraternity.

The mixed-methods design of this study aided the researcher and fraternal organizations in developing educational programs that meet the needs of both the fraternity and the chapter directors. The triangulation of answers from all instruments helped validate data in order to help fraternities understand how their educational programs could better meet the needs of the chapter directors.

CHAPTER 4: PRESENTATION OF THE DATA

The researcher's study had two purposes. The first was to examine what topics are common, and which are unique, among chapter director educational programs for North-American Interfraternity Conference (NIC) members. The second purpose was to obtain the perception of staff members towards the educational programs and topics facing current college students as determined by the Higher Education Research Institute (HERI) at the University of California – Los Angeles.

Qualitative Research

In March 2012, the researcher contacted the NIC and requested a copy of the Interfraternity Directory. Using the directory, the researcher compiled a list of the 75 websites of organizations that were affiliated with the NIC. The researcher examined each organizational website and searched for manuals that could be used for training of alumni volunteers. The websites were searched with such terms as *chapter director*, *chapter advisor*, *alumni advisor*, and *advisor boards*. The researcher compiled a list of executive officers or presidents, assistant executive directors, directors of chapter services, and individuals who work directly with alumni. The information within the directory was confirmed by examining the staff listing on the website. As the directory was printed in 2011, the researcher chose to use the staff information from the fraternity website for the fraternity officers who would be contacted. The executive director and the individual determined to oversee alumni education were contacted asking if they have an educational program for their alumni volunteers.

Emails were sent to the individuals selected requesting any type of educational program. Three emails were sent to the individuals selected throughout the summer with

the last email being sent to individuals on August 2nd (Appendix B). Out of the 75 organizations, the researcher received information back from 42 regarding whether or not they had a program. The response rate was 56%. Of the 42 organizations who responded, 14 organizations indicated that they did not have any educational plan for their alumni volunteers. The researcher was able to find eight educational plans on individual fraternity websites, which were confirmed by organizational officers to be current and correct. Of the remaining 20 organizations, 19 shared their educational program through email. One organization did not share its educational plan; however, a staff member emailed the topics contained within the program to the researcher. A total of 28 educational policies were examined for their topics.

The researcher received a copy of each HERI survey (*Your First College Year* and *The American Freshman*) to determine the topics that the surveys indicated were issues facing current college students. A document analysis sheet was created that was used to critique the educational programs of the fraternal organizations. The document analysis sheet listed the topics that the researchers concluded were facing current college students in a yes/no question format (Appendix C) with a section for the topics that were covered in the manual. The programs were critiqued by the researcher and an outside auditor independently of each other. Upon completion of the critiques, the researcher created a spreadsheet with two columns. In each column, the researcher listed the organizations whose educational policies were examined. The first column listed the topics covered in the manual under the organization as determined by the researcher, while the second did the same as determined by the auditor.

Upon completing the spreadsheet, the researcher and auditor met to review the topics the researcher and auditor found in each educational plan. The topics were examined to determine what terms could be contained within a larger term. It was determined that the topics of alcohol, illegal drugs, hazing, sexual abuse and harassment, and fire, health, and safety would be included under the term “risk management.” The term “alumni volunteers” would include such topics as advising, alumni advisors of different categories, alumni organizations, and alumni job descriptions. The main topic of organizational information would contain such topics as: annual conventions, by-laws, constitution, housing, fundraising, developing chapter budget, chapter officers, officer transition, and governance from headquarters.

The most common topic that educational programs covered was organizational information (27 educational programs) with information educating volunteers about the alumni volunteer position (25 educational programs) and risk management information (23 educational programs) following closely behind in prevalence. The topic of personal and professional development was found in 10 educational programs. The majority of educational topics were found fewer than 10 educational programs. The topics found in fewer than 10 programs in descending order include: campus information and involvement, philanthropy and community service, prescription drugs, educational programming, ritual, mentoring, mental health, student development theory, crisis management, NIC policies, academics, tobacco, assessment, educational foundation information, parent discussion, liability, loss prevention, and problem solving. The overall breakdown of topics can be found in Table 1.

Table 1

Educational Program Themes

<u>Educational Program Theme</u>	<u>Number of Programs It Appears</u>
Organizational Information	27
Alumni Volunteers	25
Risk Management	23
Personal/Professional Development	10
Campus Information/Involvement	9
Philanthropy/Community Service	7
Prescription Drugs	6
Educational Programming	6
Ritual	5
Mentoring	5
Mental Health	4
Student Development Theory	3
Crisis Management	2
NIC Policies	2
Academics	2
Tobacco	2
Assessment	2
Educational Foundations	2
Parent Discussion	1
Liability	1
Loss Prevention	1
Problem Solving	1

Quantitative Research

Upon completion of the document analysis, the researcher created a survey to be distributed to fraternal headquarters staff (Appendix D). The survey was created in Survey Monkey (www.surveymonkey.com). The researcher compiled a list of email addresses from the Interfraternity Directory. The email addresses were cross-referenced against Fraternity websites to make sure that the executive officers who were listed in the Directory were the same listed on the fraternity website. In cases where the officers differed, the researcher used the officers listed on the website. While reviewing the officers, it was noted that some organizations did not have officers who had alumni

supervision within their job title or job description. Because of this, the researcher expanded the scope of officers who would receive an email about participating in the survey.

The researcher compiled a list of emails for officers who would receive the survey. A total of 187 email addresses was created. The survey was sent out via email during the last week of August 2012 (Appendix E). In the initial email, 30 emails were returned to the researcher as undeliverable. The undeliverable email addresses were checked against the fraternity website to confirm the email address. Of the 30 email address, the researcher found 10 typographical errors, so those addresses were corrected and re-sent. The remaining 20 email addresses were originally obtained from the Interfraternity Directory. The email addresses could not be verified through the organizational website as either the website was not operational or a staff listing could not be located on the website. A survey reminder was sent to the 167 email addresses on September 17th (Appendix F). The survey was closed on September 24, 2012 at noon with 67 responses for a 40.12% return rate (N=67).

Descriptive Analyses

Respondents were asked about how many active chapters the organization had. Of the 67 responses, 26 respondents (38.81%) were from organizations that have 126 or more chapters. The second highest number of respondents (25.37%, $n=17$) came from organizations that have between 76-125 chapters. The third highest number of respondents (14.93%, $n=10$) came from organizations that have between 26 and 50 chapters. The fourth highest number of respondents (13.43%, $n=9$) came from individuals affiliated with organizations that have fewer than 25 chapters. Lastly, only

7.46% ($n=5$) of the respondents were affiliated with organizations that have between 51 and 75 chapters.

When respondents were asked about the average size of their chapters, most indicated that their chapter was between 26 and 50 members (49.25%, $n=33$). Twenty-six respondents (38.81%) reported that the average size of their chapters was between 51 and 75 members. Only eight respondents (11.94%) reported that the average chapter size was fewer than 25 members.

The overwhelming majority of respondents (79.10%, $n=53$) were from organizations that were established over 100 years ago, while only eight respondents (11.94%) were from organizations that were established between 76 and 100 years ago. Only 8.96% of the respondents were from organizations that were established fewer than 75 years ago.

The majority of the respondents (28.36%, $n=19$) indicated they were either the President or the Executive Director of their organization. The second largest respondent group (23.88%, $n=16$) was the group entitled "other," which included such titles as Alumni Member at Large, General Secretary, VP of Internal Affairs, Director of Educational Programming, Director of Membership, Director of Chapter Services, Board Member, and Director of Development. The third largest respondent group (17.91%, $n=12$) stated they were Directors of Alumni Services. The fourth largest respondent group (nine responses or 13.43%) indicated they were Assistant Executive Directors at their organization. The last two categories of Director of Leadership Development and Director of Chapter Development consisted of five individuals for each group (7.46% each, $n=5$).

When asked how long these administrators have been in their current position, 20 respondents (29.85%) indicated that they have been in their position for between three and five years. The next most common length of time was being in their position under 1 year (23.88%, $n=16$). The third highest percent of length of time was for being in the position between one to two years (17.91%, $n=12$). Ten individuals (14.93%) indicated that they have been in their position for 11 years or more. Finally, nine individuals (13.43%) indicated that they have been in their position for between six to ten years.

The majority of the respondents (71.64%, $n=48$) stated that their organization had an educational program for alumni volunteers, while 19 individuals (28.36%) stated that they did not have such a program. Fifteen individuals did not complete the question. When examining the responses in regards to when the organization was founded, the six respondents who self-identified as being in organizations founded up to 75 years ago (under 25 years ago or 2.99%, 26 to 50 years ago or 4.48%, 51 to 75 years ago or 1.49%) indicated that they did not have an alumni program. For individuals who self-identified as being in organizations founded 76 to 100 years ago, five respondents indicated that their organization had an alumni educational program (62.50%, $n=5$), while three respondents did not (37.50%, $n=3$). For organizations that were founded 101 years ago or more, 43 respondents indicated that they had such a program (81.13%, $n=43$), while 10 respondents answered that they did not have such a program (18.87%, $n=10$).

Analyses of Variance

A one-way ANOVA analysis was performed to determine whether there is a statistically significant relationship between a respondent's position at a fraternity headquarters and his perception on different educational topics (Appendix G). The

researcher also performed a second one-way ANOVA analysis to determine if there was a significant relationship between the number of chapters an organization had and its perception on different educational topics (Appendix H). Finally, the researcher performed a final one-way ANOVA analysis to determine if length of time the organization existed affected the perception on different educational topics (Appendix H). For any statements where significance was noted, a Post-hoc Multiple Comparisons analysis was performed with a Games-Howell test, which determined where significance was occurring within a demographic (Appendix K).

Respondents were asked to rate 39 statements on a seven-point Likert scale that ranged from 1=Agree Strongly to 7=Disagree Strongly. The statements were analyzed with three different demographic groupings: (a) position held within the fraternity, (b) the number of active chapters an organization has, and (c) the length of time the person had been in their position at the fraternal organization. Statements were organized with those statements showing significance being discussed in this section.

Statements Showing Significance

Position held within the fraternity.

Importance of campus security. ($N = 52$, $M = 2.52$, $SD = 1.09$). An ANOVA was used to test the statistical significance of differences in the importance of alumni volunteers knowing about issues related to campus security who are classified as a President or Executive Director ($M = 2.31$, $SD = 0.79$, $n = 16$), Assistant Executive Director ($M = 3.00$, $SD = 0.76$, $n = 8$), Director of Chapter Development ($M = 3.20$, $SD = 1.48$, $n = 5$), Director of Alumni Services ($M = 2.67$, $SD = 1.32$, $n = 9$), Director of Leadership Development ($M = 3.00$, $SD = 1.23$, $n = 5$), and Other ($M = 1.67$, $SD = 0.87$, n

= 9). Significant differences were found between these groups, $F(5,46) = 2.43, p < .05$.

A Games-Howell test indicated that the only significant difference in mean agreement on the importance of campus security was between the individuals who self-identified as an “Assistant Executive Director” and the individuals who self-identified as “Other.” The difference accounted for 12% of the variance (using $\omega^2 = 0.12$), and had a moderate effect size ($\omega = 0.35$).

Number of active chapters.

Importance of organizational history. ($N = 52, M = 2.00, SD = 1.17$). An ANOVA was used to test the statistical significance of differences in the importance of alumni volunteers knowing their organizational history and organizations who have under 25 chapters ($M = 1.00, SD = 0.00, n = 6$), 26-50 chapters ($M = 2.0, SD = 1.12, n = 9$), 51-75 chapters ($M = 4.00, SD = 2.65, n = 3$), 76-125 chapters ($M = 1.93, SD = 0.80, n = 15$), and 125 or more chapters ($M = 2.05, SD = 1.03, n = 19$). Significant differences were found between these groups, $F(4, 47) = 4.10, p < .01$. A Games-Howell test indicated that the only significant difference in mean agreement on the importance of organizational history was between the “51-75” chapter organizations and all the others. The difference accounted for 19% of the variance (using $\omega^2 = 0.19$), and had a moderate effect size ($\omega = 0.44$).

Good relations with institutional officials benefitting organization. ($N = 52, M = 1.54, SD = 0.70$). An ANOVA was used to test the statistical significance of differences in the importance of alumni volunteers knowing how good relations with institutional officials can benefit the organization and organizations who have under 25 chapters ($M = 1.67, SD = 0.41, n = 6$), 26-50 chapters ($M = 2.22, SD = 0.67, n = 9$), 51-75

chapters ($M = 2.33$, $SD = 1.53$, $n = 3$), 76-125 chapters ($M = 1.20$, $SD = 0.41$, $n = 15$), and 125 or more chapters ($M = 1.47$, $SD = 0.51$, $n = 19$). Significant differences were found between these groups, $F(4, 47) = 6.34$, $p < .01$. A Games-Howell test indicated that the only significant difference in mean agreement on the importance of good relations with institutional officials benefitting organizations was between the “26-50” chapter organizations and the “Under 25 Chapters” and “76-125 Chapters” groups. The difference accounted for 29% of the variance (using $\omega^2 = 0.29$), and had a moderate effect size ($\omega = 0.54$).

Importance to prevent illegal drug use. ($N = 52$, $M = 1.46$, $SD = 0.73$). An ANOVA was used to test the statistical significance of differences in the importance of alumni volunteers knowing how to assist the chapter in preventing the use of illegal drugs and organizations who have under 25 chapters ($M = 1.17$, $SD = 0.41$, $n = 6$), 26-50 chapters ($M = 2.00$, $SD = 1.00$, $n = 9$), 51-75 chapters ($M = 2.00$, $SD = 1.00$, $n = 3$), 76-125 chapters ($M = 1.20$, $SD = 0.41$, $n = 15$), and 125 or more chapters ($M = 1.42$, $SD = 0.69$, $n = 19$). Significant differences were found between these groups, $F(4, 47) = 6.34$, $p < .05$. Although the overall ANOVA showed significance, the individual pairs analysis between the groups did not show any significant difference. Significance could not be found between groups with other Post-hoc tests (Tamhane, Dunnett T3, Dunnett C, and a Tukey HSD). The difference accounted for 12% of the variance (using $\omega^2 = 0.12$), and had a moderate effect size ($\omega = 0.34$).

Importance to prevent prescription drug abuse. ($N = 52$, $M = 1.73$, $SD = 1.01$). An ANOVA was used to test the statistical significance of differences in the importance of alumni volunteers knowing how to prevent prescription drug abuse and organizations

who have under 25 chapters ($M=1.17$, $SD = 0.41$, $n = 6$), 26-50 chapters ($M = 2.44$, $SD = 1.24$, $n = 9$), 51-75 chapters ($M = 2.67$, $SD = 2.08$, $n = 3$), 76-125 chapters ($M = 1.27$, $SD = 0.46$, $n = 15$), and 125 or more chapters ($M = 1.79$, $SD = 0.92$, $n = 19$). Significant differences were found between these groups, $F(4, 47) = 3.67$, $p < .02$. Although the overall ANOVA showed significance, the individual pairs analysis between the groups did not show any significant difference. Significance could not be found between groups with other Post-hoc tests (Tamhane, Dunnett T3, and Dunnett C). A Tukey HSD test indicated that the only significant difference in the mean agreement on the importance of preventing prescription drugs abuse was between the “26-50 Chapters” and the “76-125 Chapters” groups. The difference accounted for 17% of the variance (using $\omega^2 = 0.17$), and had a moderate effect size ($\omega = 0.41$).

Importance of knowing how to refer students with learning disabilities. ($N=52$, $M=2.85$, $SD=1.27$). An ANOVA was used to test the statistical significance of differences in the importance of alumni volunteers knowing how to refer students with learning disabilities and organizations who have under 25 chapters ($M=3.00$, $SD = 1.10$, $n = 6$), 26-50 chapters ($M = 3.44$, $SD = 1.24$, $n = 9$), 51-75 chapters ($M = 4.67$, $SD = 2.08$, $n = 3$), 76-125 chapters ($M = 2.60$, $SD = 1.12$, $n = 15$), and 125 or more chapters ($M = 2.42$, $SD = 1.07$, $n = 19$). Significant differences were found between these groups, $F(4, 47) = 3.18$, $p < .03$. Although the overall ANOVA showed significance, the individual pairs analysis between the groups did not show any significant difference. Significance could not be found between groups with other Post-hoc tests (Tamhane, Dunnett T3, and Dunnett C). A Tukey HSD test indicated that the only significant difference in the mean agreement on the importance of knowing where to refer students

with a learning disability was between the “51-75 Chapters” and the “126 and more Chapters” groups. The difference accounted for 14% of the variance (using $\omega^2 = 0.14$), and had a moderate effect size ($\omega = 0.38$).

Importance of knowing where to refer students with learning disabilities.

($N=52$, $M=2.83$, $SD=1.26$). An ANOVA was used to test the statistical significance of differences in the importance of alumni volunteers knowing the importance of knowing where to refer students with learning disabilities and organizations who have under 25 chapters ($M=2.67$, $SD = 0.52$, $n = 6$), 26-50 chapters ($M = 3.56$, $SD = 1.13$, $n = 9$), 51-75 chapters ($M = 4.67$, $SD = 2.08$, $n = 3$), 76-125 chapters ($M = 2.67$, $SD = 1.18$, $n = 15$), and 125 or more chapters ($M = 2.36$, $SD = 1.12$, $n = 19$). Significant differences were found between these groups, $F(4, 47) = 3.69$, $p < .02$. Although the overall ANOVA showed significance, the individual pairs analyses between the groups did not show any significant difference. Significance could not be found between groups with other Post-hoc tests (Tamhane, Dunnett T3, and Dunnett C). A Tukey HSD test indicated that the only significant difference in the mean agreement on the importance of knowing where to refer students with a learning disability was between the “51-75 Chapters” and the “126 and more Chapters” groups. The difference accounted for 17% of the variance (using $\omega^2 = 0.17$), and had a moderate effect size ($\omega = 0.41$).

Importance of knowing skills related to working with alumni. ($N = 52$, $M = 1.73$, $SD = 0.69$). An ANOVA was used to test the statistical significance of differences in the importance of alumni volunteers knowing how to work with alumni and organizations who have under 25 chapters ($M = 1.17$, $SD = 0.41$, $n = 6$), 26-50 chapters ($M = 2.22$, $SD = 0.67$, $n = 9$), 51-75 chapters ($M = 1.67$, $SD = 0.58$, $n = 3$), 76-125

chapters ($M = 1.60$, $SD = 0.63$, $n = 15$), and 125 or more chapters ($M = 1.79$, $SD = 0.71$, $n = 19$). Significant differences were found between these groups, $F(4, 47) = 2.62$, $p < .05$. A Games-Howell test indicated that the only significant difference in mean agreement on the importance of good relations with institutional officials benefitting organizations was between the “Under 25 Chapters” chapter organizations and the “26-50 Chapters” group. The difference accounted for 11% of the variance (using $\omega^2 = 0.11$), and had a moderate effect size ($\omega = 0.33$).

Importance of knowing skills related to working with an alumni board. ($N = 52$, $M = 1.83$, $SD = 0.86$). An ANOVA was used to test the statistical significance of differences in the importance of alumni volunteers knowing how to work with an alumni board and organizations who have under 25 chapters ($M = 1.17$, $SD = 0.41$, $n = 6$), 26-50 chapters ($M = 2.56$, $SD = 0.88$, $n = 9$), 51-75 chapters ($M = 1.33$, $SD = 0.58$, $n = 3$), 76-125 chapters ($M = 1.67$, $SD = 0.823$, $n = 15$), and 125 or more chapters ($M = 1.90$, $SD = 0.81$, $n = 19$). Significant differences were found between these groups, $F(4, 47) = 3.50$, $p < .02$. A Games-Howell test indicated that the only significant difference in mean agreement on the importance of knowing the skills related to working with alumni volunteer boards was between the “Under 25” chapter organizations and the “26-50” chapter organizations. The difference accounted for 16% of the variance (using $\omega^2 = 0.16$), and had a moderate effect size ($\omega = 0.40$).

Length of time in position.

Importance of developing critical thinking skills. ($N=52$, $M=1.94$, $SD=1.02$). An ANOVA was used to test the statistical significance of differences in the importance of alumni volunteers knowing how to aid members in developing critical thinking skills

and individuals who have been in their position for under 1 year ($M = 1.42$, $SD = 0.52$, $n = 12$), 1 to 2 years ($M = 2.43$, $SD = 0.98$, $n = 7$), 3 to 5 years ($M = 1.53$, $SD = 0.83$, $n = 15$), 6 to 10 years ($M = 2.22$, $SD = 1.20$, $n = 9$), and 11 years or more ($M = 2.67$, $SD = 1.12$, $n = 9$). Significant differences were found between these groups, $F(4, 47) = 3.80$, $p < .01$. Although the overall ANOVA showed significance, the individual pairs analysis between the groups did not show any significant difference. Significance could not be found between groups with other Post-hoc tests (Tamhane, Dunnett T3, and Dunnett C). A Tukey HSD test indicated that the only significant difference in the mean agreement on the importance of knowing how to refer students with a learning disability was between “11 years or more” individuals and the individuals in the “Under 1 year” and the “3 to 5 years” groups. The difference accounted for 18% of the variance (using $\omega^2 = 0.18$), and had a moderate effect size ($\omega = 0.42$).

Importance of knowing how to refer students with learning disabilities. ($N=52$, $M=2.85$, $SD=1.27$). An ANOVA was used to test the statistical significance of differences in the importance of alumni volunteers knowing how to refer students with learning disabilities and individuals who have been in their position for under 1 year ($M = 2.08$, $SD = 1.08$, $n = 12$), 1 to 2 years ($M = 3.29$, $SD = 0.95$, $n = 7$), 3 to 5 years ($M = 3.40$, $SD = 1.64$, $n = 15$), 6 to 10 years ($M = 3.11$, $SD = 0.60$, $n = 9$), and 11 years or more ($M = 2.33$, $SD = 1.00$, $n = 9$). Significant differences were found between these groups, $F(4, 47) = 2.80$, $p < .04$. Although the overall ANOVA showed significance, the individual pairs analysis between the groups did not show any significant difference. Significance could not be found between groups with other Post-hoc tests (Tamhane, Dunnett T3, and Dunnett C). A Tukey HSD test indicated that the only significant

difference in the mean agreement on the importance of knowing how to refer students with a learning disability was between “Under 1 year” individuals and the “3 to 5 years” individuals. The difference accounted for 12% of the variance (using $\omega^2 = 0.12$), and had a moderate effect size ($\omega = 0.35$).

Educational Program Perception

Survey participants were asked if the alumni educational plans that their organizations used were meeting the needs of the alumni. Of the 52 responses, 29 respondents (55.77%) of the responses indicated that their training programs were not meeting the needs of the alumni. Nineteen respondents (35.64%) indicated that their current educational training programs were meeting the needs of the alumni volunteers. Four participants (7.69%) responded that their organizations did not have a dedicated educational program.

The results of examining the responses in conjunction with when the organization was founded are the following. The one respondent who indicated he was from an organization founded less than 25 years ago answered that it did not have an educational program. The two respondents from organizations that were founded between 26 years ago to 75 years ago both indicated that the educational plans were not meeting the needs of the organizations. Of the six respondents from organizations founded between 76 and 100 years ago, only two of the respondents indicated that the programs were meeting the needs. Three respondents indicated that their programs were not meeting the needs of the alumni volunteers. One respondent indicated that his organization did not have an educational program for their alumni volunteers. Seventeen respondents, who identified as being from organizations founded 101 years ago or more, indicated that the

educational programs were meeting the needs of the alumni volunteers, while 23 respondents indicated that the programs were not meeting the needs of the alumni volunteers. Two respondents in this category answered that the question was non-applicable, as they did not have an educational plan.

The examination of the perceptions of whether the educational programs are meeting the needs of alumni volunteers from the position of leadership within the fraternal organization revealed that only one group answered that the educational program was meeting the needs of alumni volunteers. Six respondents who identified as presidents or executive directors indicated that their educational plans were meeting the needs, while eight respondents indicated that theirs were not meeting the needs of the alumni volunteers. Four of the assistant executive directors indicated that the educational programs were not meeting the needs, while two of the respondents in this category believed they were meeting the needs. Among individuals who identified as directors of chapter development, two respondents indicated that the educational programs were meeting their needs, while three respondents did not believe that they were meeting the needs.

The only group that had a higher number of individuals responding that their plans were meeting the needs of volunteers was the group of individuals who identified as directors of alumni services. Within this group, five respondents indicated that their educational programs were meeting the needs, while four respondents indicated that they were not meeting the needs. Within the "other" category, three respondents indicated their educational programs were meeting the needs of alumni volunteers, while six indicated they were not meeting the needs. The four individuals who indicated that their

organization did not have an educational program were divided equally among individuals who indicated they were presidents or executive directors and individuals who identified as assistant executive directors.

Perception of Current Issues

The respondents were asked what issues they believed that current chapters were facing in their daily operations. The researcher examined the responses by their position within the organization. Respondents who identified as assistant executive directors had fifteen unique responses; however, three topics were repeated. Risk management was answered three times, while mental health issues and recruitment were answered twice. The following responses were answered once: accountability, following management plans, scholarship, financial management, sex issues, fundraising, chapter member education, lack of accountability, fraternity policies, officer transition, and apathy. Respondents who identified as directors of alumni services had 20 unique responses with four topics being answered twice: hazing, risk management, accountability, and alumni involvement. The remaining topics answered were: non-volunteer alumni education, alcohol issues, social media usage, prescription drug abuse, responsibility, lack of attention to detail, strategic planning, vision, litigious society, time management, financial management, university administrative demands, membership motivation, prioritization of projects, and alcohol use/misuse.

Two respondents posted the following comments: (a) “ridiculous, backward, laws and litigiousness that hampers true freedom of association, expression and liberty; oppressive schools using even more oppressive tactics to enforce conformity beyond what is remotely reasonable; knee-jerk responses to isolated incidents become over-

arching rules that clamp down so hard that these poor kids can't even breathe without asking how;" and, (b) "increased administrative demands take away from original mission; ever growing litigious society; lack of interested alumni volunteers."

Educational Program

Eighteen respondents answered that the educational program for their fraternal organizations was revised under two years ago, while one respondent indicated that his educational program had been revised between three and five years ago. Forty-eight respondents did not answer the question. The majority of the respondents were from the president or executive director demographic group (six individuals). The second highest response rate was from individuals who identified as directors of alumni services (five responses).

Four respondents indicated that their fraternal organizations sponsored one or two educational programs for their alumni. The four individuals were evenly divided between a president/executive director, an assistant executive director, a director of alumni services, and a director of leadership development. Six individuals responded that their organization had between three and four programs, with the three of the individuals identifying as presidents or executive directors. Only two respondents (an assistant executive director and a director of chapter development) responded that they had between five and six programs. Seven respondents answered that they had seven or more educational programs for their alumni volunteers. The responses were from three demographic groups: two presidents or executive directors, two from the "other" category, and three directors of alumni services.

The researcher asked the respondents to show the ways that alumni volunteers are educated within their fraternal organization (Table 2). The most common method of education for alumni volunteers was a one-on-one meeting with organizational staff (consultants, national officers, etc.) with 44 respondents (84.62%) answering. The second most common method of education for the alumni volunteers was a national or international conference with 41 respondents (78.85%) answering. The most common response within the “other” category was conference calls with the second most common response being a certificate program hosted on-line or in person at an annual convention.

Table 2

Forms of Delivering Educational Programs

<u>Form</u>	<u>Responses</u>
1-1 Meetings with Organizational Staff (Consultants, National Officers, Etc)	44
National/International Conferences	41
Regional/Province Training	29
Chapter Director Volunteer Manual (printed or PDF)	29
Webinars Created by Your Organization	25
Message Boards	10
Professional Development Funds for Training	9
No Training for Alumni Volunteers	3
Webinars Created by Outside Organizations	1
No Alumni Volunteers	0
Other	10

Finally, respondents were asked about the ways that the fraternal organization supports the alumni volunteers in their development (Table 3). Financial support for travel to national/international conferences had the highest response rate with 24 responses (53.33% of the overall respondents). Twenty-three individuals responded that their organizations were creating webinars for alumni through the organizations, which represents 51.11% of the overall respondents. Respondents were encouraged to

Table 3

Forms of Support for Alumni Development

<u>Form</u>	<u>Responses</u>
Financial Support for Travel to National/International Conferences	24
Creating Webinars for Alumni through the Organization	23
Discounted Cost to Attend National/International Conferences)	20
No Cost to Attend National/International Conferences	19
No Cost to Attend Regional/Province Conferences	15
Discounted Cost to Attend Regional/Province Conferences	13
Professional Development Funds to Attend Other Professional Conferences	5
Outside the Organization	
Purchasing and Sharing of Webinars from Outside the Organization	1

expand on the forms of support. The most common answer within the free answer section was that the organization gave financial support. The financial support took different forms including: small, annual stipends allocated to province workshops; pricing model where regional volunteers are covered 100% while chapter level volunteers get stipends; and a case by-case basis depending on the volunteer. One organization posted that all volunteers pay their own way to all events.

Conclusion

The data collected in each phase of this study found that the educational programs for alumni volunteers are not covering topics that were found to be issues facing current college students. Responses from fraternal staff members further supported that the current educational programs for alumni volunteers are not meeting the needs for those volunteers or the needs of the students who they serve.

This chapter provided an analysis of data from qualitative and quantitative sources examining the educational programs for alumni volunteers who are sponsored by

the executive office. Conclusions that can be reached from the data as well as recommendations for further research will be discussed in Chapter 5.

CHAPTER 5: DISCUSSION AND IMPLICATIONS OF THE FINDINGS

The purpose of this sequential, explanatory, mixed-methods study was to examine the educational programs of chapter directors of national and international fraternities to determine if the contents of these programs are preparing the chapter directors to meet the needs of current and future chapter members. Through exploratory and quantitative methods, educational programs were examined to see if the programs were educating the alumni volunteers so that undergraduate members were being aided in being successful on their college campuses. This chapter provides discussion, conclusions, implications, and recommendations related to educational programs for alumni volunteers within North-American Interfraternity Conference organizations.

Research Questions

To examine if educational programs for alumni volunteers were meeting the needs of the current undergraduate students, the following research questions were employed:

- RQ1: What are the primary educational topic areas of NIC organizations within their chapter director educational program?
- RQ2: What topics are unique to the various chapter director training programs of NIC organizations?
- RQ3: What is the difference between the topics in the chapter directors' manuals and data obtained from *Your First College Year (YFCY) National Aggregates* and *The American Freshman* conducted by the Higher Education Research Institute?

- RQ4: What is the perception of fraternal executive directors regarding the effectiveness of the current chapter director's educational programs within their respective fraternities?
- RQ5: What is the perception of alumni coordinators and other executive officials regarding the effectiveness of the current chapter director's educational programs related to their respective fraternities?
- RQ6: What are the differences in perceptions among and between the executive directors and the alumni coordinators?

Discussion of Qualitative Findings

The content analysis uncovered findings that were relevant to three of the research questions (RQ1, RQ2, and RQ3). In researching the first question, regarding the most common themes among alumni educational programs, the researcher and the auditor examined the policies for common themes. A total of 23 themes emerged through the examination. Only three themes were found in over 50.1% of the educational programs. The theme of organizational information was found in all of the alumni educational programs (96.43%). The theme that was found in the next highest percentage was alumni volunteers (89.29%). The final theme of risk management was found in 23 programs (85.14%). As Klein and Cufaude (1989) suggested in their research, advisors to student organizations should receive additional training in the areas of budgeting, advising styles, university services, transitioning of officers, and group dynamics. Of the three themes found in over 50.1% of the educational programs, two (organizational information and alumni volunteers) contained topics in which Klein and Cufaude concluded advisors receive additional training (budgeting, officer transition, and advising). The topics

discussed by chapter directors also did not appear in the suggested training topics proposed by Reinardy of defining expectations, intervention strategies, and leadership skills (Reinardy, 1981). The topics identified in the educational programs are important for advisors of fraternal organizations but do not prepare chapter directors to help advise an undergraduate student organization. The current research supports the conclusions of Klein and Cufau de regarding the topics necessary for advisors.

In researching the second question regarding unique topics within alumni educational programs, the researcher established that topics that were found in less than 20% of programs would be classified as unique. Two topics were equally found in five (18.5%) manuals. These topics were ritual and mentoring. This topic discussed the importance of ritual and the role of the advisor within ritual. The second of these topics discussed how volunteers should serve as a mentor and the role of a mentor. Four educational programs (14.8%) examined the topic of mental health issues and what the alumni volunteer should do if a member has a mental health issue. Three programs (11.1%) discussed student developmental theory, which focused on giving advisors a basic understanding about theories of student development.

The following six topics were featured twice (7.4%) within alumni educational programs: the NIC policy on the Prohibition of Little Sisters, how to develop a crisis management plan, academic policies to aid the chapter, the danger of tobacco use, assessment of fraternal programs, and the role of the fraternity's Educational Foundation within the organization and the resources it provides. Finally, the following four topics were found in one educational program (3.7%) each: loss prevention, problem solving, liability, and how to discuss the specific fraternity with parents. Of the topics found to be

unique to educational programs, the topic of university services was the only one that was also listed by Klein and Cufau de as being useful for organizational advisors (Klein & Cufau de, 1989). As Hogan, Koepsell, and Eberly (2011) concluded, the chapter advisor has numerous administrative, advising, counseling, and management responsibilities that they must complete in order to meet the needs of fraternal organizational individuals from the headquarters, campus officials, and chapter members. Because of the varied responsibilities chapter advisors must face, the varied educational topics presented within chapter director educational programs help chapter directors to better serve the undergraduate members.

When comparing the manuals to the information gained from the Higher Education Research Institute studies, the researcher noted that only risk management, which includes alcohol use and illegal drugs, was found in the majority of educational plans. The need for risk management education evolved from the late 1800s when the focus of fraternal organizations shifted from an educational focus to a more social focus (Syrett, 2009). The rise of a culture of hazing and the heavy consumption of alcohol also contributed to the legal ramifications that arise from such events (Hoover, 2008; Tampke, 1990). The need for risk management education is supported by previous research that showed membership in a fraternity or sorority leading to a propensity for alcohol consumption (Cashin, Presley, & Meilman, 1996; Glassman, Dodd, Sheu, Rienzo, & Wagenaar, 2010; Goodwin, 1989; Hoover, 2008; Kodman & Stumak, 1984; Pace & McGrath, 2002; Tampke, 1990; Theall, DeJong, Scribner, Mason, Schneider, & Simonsen, 2009; Wechsler, Kuh, & Davenport, 2009). According to Gertner (2005), lawsuits due to risk management violations for fraternities have become more common.

Since 2005, five students have been paralyzed in incidents associated with fraternities, while 52 students have died (Glovin, 2013). In order to decrease the injuries associated with risk management, it is important that chapter directors are properly educated in the area of risk management and know of the resources available to aid those who have issues with drugs and alcohol. The information provided in the risk management sections focused on the fraternal organization and illegal drugs and alcohol and not how to aid those individuals who have issues with these items. Within educational programs, mental health, academics, and tobacco use were discussed but only in fewer than four programs. The majority of items covered in the studies done by the Higher Education Research Institute were not found in the educational programs that were reviewed.

Discussion of Quantitative Findings

The quantitative component of this study produced findings that were relevant to RQ4, RQ5, and RQ6. RQ4 examined the perception of fraternal executive directors regarding the effectiveness of the current chapter director's educational programs within their respective fraternities. The general perception of the executive directors or presidents of the organizations regarding their current educational training program was that their programs were not meeting the needs of the volunteers. As one president or executive director stated, the organization has not developed a comprehensive alumni educational program because of "lack of time, funds, and expertise in doing so."

RQ5 examined the perception of alumni coordinators and other executive officials regarding the effectiveness of the current chapter director's educational programs related to their respective fraternities. The general perception of the alumni coordinators and other executive officials regarding the current educational training program was also that

their programs were not meeting the needs of the volunteers. Respondents stated that the education of chapter directors was something that had to be done; however, the revision of such a program has continually been delayed because of issues that continually arise within the fraternal organization.

RQ6 examined if there were differences in perceptions among and between the executive directors and alumni coordinators. Overall, there was no difference between the perceptions of the different populations regarding the educational programs and whether they were meeting the needs of the alumni volunteers. Presidents or Executive Directors and the alumni coordinators and other executive officials stated that making the alumni educational program more comprehensive has been hampered by the lack of time, resources, and experience. Because the fraternal organization headquarters lack the resources in developing a comprehensive educational program, a more comprehensive educational program for chapter directors must be aided by other sources. College campuses have the expertise to develop supplemental educational programs for all leaders who serve in the role of organizational advisor (Scharber, 1997). By having the institutions aid in the training of organizational advisors, institutions can help provide for a positive influence for the student organizations and the members of that organization (Reinardy, 1981).

Statements

Though the 39 statements did not guide the research questions, the researcher believed it was important to examine the perception of respondents on the statements that were present in the HERI survey results. Respondents were asked to give their perception of 39 statements on a seven-point Likert scale. The statements were analyzed

through a one-way ANOVA analysis with three different demographic groupings: position held within the fraternity, the number of chapters an organization has, and the length of time the person had been in their position at the fraternal organization. Of the 39 statements, 11 were found to show significance.

When examining the 39 statements in conjunction with the position the individual held at the headquarters, only one statement was found to show significance. Significance was found between individuals who identified as an assistant executive director and individuals within the category “Other” regarding the importance for alumni volunteers to know about issues related to campus security. Assistant Executive Directors only agreed slightly with the statement, while individuals in the “Other” category had an average that was between agreed strongly and agreed moderately. The individuals within the “Other” category included a wide range of individuals including a board member, vice president of internal affairs, and a director of educational programming.

Individuals in the “Other” category had been in their position for a shorter period of time than those in the Assistant Executive Director position. As Assistant Executive Directors have been in their position longer, they may place knowing about the issues related to campus security lower as they feel it is contained fully within the risk management program. The individuals within the “Other” category have been in their position for a shorter time period, which may cause them to separate out the issues that others place together within risk management. As Fisher and Cole (1993) concluded, organizational advisors “generally have varying levels of knowledge about an organization” (Fisher & Cole, 1993, p. 97). While Fisher and Cole were focusing on

organizational advisors and not chapter directors, the conclusions could be applied to chapter directors. As individuals within the “Other” category are newer to the organization, they may have been in attendance at a college more recently than the others, which may cause them to see the importance of knowing issues related to campus security.

When examining the 39 statements in conjunction with the number of active chapters an organization has, eight statements were found to show significance. The first statement where significance was noted examined the importance of the alumni volunteers to know the history of the organization. Significance was noted between the “Under 25 Chapters” group and the “76-125 Chapters” and the “126 and more Chapters” groups. Individuals who identified as being from organizations with under-25 chapters agreed strongly with the statement, while the other two groups on agreed moderately with the statement. Organizations with under-25 chapters were founded more recently than the other two groups. Because of this, the importance of maintaining the history among organizations with under-25 chapters is higher than those from the other two groups. Organizations in the other two groups were founded over 100 years ago so the organizations have developed procedures to document their history. The organizations also understand the importance of educating members in their history.

The second statement showing significance in relation to the number of active chapters examined the importance of alumni volunteers in knowing how good relations with institutional officials can benefit the organization. Significance was found between the “26-50 Chapters” group and the “Under 25 Chapters” and “76-125 Chapters” groups. Individuals who identified as being affiliated with organizations that have between 26

and 50 active chapters agreed moderately, while the other two groups agreed strongly with the statement. In examining the responses, it would appear that individuals from fraternities with under-25 chapters are affiliated with organizations that were founded more recently. Because of this, the individuals recognize the importance of engaging institutional officials so that the organization has the support it needs on the campus. Individuals associated with organizations that have between 26 and 50 chapters are from organizations that were founded earlier than organizations with under-25 chapters. The focus for these organizations may be directed on how to continue to grow so they are not focused on establishing positive relations with institutional officials but are focused elsewhere so that their organization can continue to grow. Individuals associated with organizations that have between 76 and 125 chapters may agree strongly with this statement as their organizations have overcome the issues associated with expansion and have returned focus on maintaining the positive working relationships with institutional officials. Astin (1984) noted that students who frequently engage faculty members have a higher satisfaction level with their undergraduate experience.

The third statement that showed significance in relation to the number of active chapters examined the importance of alumni volunteers in knowing about how to assist the chapter to prevent the use of illegal drugs. While significance was noted in the ANOVA analysis, no significance could be determined with any of the Post-hoc tests, including a Tukey HSD test. As risk management education was noted in over 50.1% of the chapter director educational plans, the importance of understanding how illegal drugs can serve as a risk management issue to a chapter and how it is important to prevent the use of illegal drugs. The ability to know how to assist the chapter in the prevention of the

use of illegal drugs is part of the responsibilities that Hogan, Koepsell, and Eberly (2011) noted. According to Hogan et al., the advisor has many responsibilities for which they are responsible, including the administrative and counseling aspect. In their position as a chapter director, the individual has to understand the risk management policy (administrative) and how to aid those members who use illegal drugs in getting the help that they need (counseling).

The fourth statement that showed significance in relation to the number of active chapters examined the importance of alumni volunteers in understanding how to assist the chapter to prevent the abuse of prescription drugs. While a significant difference was noted in the ANOVA, no significance was noted among the groups in any of the Post-hoc tests where equal variances were not assumed. A Tukey HSD was completed and significance was noted between organizations that have between 26 and 50 chapters and organizations that have between 76 and 125 chapters. Individuals affiliated with organizations that have between 26 and 50 chapters agreed moderately, leaning towards agreeing slightly. Individuals affiliated with organizations that have between 76 and 125 chapters agreed strongly with the statement. When examining the position individuals held who answered from these demographic groups, more individuals self-identified as being a president or executive director in the “26 to 50 Chapters” group. Because of their position, they run the risk of being furthered separated from daily interactions with the undergraduate chapter members, which affects their perception and may lead them to believe that there is no issue with the abuse of prescription drugs.

The fifth statement that showed significance in relation to the number of active chapters examined the importance of alumni volunteers in knowing how to refer students

with learning disabilities. While a significant difference was noted in the ANOVA, no significance was noted among the groups in any of the Post-hoc tests where equal variances were not assumed. A Tukey HSD was completed and significance was noted between organizations that have between 51 and 75 chapters and organizations that have 126 or more chapters. Individuals affiliated with organizations that have between 51 and 75 chapters were neutral but leaning towards slightly disagreeing with the statement, while individuals affiliated with organizations that have 126 or more chapters agreed moderately with the statement. The individuals who identified as being from organizations with between 51 and 75 chapters identified as working strictly with undergraduate students (Directors of Chapter Development and Director of Leadership Development). Because of this, the respondents may have a focus strictly on the needs of the undergraduate students and not what is important for alumni chapter directors as they do not work with them. As Pike and Askew (1990) concluded, membership in a Greek organization leads to an increase in academic effort. Membership has also been seen to have a positive correlation with persistence until graduation (Astin, 1975, 1977; Dollar, 1966, Grubb, 2009; Willingham, 1962). By being able to identify students who have a learning disability and helping them remain active with a chapter, the student has an increased academic effort and a higher rate of persistence until graduation.

The sixth statement that showed significance in relation to the number of active chapters examined the importance of alumni volunteers in knowing where to refer students with learning disabilities. While a significant difference was noted in the ANOVA, no significance was noted among the groups in any of the Post-hoc tests where equal variances were not assumed. A Tukey HSD was completed and significance was

noted between organizations that have between 51 and 75 chapters and organizations that have 126 or more chapters. Individuals affiliated with organizations that have between 51 and 75 chapters were neutral but leaning towards slightly disagreeing with the statement, while individuals affiliated with organizations that have 126 or more chapters agreed moderately with the statement. The individuals who identified as being from organizations with between 51 and 75 chapters identified as working strictly with undergraduate students (Directors of Chapter Development and Director of Leadership Development). Because of this, the respondents may have a focus strictly on the needs of the undergraduate students and not what is important for alumni chapter directors as they do not work with them. Klein and Cufaude (1989) concluded that advisors should receive additional training in different areas including university services. By understanding where students who potentially have learning disabilities can be referred, the chapter director can better serve the students by helping them get the assistance necessary so that they can be successful.

The seventh statement showing significance in relation to the number of active chapters examined the importance of alumni volunteers understanding the skills related to working with fraternity alumni. Significance was found between the “Under 25 Chapters” group and the “26-50 Chapters” group. Individuals who identified as being affiliated with organizations that have under-25 active chapters agreed strongly, while the individuals affiliated with organizations that have between 26 and 50 chapters agreed moderately. The respondents affiliated with organizations that have between 25 and 50 chapters had been in their position longer and held a higher position at the headquarters (assistant executive director or executive director) when compared to the individuals

affiliated with organizations that have under-25 active chapters. Because of this, the connection to alumni is less than those from the other response group. The diminished connection to the alumni may result in a decreased perception of the importance of knowing the skills related to working with fraternity alumni. The support by both groups supports the research that has been done regarding Greek alumni. Alumni involvement with the chapter has been shown to have a positive impact on the undergraduate chapter (Caires, 2004; Colgan & Oppen, 1987; Parrino & Gallup, 1988; Schroeder, 2000; University of Maryland, 1995). Chapter directors should be aware of how to work with the alumni so that the alumni can serve as mentors and help be a positive influence upon the chapter.

The eighth statement showing significance in relation to the number of active chapters examined the importance of alumni volunteers understanding the skills related to working with alumni volunteer boards. Significance was found between the "Under 25 Chapters" group and the "26-50 Chapters" group. Individuals who identified as being affiliated with organizations that have under-25 active chapters agreed strongly, while the individuals affiliated with organizations that have between 26 and 50 chapters agreed moderately leaning towards agreeing slightly. The respondents affiliated with organizations that have between 25 and 50 chapters had been in their position longer and held a higher position at the headquarters (assistant executive director or executive director) when compared to the individuals affiliated with organizations that have under-25 active chapters. Because of this, the connection to alumni boards is less than those from the other response group. The diminished connection to the alumni boards may result in a decreased perception of the importance of knowing the skills related to

working with fraternity alumni. Caires stated that there is a “direct correlation between the success of a Greek chapter and the number of alumni and parents who participate” (2004, p. 17). The alumni board would allow for multiple alumni to work together in helping guide the undergraduate chapter. The benefits noted previously of alumni involvement could also be found through the use of an alumni board.

When examining the 39 statements in conjunction with the length of time an individual has been in their position, two statements were found to show significance. The first statement where significance was noted examined the importance of the alumni volunteers knowing how to aid the members in developing critical thinking skills. While a significant difference was noted in the ANOVA, no significance was noted among the groups in any of the Post-hoc tests where equal variances were not assumed. A Tukey HSD was completed and significance was noted between individuals who had been in their position for under one year and those in their position for 11 or more years. Individuals who had been in their position agreed strongly with the statement, while those in their position for 11 years or more agreed moderately leaning towards agreeing slightly with the statement. The individuals who have been in their position for 11 years or more have been away from the college campus longer than those who had been in their position for under one year. The current research supports the conclusions of the *Student Learning Imperative* that student affairs professionals, which could include chapter directors, must create conditions that offer opportunities for undergraduate students to expand their knowledge base outside of the classroom. By creating conditions that offer opportunities for students to expand their knowledge base outside of the classroom, chapter directors can aid members in developing critical thinking skills.

The second statement where significance was noted examined the importance of alumni volunteers knowing how to refer students with learning disabilities. While a significant difference was noted in the ANOVA, no significance was noted among the groups in any of the Post-hoc tests where equal variances were not assumed. A Tukey HSD was completed and significance was noted between individuals who had been in their position for under one year and those in their position for between three and five years. Individuals who had been in their position for under one year agreed moderately with the statement, while individuals who had been in their position for between three and five years agreed slightly. The individuals who had been in their position for between three and five years were in the upper executive levels at their organizations (assistant executive directors and presidents or executive directors). Because of this, the individuals are further removed by years than the individuals who had been in their position for under one year. The individuals in their position for between three and five years may not be familiar with the increased focus on and opportunities for individuals with learning disabilities because of the Americans with Disability Act (Section 504 of the Rehabilitation Act of 1973). As Hogan et al. stated, chapter advisors do handle many different tasks, which means they serve as advisor, manager, and counselor to the students. Counseling students who have a learning disability may occur and chapter advisors need to be prepared for such interactions.

One limitation regarding the 39 statements was found after analysis. The researcher found that most of the responses were one-sided with most respondents agreeing with each statement. In future research, the number of categories on the Likert

scale would be reduced from seven to five responses, which would allow for more variance.

Research Questions Discussed

Research question one asked what were the primary educational topic areas of the North-American Interfraternity Conference (NIC) organizations within their chapter director educational programs. The primary educational topics that were noted by the researcher were organizational information, information about the alumni volunteer position, and information on risk management.

Research question two asked what topics were unique to the various chapter director training programs of NIC organizations. Within the educational programs, 14 educational topics were found in under 20% of the programs. The topics that were unique to chapter educational programs included: ritual, mentoring, mental health, student development theory, crisis management, NIC policies, academics, tobacco, assessment, educational foundations, parent discussion, liability, loss prevention, and problem solving.

Research question three asked what was the difference between the chapter directors' manuals and data obtained from the *Your First College Year (YFCY) National Aggregates* and *The American Freshman* conducted by the Higher Education Research Institute. While some of the topics that were identified as issues facing college students were found within the educational programs, the majority of the issues presented in the surveys were not contained in chapter director educational programs.

Research question four asked about the perception of fraternal executive directors or presidents regarding the effectiveness of the current chapter director's educational

programs. When respondents were asked if they believed that the educational program was effective, presidents or executive directors responded that they did not believe that their educational program was not effective in meeting the needs of the volunteers by a 52.63% to a 47.37%.

Research question five asked about the perception of the alumni coordinators and other executive officials regarding the effectiveness of the current chapter director educational programs. The perception among the other fraternal executive staff was that the educational programs were not effective in meeting the needs of volunteers by a 61.77% to a 38.23%.

Research question six asked how did the perceptions among the executive director and the fraternal office staff compare. Both groups believed that the educational programs were not effective in educating the alumni volunteers. Respondents stated that the alumni educational program consistently was a lower priority so true attention could not be paid to it.

Implications for Theory

Kimmich (1992) concluded that as institutions have focused more on student learning and the need for out-of-class experiences for students, institutions have begun to examine further the leadership development of faculty and staff. The examination of the leadership development of these individuals could be expanded to include fraternal chapter directors as they are asked to manage more “administrative, advising, management, and counseling tasks to meet the needs of national office, campus administrators, chapter leaders, chapter members, and other volunteers in state or regional roles: (Hogan, Koepsell, & Eberly, 2011, p. 13). By including these individuals, a

leadership theory could be developed that serves as a model for the development of individuals who work with fraternal organizations. The leadership programs that are developed could serve as a way to help develop the leadership capabilities of not only the chapter director but also the students within the organization (Lewis, et al, 1994). As a more comprehensive educational program for chapter directors is developed, the Exemplary Leadership model of Kouzes and Posner can be studied further in the context of fraternal chapter directors to see if the factors related to the chapter affect where the individual falls within the Exemplary Leadership model.

Leadership theorists should examine the situational leadership styles of chapter directors within fraternal organizations. Such factors as length of time as an advisor, length of time a chapter has been in existence, and the size of the chapter would contribute to the theories on leadership of student organizations. It would allow fraternities to prepare their alumni chapter directors to be successful in leading their chapters.

Implications for Practice

The analysis of the data collected during this study has shown the need for fraternal organizations to critically examine their alumni volunteer educational programs. While some of the organizations have programs that contained the educational topics of budgeting, officer transition, advising, and campus information that were identified by the Higher Education Research Institute (HERI) as being issues facing current college students, the majority of these identified issues (critical thinking skills, prescription drug abuse, mental health issues, etc.) are not discussed within chapter director educational programs. Educating chapter directors in the topics that HERI concluded as facing

current college students can help chapter directors fulfill the numerous responsibilities from the various populations that chapter directors interact with on a daily basis. Chapter director educational programs already contain education on risk management that includes the use of alcohol and drugs; however, the education should be expanded so that it can help in identifying students who are abusing alcohol and potential places for treatment. Fraternal organizations should continually examine the issues facing the current student population so that the alumni educational programs can be revised in order to meet the needs of fraternal organization members.

Organizations must move to an educational program that is delivered in different modalities (face-to-face, webinar, handbook, and teleconference) and is better organized. As one participant who identified as being from an organization that has been in existence for over 100 years indicated, their alumni education program “is done in a scattershot approach and should be consolidated.” Resources, such as time and money, must also be allocated to alumni education. One respondent, who identified as an assistant executive director from an organization that was founded over 100 years ago, stated that his alumni program was non-existent because of the “expense and development time and work for staff.” With much attention devoted to undergraduate students and their fraternal experience, the attention to the individuals who oversee these students is just as vital. Organizational advisors can serve as a positive influence on the chapter and help develop the leadership potential of members through leadership coaching (Hogan, et al, 2011). By offering a more complete educational program, institutions can further benefit their undergraduate students. Because of the attention to the undergraduate students, alumni education continually is seen as a non-immediate

issue. An individual from an organization founded between 26 and 50 years ago clearly stated that alumni education “is on the list of projects but gets pushed down every year as issues and items come up.”

Fraternal organizations should prioritize such chapter director education on the same level as undergraduate fraternal education so that volunteers may aid in the creating a more satisfactory institutional experience (Astin, 1984), engage the students so that they can change the organization in a positive way (Greene, 2006), and offer stability for the students (Cufaude, 1990; Nevitt, 1967). By having a more comprehensive educational program that incorporates the issues as identified by the Higher Education Research Institute, chapter directors can aid in referring students to campus resources, identify individuals with learning disabilities, and be prepared to confront more risk management issues. By doing this, fraternal organizations can avoid being deemed as “antithetical” as Maisel (1990) stated but rather be seen as an educational partner in developing a more rounded student.

Outside of the individual organizations, the North-American Interfraternity Conference should work in conjunction with the National Association of Student Personnel Administrators Fraternity and Sorority Knowledge Community and the American College Personnel Association – College Student Educators International Commission for Student Involvement to develop training modules that can be distributed to member institutions to be used by fraternal chapter directors. The NIC should work in conjunction with its members to develop a comprehensive framework for a chapter director manual. By using the resources to which the NIC has access, educational topics can be made more substantive. While the manual cannot be made mandatory for use by

organizations, it would allow organizations to have access to the important topics so that they can adapt the programs to meet their organizational needs. On campuses, Greek Life Offices and Offices of Student Activities should develop educational programs with other departments on the campuses that provides fraternal chapter directors with more information on any of the subjects from the HERI list of issues facing current college students.

Recommendations for Dissemination of Findings

The findings from this study may inform practice at NIC member organizations and within the field of Student Activities throughout the United States. First, the researcher will share his findings with member organizations that requested the findings during the survey phase of the research. Second, all research will be shared with the North-American Interfraternity Conference's Vice President of Education so that the organization can begin examining what can be done to aid member organizations in educating their alumni volunteers. The NIC can also use the research to formulate a plan to be used when approaching other international organizations regarding how to properly educate alumni volunteers to take on the position as a chapter director. Third, presentations at conferences (state, national, and international) related to student success are other possible forums to disseminate findings. Finally, the researcher may pursue opportunities to publish the findings of this study to journals aimed at higher education staff.

Recommendations for Further Research

The following recommendations for future research are suggested:

- a) There is a need to further study alumni educational programs within Greek-lettered organizations including female fraternal organizations, organizations affiliated with the National Pan-Hellenic Council, and organizations affiliated with the National Association of Latino Fraternal Organizations as this study focused on organizations belonging to the North-American Interfraternity Conference.
- b) A study should be conducted of fraternal alumni volunteers to gain their perceptions of such educational programs. Such a study could be compared to that of the headquarter staff overseeing such education to see what differences may exist.
- c) A second study should be conducted of fraternal alumni regarding the financial constraints, if any, alumni volunteers may face in their position to obtain such education necessary to effectively serve their undergraduate students.
- d) Leadership theorists should examine the leadership of the chapter directors to determine what type of leadership is found at various stages of a chapter's development (colonization, becoming a chapter, etc.).
- e) Greek Life offices and officials should be surveyed to determine what resources their offices have for alumni volunteers and if those resources are being utilized.

Concluding Remarks

For over 200 years, fraternal organizations have been active on college campuses and over the last 40 years fraternal organizations have been extensively studied regarding

the positive and negative effects membership has upon students or individuals. While undergraduate fraternal students have been studied regarding their alcohol use, academic prowess, contributions to the campus upon graduation, leadership development, identity development, and persistence to graduation, the volunteers tasked to give oversight to the fraternal chapter at the campus level have gone virtually unstudied.

This study found that the perceptions of NIC member organizations' headquarters staff were consistent in the belief that the educational programs established for the alumni volunteers were not meeting the needs of the students or the volunteers. The qualitative data revealed that the educational topics being covered in the educational program was not educating the alumni volunteers on the current issues facing the college students on campus, as reflective of HERI standards.. Despite recognizing that the programs were not educating the alumni volunteers, the perception of the respondents was that the educational programs for alumni volunteers was not a priority within the organizations. In order for fraternal organizations to not be seen as "antithetical" to the values and mission of higher education, as Maisel indicated in 1990, organizations must work to help retain students and help them progress towards graduation in a timely manner (Maisel, 1990). As alumni volunteer educational programs are updated and become more comprehensive, alumni volunteers will be able to identify issues that undergraduate students are facing and refer them to the proper resources. By doing so, future research may find that the negative effects of joining a fraternity will decrease, while the positive effects of joining will increase.

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Appendix A

NIC Information

Organization	Year of Founding	# of Chapters	# of Colonies/ Interest Groups
Acacia (Acacia, 2012)	1904	34	1
Alpha Chi Rho (Alpha Chi Rho, 2010)	1895	35	4
Alpha Delta Gamma ¹ (Alpha Delta Gamma National Fraternity, 2012)	1924	11	
Alpha Delta Phi (Alpha Delta Phi, n.d.)	1832	52	2
Alpha Epsilon Pi (Alpha Epsilon Pi, 2011)	1913	134	9
Alpha Gamma Rho (Alpha Gamma Rho, 2012)	1908	69	1
Alpha Gamma Sigma ¹ (Alpha Gamma Sigma, n.d.)	1923	8	
Alpha Kappa Lambda (Alpha Kappa Lambda, n.d.)	1914	29	2
Alpha Phi Alpha Fraternity, Inc. ^{1,2} (Alpha Phi Alpha Fraternity, Inc., n.d.)	1906	414	
Alpha Phi Delta Fraternity, Inc. (Alpha Phi Delta, n.d.)	1914	95	4
Alpha Sigma Phi (Alpha Sigma Phi, n.d.)	1845	69	22
Alpha Tau Omega (Alpha Tau Omega, 2012)	1865	138	2
Beta Chi Theta (Beta Chi Theta, n.d.)	1999	9	10
Beta Sigma Psi (Beta Sigma Psi, n.d.)	1925	8	1
Beta Theta Pi (Beta Theta Pi, 2012)	1839	101	19
Chi Phi (Chi Phi, n.d.)	1824	53	3
Chi Psi (Chi Psi, n.d.)	1841	27	1
Delta Chi (Delta Chi Fraternity, Inc., 2009)	1890	113	12
Delta Epsilon Psi (Delta Epsilon Psi Fraternity Inc., n.d.)	1998	10	17
Delta Kappa Epsilon (Delta Kappa Epsilon, n.d.)	1844	50	1
Delta Phi ¹ (Delta Phi, n.d.)	1827	14	
Delta Psi/St. Anthony Hall ¹ (St. Anthony Hall The Fraternity of Delta Psi, n.d.)	1847	10	
Delta Sigma Phi (Delta Sigma Phi, 2012)	1899	96	7
Delta Tau Delta (Delta Tau Delta, 2012)	1858	124	3
Delta Upsilon (Delta Upsilon, n.d.)	1834	70	2
Farmhouse (Farmhouse, 2012)	1905	44	2
Iota Nu Delta (eNotes, 2012)	1994	9	9
Iota Phi Theta Fraternity, Inc. ^{1,2} (Iota Phi Theta, Fraternity Incorporated, 2011)	1963	249	
Kappa Alpha Order (Kappa Alpha Order, 2012)	1865	121	3
Kappa Alpha Psi Fraternity, Inc. ^{1,2} (Kappa Alpha Psi Fraternity, Incorporated, 2011)	1911	375	

Organization	Year of Founding	# of Chapters	# of Colonies/ Interest Groups
Kappa Alpha Society (Kappa Alpha Society, n.d.)	1825	7	1
Kappa Delta Phi (Kappa Delta Phi, n.d.)	1900	15	0
Kappa Delta Rho (Kappa Delta Rho, 2012)	1905	31	1
Lambda Chi Alpha Fraternity (Lambda Chi Alpha Fraternity, n.d.)	1909	191	0
Lambda Phi Epsilon (Lambda Phi Epsilon, 2012)	1981	25	13
Lambda Sigma Upsilon Latino Fraternity, Inc. ^{1, 3} (Lambda Sigma Upsilon, 2011)	1979	59	
Lambda Theta Phi Latin Fraternity, Inc. ³ (Lambda Theta Phi, n.d.)	1975	86	23
Nu Alpha Kappa Fraternity (Nu Kappa Alpha Fraternity, Inc., n.d.)	1988	21	0
Omega Delta Phi Fraternity, Inc. (Omega Delta Phi Fraternity, Inc., 2012)	1987	39	15
Phi Beta Sigma ^{1, 2} (Phi Beta Sigma Fraternity, Inc., n.d.)	1914	393	
Phi Gamma Delta	1848	121	20
Phi Iota Alpha Fraternity ³ (www.phiota.info)	1931	43	23
Phi Kappa Psi (Phi Kappa Psi, n.d.)	1852	102	6
Phi Kappa Sigma (Phi Kappa Sigma International Fraternity, 2011)	1850	47	4
Phi Kappa Tau (Phi Kappa Tau, 2009)	1906	72	12
Phi Kappa Theta (Phi Kappa Theta Fraternity, 2012)	1889	42	6
Phi Lambda Chi ¹ (Phi Lambda Chi, 2012)	1925	17	
Phi Mu Delta (Phi Mu Delta Fraternity, n.d.)	1918	10	3
Phi Sigma Kappa (Phi Sigma Kappa, n.d.)	1873	71	2
Phi Sigma Phi (Phi Sigma Phi National Fraternity, Inc., 2010)	1988	10	2
Pi Kappa Alpha (Pi Kappa Alpha, 2011)	1868	209	9
Pi Kappa Phi (Pi Kappa Phi Fraternity, n.d.)	1904	154	14
Pi Lambda Phi (Pi Lambda Phi, n.d.)	1895	34	6
Psi Upsilon (Psi Upsilon, 2012)	1833	47	1
Sigma Alpha Epsilon (Sigma Alpha Epsilon, 2011)	1856	228	17
Sigma Alpha Mu (Sigma Alpha Mu, 2011)	1909	51	1
Sigma Beta Rho Fraternity, Inc. ⁴ (Sigma Beta Rho Fraternity Incorporated, n.d.)	1996	20	21
Sigma Chi (Sigma Chi Fraternity, 2011)	1855	234	1

Organization	Year of Founding	# of Chapters	# of Colonies/ Interest Groups
Sigma Lambda Beta (Sigma Lambda Beta International Fraternity, 2012)	1986	109	17
Sigma Nu (Sigma Nu Fraternity, Inc., n.d.)	1869	176	0
Sigma Phi Delta (Sigma Phi Delta, 2012)	1924	15	1
Sigma Phi Epsilon (Sigma Phi Epsilon, 2012)	1901	221	19
Sigma Phi Society ¹ (n.d.)	1827	12	
Sigma Pi (Sigma Pi, 2012)	1897	123	6
Sigma Tau Gamma (Sigma Tau Gamma, 2009)	1920	137	1
Tau Delta Phi (Tau Delta Phi, 2012)	1910	8	1
Tau Epsilon Phi (Tau Epsilon Phi, 2012)	1910	14	0
Tau Kappa Epsilon (Tau Kappa Epsilon, 2011)	1899	263	15
Tau Phi Sigma Multicultural Fraternity, Inc. (Tau Phi Sigma, 2011)	1992	6	3
Theta Chi (Theta Chi Fraternity, 2012)	1856	132	6
Theta Delta Chi (Theta Delta Chi International Fraternity, n.d.)	1847	31	0
Theta Xi (Theta Xi Fraternity, n.d.)	1864	47	2
Triangle (Triangle Fraternity, 2009)	1907	32	7
Zeta Beta Tau Fraternity, Inc. (Zeta Beta Tau, 2012)	1898	69	16
Zeta Psi (Zeta Psi, 2011)	1847	43	0

1 – number of chapters and colonies is reported together

2 – member of both NIC and National Pan-Hellenic Conference

3 – member of both the NIC and the National Association of Latino Fraternal Organizations

4 – member of both the NIC and the National APIA Panhellenic Association

Appendix B

Letter to Fraternities

March 13, 2012

Dear <insert Fraternity contact name>:

My name is Brian Kurisky and I am a doctoral candidate in Old Dominion University's Higher Education Administration program. I am currently collecting data for my dissertation topic, which involves examining the educational programs for alumni who oversee NIC fraternity chapters on college and university campuses. For some organizations, the name of this individual is the chapter director or alumni advisor.

I talked with Will Foran, Director of Education and Leadership Development, at the North-American Interfraternity Conference and suggested that I contact you to possibly aid in the research. If you are not the person to contact in regards to this, would you be able to let me know who to contact so that I might be able to contact them.

My goal is to examine the educational programs of all NIC organizations to determine which topics are common to many programs and which topics are unique to individual organizations. I would also like to examine the topics which are common to multiple programs and compare these to current issues facing college students as identified by the Higher Education Research Institute based at the University of California – Los Angeles. I realize that sections of the educational program may contain information that is secret, which would mean that some information would be redacted.

I would appreciate your assistance by allowing me to view the educational programs that you have for these individuals so that I can determine which topics are common among the fraternities and those that are unique to each organization. As an alumnus of an NIC fraternity, I understand the value of these organizations and hope that my research shows that programs on a wide variety of topics are in place to enhance the student and fraternal experience.

Please understand that any information would be used in the aggregate with the other NIC organizations and that no identifiable information will be linked directly to any of the participating fraternities.

If you have any questions, please contact me at bkurisky@odu.edu or via phone at 616-204-1710. Thank you for helping me with this valuable research.

Sincerely,

Brian Kurisky, M.S.Ed.
Doctoral Candidate
Educational Foundations and Leadership
Old Dominion University
Norfolk, VA

June 21, 2012

To Whom It May Concern:

My name is Brian Kurisky and I am a doctoral candidate in Old Dominion University's Higher Education Administration program. I am currently collecting data for my dissertation topic, which involves examining the educational programs for alumni chapter advisors who oversee NIC fraternity chapters on college and university campuses. For some organizations, the name of this individual is the chapter director or alumni advisor.

I am wondering if you might be able to answer my question or direct an email to the correct person.

My goal is to examine the educational programs of all NIC organizations in regards to their alumni volunteers who work with their undergraduate chapters to determine which topics are common to many programs and which topics are unique to individual organizations. I would also like to examine the topics which are common to multiple programs and compare these to current issues facing college students as identified by the Higher Education Research Institute based at the University of California – Los Angeles. I realize that sections of the educational program may contain information that is secret, which would mean that some information would be redacted.

I would appreciate your assistance by allowing me to view the educational programs (if a manual) of the alumni chapter advisors that you have for these individuals so that I can determine which topics are common among the fraternities and those that are unique to each organization. As an alumnus of an NIC fraternity, I understand the value of these organizations and hope that my research shows that programs on a wide variety of topics are in place to enhance the student and fraternal experience. If you do not have such a program, I would be appreciative if you could let me know in an email.

Please understand that any information would be used in the aggregate with the other NIC organizations and that no identifiable information will be linked directly to any of the participating fraternities.

If you have any questions, please contact me at bkurisky@odu.edu or via phone at 616-204-1710. Thank you for helping me with this valuable research.

Thank you

Brian Kurisky
Doctoral Student

August 2, 2012

To Whom It May Concern:

My name is Brian Kurisky and I am a doctoral candidate in Old Dominion University's Higher Education Administration program. I am currently collecting data for my dissertation topic, which involves examining the educational programs for alumni chapter advisors who oversee NIC fraternity chapters on college and university campuses. For some organizations, the name of this individual is the chapter director or alumni advisor.

I am wondering if you might be able to answer my question.

My goal is to examine the educational programs of all NIC organizations in regards to their alumni volunteers who work with their undergraduate chapters to determine which topics are common to many programs and which topics are unique to individual organizations. I would also like to examine the topics which are common to multiple programs and compare these to current issues facing college students as identified by the Higher Education Research Institute based at the University of California – Los Angeles. I realize that sections of the educational program may contain information that is secret, which would mean that some information would be redacted.

I would appreciate your assistance by allowing me to view the educational programs (if a manual) of the alumni chapter advisors that you have for these individuals so that I can determine which topics are common among the fraternities and those that are unique to each organization. As an alumnus of an NIC fraternity, I understand the value of these organizations and hope that my research shows that programs on a wide variety of topics are in place to enhance the student and fraternal experience.

Please understand that any information would be used in the aggregate with the other NIC organizations and that no identifiable information will be linked directly to any of the participating fraternities.

In addition to this qualitative research, I will be sending a survey to you and the executive director (or another person who you feel can represent the view of such education on behalf of the organization). May I get the name and email address of another person to take the survey?

If you have any questions, please contact me at bkurisky@odu.edu or via phone at 616-204-1710. Thank you for helping me with this valuable research.

Thank you

Brian Kurisky
Doctoral Research Assistant

Appendix C

Document Analysis
Educational Manuals

Fraternal Organization: _____

Name of Document: _____

Name of Reviewer: _____

Does the organization have a manual? Yes _____ No _____

Does the educational manual discuss	Yes	No
define advising?		
development of good study skills?		
development of critical thinking skills?		
strategies about how to help student determine a major?		
time management?		
involvement with other organizations on-campus?		
faculty engagement out of class?		
staff engagement?		
community service?		
importance of knowing and using campus resources?		
volunteerism?		
alcohol use/abuse?		
use of illegal drugs?		
abuse of prescription drugs?		
identifying mental health issues?		
referring mental health issues?		
tobacco use?		
identifying possible learning disabilities?		
referring students to offices for possible learning disabilities?		
safety and security on-campus?		
aiding the students in developing a budget?		
how to aid students in finding a job?		
developing a resume?		

Topics Covered In Manual

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Appendix D

NIC Organizational Survey

Question 1: How many Chapters does your organization have?

- a. Under 25 chapters
- b. 26-50 chapters
- c. 51-75 chapters
- d. 76-125 chapters
- e. 126 and more chapters

Question 2: What is the average size of a chapter within your organization?

- a. 25 and under
- b. 26 to 50
- c. 51 to 75
- d. 76 and above

Question 3: How long ago was your organization established?

- a. 25 years ago or under
- b. 26 to 50 years ago
- c. 51 to 75 years ago
- d. 76 to 100 years ago
- e. 101 or more years ago

Question 4: What is your position at your Organization?

- a. President or Executive Director
- b. Assistant Executive Director
- c. Director of Chapter Development
- d. Director of Alumni Services
- e. Director of Leadership Development
- f. Other (please specific)

Question 5: How long have you been in your current position?

- a. Under 1 year
- b. 1 to 2 years
- c. 3 to 5 years
- d. 6 to 10 years
- e. 11 years or more

Question 6: Do you have an educational program for alumni volunteers? (The educational program for this study is a curriculum delivered through manuals, meetings, regional conferences, and national or international conferences that covers educational topics that are specified by the national or international office for members of a fraternity.)

- a. Yes
- b. No

Question 7: It is important that alumni volunteers know the history of the organization.

- a. Agree Strongly
- b. Agree Moderately
- c. Agree Slightly
- d. Neither Agree/Disagree
- e. Disagree Slightly
- f. Disagree Moderately
- g. Disagree Strongly

Question 8: It is important that alumni volunteers know information about the organization (constitution, by-laws, staff, etc.).

- a. Agree Strongly
- b. Agree Moderately
- c. Agree Slightly
- d. Neither Agree/Disagree
- e. Disagree Slightly
- f. Disagree Moderately
- g. Disagree Strongly

Question 9: It is important that alumni volunteers be able to discuss what it means to be an advisor.

- a. Agree Strongly
- b. Agree Moderately
- c. Agree Slightly
- d. Neither Agree/Disagree
- e. Disagree Slightly
- f. Disagree Moderately
- g. Disagree Strongly

Question 10: It is important that alumni advisors know how to aid the members in developing study skills.

- a. Agree Strongly
- b. Agree Moderately
- c. Agree Slightly
- d. Neither Agree/Disagree
- e. Disagree Slightly
- f. Disagree Moderately
- g. Disagree Strongly

Question 11: It is important that alumni volunteers know how to aid the members in developing critical thinking skills.

- a. Agree Strongly
- b. Agree Moderately
- c. Agree Slightly

- d. Neither Agree/Disagree
- e. Disagree Slightly
- f. Disagree Moderately
- g. Disagree Strongly

Question 12: It is important that alumni volunteers know how to help advise the members academically.

- a. Agree Strongly
- b. Agree Moderately
- c. Agree Slightly
- d. Neither Agree/Disagree
- e. Disagree Slightly
- f. Disagree Moderately
- g. Disagree Strongly

Question 13: It is important that alumni volunteers know how to assist members in determining a major.

- a. Agree Strongly
- b. Agree Moderately
- c. Agree Slightly
- d. Neither Agree/Disagree
- e. Disagree Slightly
- f. Disagree Moderately
- g. Disagree Strongly

Question 14: It is important that alumni volunteers know the importance of a member being involved in an organization outside of the Fraternity.

- a. Agree Strongly
- b. Agree Moderately
- c. Agree Slightly
- d. Neither Agree/Disagree
- e. Disagree Slightly
- f. Disagree Moderately
- g. Disagree Strongly

Question 15: It is important for alumni volunteers to teach students how to engage faculty outside of the classroom.

- a. Agree Strongly
- b. Agree Moderately
- c. Agree Slightly
- d. Neither Agree/Disagree
- e. Disagree Slightly
- f. Disagree Moderately
- g. Disagree Strongly

Question 16: It is important for alumni volunteers to know the roles of university staff.

- a. Agree Strongly
- b. Agree Moderately
- c. Agree Slightly
- d. Neither Agree/Disagree
- e. Disagree Slightly
- f. Disagree Moderately
- g. Disagree Strongly

Question 17: It is important that alumni volunteers know how good relations with institutional officials can benefit the individual student.

- a. Agree Strongly
- b. Agree Moderately
- c. Agree Slightly
- d. Neither Agree/Disagree
- e. Disagree Slightly
- f. Disagree Moderately
- g. Disagree Strongly

Question 18: It is important that alumni volunteers know how good relations with institutional officials can benefit the organization.

- a. Agree Strongly
- b. Agree Moderately
- c. Agree Slightly
- d. Neither Agree/Disagree
- e. Disagree Slightly
- f. Disagree Moderately
- g. Disagree Strongly

Question 19: It is important for alumni volunteers to know how to get involved in community service.

- a. Agree Strongly
- b. Agree Moderately
- c. Agree Slightly
- d. Neither Agree/Disagree
- e. Disagree Slightly
- f. Disagree Moderately
- g. Disagree Strongly

Question 20: It is important for alumni volunteers to know organizational ritual.

- a. Agree Strongly
- b. Agree Moderately
- c. Agree Slightly

- d. Neither Agree/Disagree
- e. Disagree Slightly
- f. Disagree Moderately
- g. Disagree Strongly

Question 21: It is important for alumni volunteers to know ritual's place within the operation of the organization.

- a. Agree Strongly
- b. Agree Moderately
- c. Agree Slightly
- d. Neither Agree/Disagree
- e. Disagree Slightly
- f. Disagree Moderately
- g. Disagree Strongly

Question 22: It is important that alumni volunteers have knowledge of resources on the campus.

- a. Agree Strongly
- b. Agree Moderately
- c. Agree Slightly
- d. Neither Agree/Disagree
- e. Disagree Slightly
- f. Disagree Moderately
- g. Disagree Strongly

Question 23: It is important that alumni volunteers understand how to assist the chapter to become involved in volunteer activities on-campus.

- a. Agree Strongly
- b. Agree Moderately
- c. Agree Slightly
- d. Neither Agree/Disagree
- e. Disagree Slightly
- f. Disagree Moderately
- g. Disagree Strongly

Question 24: It is important that alumni volunteers understand how to assist the chapter to become involved in volunteer activities off-campus.

- a. Agree Strongly
- b. Agree Moderately
- c. Agree Slightly
- d. Neither Agree/Disagree
- e. Disagree Slightly
- f. Disagree Moderately
- g. Disagree Strongly

Question 25: It is important for alumni volunteers to be knowledgeable about responsible use of alcohol.

- a. Agree Strongly
- b. Agree Moderately
- c. Agree Slightly
- d. Neither Agree/Disagree
- e. Disagree Slightly
- f. Disagree Moderately
- g. Disagree Strongly

Question 26: It is important that alumni volunteers know about how to assist the chapter to prevent the use of illegal drugs.

- a. Agree Strongly
- b. Agree Moderately
- c. Agree Slightly
- d. Neither Agree/Disagree
- e. Disagree Slightly
- f. Disagree Moderately
- g. Disagree Strongly

Question 27: It is important for alumni volunteers to understand how to assist the chapter to prevent the abuse of prescription drugs.

- a. Agree Strongly
- b. Agree Moderately
- c. Agree Slightly
- d. Neither Agree/Disagree
- e. Disagree Slightly
- f. Disagree Moderately
- g. Disagree Strongly

Question 28: It is important that alumni volunteers must be knowledgeable in methods of recognizing mental health issues of members.

- a. Agree Strongly
- b. Agree Moderately
- c. Agree Slightly
- d. Neither Agree/Disagree
- e. Disagree Slightly
- f. Disagree Moderately
- g. Disagree Strongly

Question 29: It is important that alumni volunteers know how to refer members with mental health issues to campus resources.

- a. Agree Strongly
- b. Agree Moderately
- c. Agree Slightly

- d. Neither Agree/Disagree
- e. Disagree Slightly
- f. Disagree Moderately
- g. Disagree Strongly

Question 30: It is important that alumni volunteers know how to refer members with mental health issues to community resources.

- a. Agree Strongly
- b. Agree Moderately
- c. Agree Slightly
- d. Neither Agree/Disagree
- e. Disagree Slightly
- f. Disagree Moderately
- g. Disagree Strongly

Question 31: It is important for alumni volunteers to know about how to assist the chapter to prevent tobacco use.

- a. Agree Strongly
- b. Agree Moderately
- c. Agree Slightly
- d. Neither Agree/Disagree
- e. Disagree Slightly
- f. Disagree Moderately
- g. Disagree Strongly

Question 32: It is important that alumni volunteers know how to identify potential learning disabilities of members.

- a. Agree Strongly
- b. Agree Moderately
- c. Agree Slightly
- d. Neither Agree/Disagree
- e. Disagree Slightly
- f. Disagree Moderately
- g. Disagree Strongly

Question 33: It is important that alumni volunteers know how to refer students with learning disabilities.

- a. Agree Strongly
- b. Agree Moderately
- c. Agree Slightly
- d. Neither Agree/Disagree
- e. Disagree Slightly
- f. Disagree Moderately
- g. Disagree Strongly

Question 34: It is important that alumni know where to refer students with learning disabilities.

- a. Agree Strongly
- b. Agree Moderately
- c. Agree Slightly
- d. Neither Agree/Disagree
- e. Disagree Slightly
- f. Disagree Moderately
- g. Disagree Strongly

Question 35: It is important that alumni volunteers understand the law of disability (ADA, Section 504 of the Rehabilitation Act of 1973).

- a. Agree Strongly
- b. Agree Moderately
- c. Agree Slightly
- d. Neither Agree/Disagree
- e. Disagree Slightly
- f. Disagree Moderately
- g. Disagree Strongly

Question 36: It is important for alumni volunteers to know about issues related to campus security.

- a. Agree Strongly
- b. Agree Moderately
- c. Agree Slightly
- d. Neither Agree/Disagree
- e. Disagree Slightly
- f. Disagree Moderately
- g. Disagree Strongly

Question 37: It is important for alumni volunteers to know about state and federal law regarding organizational liability (hazing, risk management, other activities, etc.).

- a. Agree Strongly
- b. Agree Moderately
- c. Agree Slightly
- d. Neither Agree/Disagree
- e. Disagree Slightly
- f. Disagree Moderately
- g. Disagree Strongly

Question 38: It is important that alumni volunteers know how to oversee a chapter budget (developing, coordinating, oversight, etc.).

- a. Agree Strongly
- b. Agree Moderately
- c. Agree Slightly
- d. Neither Agree/Disagree

- e. Disagree Slightly
- f. Disagree Moderately
- g. Disagree Strongly

Question 39: It is important that alumni volunteers know how to assist members in financial management (credit cards, loan debt, financial aid, etc.).

- a. Agree Strongly
- b. Agree Moderately
- c. Agree Slightly
- d. Neither Agree/Disagree
- e. Disagree Slightly
- f. Disagree Moderately
- g. Disagree Strongly

Question 40: It is important that the alumni volunteers assist the members in post-graduation employment issues.

- a. Agree Strongly
- b. Agree Moderately
- c. Agree Slightly
- d. Neither Agree/Disagree
- e. Disagree Slightly
- f. Disagree Moderately
- g. Disagree Strongly

Question 41: It is important that the alumni volunteers know how to help the student in resume development.

- a. Agree Strongly
- b. Agree Moderately
- c. Agree Slightly
- d. Neither Agree/Disagree
- e. Disagree Slightly
- f. Disagree Moderately
- g. Disagree Strongly

Question 42: It is important that the alumni volunteer know how to assist the student with time management.

- a. Agree Strongly
- b. Agree Moderately
- c. Agree Slightly
- d. Neither Agree/Disagree
- e. Disagree Slightly
- f. Disagree Moderately
- g. Disagree Strongly

Question 43: It is important that alumni volunteers know about risk management in general (policy, rationale, etc.).

- a. Agree Strongly
- b. Agree Moderately
- c. Agree Slightly
- d. Neither Agree/Disagree
- e. Disagree Slightly
- f. Disagree Moderately
- g. Disagree Strongly

Question 44: It is important that alumni volunteers understand the skills related to working with fraternity alumni.

- a. Agree Strongly
- b. Agree Moderately
- c. Agree Slightly
- d. Neither Agree/Disagree
- e. Disagree Slightly
- f. Disagree Moderately
- g. Disagree Strongly

Question 45: It is important that alumni volunteers understand the skills related to working with alumni volunteer boards.

- a. Agree Strongly
- b. Agree Moderately
- c. Agree Slightly
- d. Neither Agree/Disagree
- e. Disagree Slightly
- f. Disagree Moderately
- g. Disagree Strongly

Question 46: What issues do you believe current chapters are facing in their daily operations.

Question 47: What topics are contained in your educational program for alumni volunteers? (if you do not have an educational program please put NA).

Question 48: In what ways do you educate your alumni volunteers? (check all that apply)

- 1-1 meetings with organizational staff (consultants, national officers, etc.)
- Regional/Province training
- Chapter Director volunteer manual (printed or PDF)
- Webinars created by your organization
- Webinars created by outside organizations
- Message Boards
- National/International Conferences
- Professional development funds for training
- No training for alumni volunteers

No alumni volunteers

Other (please specify)

Question 49: If you do not have an alumni education program or alumni volunteers, why do you not have such a program?

Question 50: Do you believe that the current educational training program is meeting the needs of the alumni volunteers to the undergraduate chapters?

Yes

No

N/A (do not have a program)

Question 51: How many educational programs are sponsored for alumni volunteers in an academic year?

0

1 or 2

3 or 4

5 or 6

7 or more

When was your alumni educational program last revised?

0 to 2 years ago

3 to 5 years ago

6 to 8 years ago

9 to 11 years ago

12 or more years ago

In what ways do you support alumni volunteers in their development?

Discounted cost to attend national/international conferences

No cost to attend national /international conferences

Discounted cost to attend regional/province conferences

No cost to attend regional/province conferences

Financial support for travel to national/international conferences

Professional development funds to attend other professional conferences
outside the organization

Creating webinars for alumni through the organization

Purchasing and sharing of webinars from outside organizations

Other (please specify)

Thank you for your time in completing this survey. All data will be made available to all NIC organizations.

Appendix E

Initial Email

Dear NIC member:

My name is Brian-Patrick Kurisky and I am a doctoral student at Old Dominion University, where I am studying Higher Education Administration. I am currently conducting research for my dissertation, which focuses on NIC affiliated organizations and the training and topics of training that they do for their Alumni volunteers (chapter advisors, chapter directors, alumni advisors, etc.). I am seeking your assistance with this research as I have identified you as someone within the organization who may have insight on this topic. I have created a survey to obtain your feedback regarding such an educational program and the topics contained within such a program. The survey will take less than ten (10) minutes.

<https://www.surveymonkey.com/s/AdvEdProg>

All responses will only be viewed in the aggregate so information that can be used to identify specific organizations or individuals. Data obtained from this survey and my other research will be made available to any NIC organization who requests it once the dissertation research is completed. Even if you do not have such an educational plan, I would ask that you still consider taking the survey as your perceptions of such a program and the topics contained therein are also vital.

I hope that you will take a few minutes to complete the survey so that data can be obtained on this vital topic.

If you have any questions or would like a copy of the research, please feel free to contact me at this email address (bkurisky@odu.edu) or you may call me at 616-204-1710. Thank you once again for helping with this important research.

Thank you.

Sincerely,

Brian-Patrick Kurisky, M.Ed.

Appendix F

Follow-up Email to Survey Participants

Dear NIC Fraternity Executive Staff Assistant:

At the end of August and beginning of September, I sent out an email regarding a survey I am conducting for my doctoral research regarding the training and topics of training that NIC organizations offer for their Alumni volunteers. If you have taken the survey, I would like to thank you. For those that may not have taken the Survey, I hope that you will be able to take a few minutes to take the survey. As I indicated earlier, the responses will only be viewed in the aggregate so the information will not be able to be used to identify any specific organization or individuals. I will share all information from my research with any NIC organization that wishes to review it.

To take the survey, please click on the link below.

<https://www.surveymonkey.com/s/AdvEdProg>

Thank you for helping with this important research. The survey will close on Monday, September 24 2012 at Noon (EDT).

Sincerely,

Brian Kurisky

Appendix G

Position Held within Organization

It is important that alumni volunteers know the history of the organization.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	10.61	5	2.12	1.64	0.17
Within Groups	59.39	46	1.29		
Total	70.00	51			

It is important that alumni volunteers know information about the organization (constitution, by-laws, staff, etc.).

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.34	5	0.27	0.70	0.62
Within Groups	17.58	46	0.38		
Total	18.92	51			

It is important that alumni volunteers be able to discuss what it means to be an advisor.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	0.20	5	0.04	0.13	0.99
Within Groups	14.88	46	0.32		
Total	15.08	51			

It is important that alumni advisors know how to aid the members in developing study skills.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	13.12	5	2.62	1.81	0.13
Within Groups	66.65	46	1.45		
Total	79.77	51			

It is important that alumni volunteers know how to aid the members in developing critical thinking skills.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	9.97	5	1.99	2.14	0.08
Within Groups	42.86	46	0.93		
Total	52.83	51			

It is important that alumni volunteers know how to help advise the members academically.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.92	5	0.98	0.88	0.50
Within Groups	51.39	46	1.12		
Total	56.31	51			

It is important that alumni volunteers know how to assist members in determining a major.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	16.63	5	3.33	1.43	0.23
Within Groups	107.29	46	2.33		
Total	123.92	51			

It is important that alumni volunteers know the importance of a member being involved in an organization outside of the Fraternity.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.88	5	0.98	1.25	0.30
Within Groups	35.95	46	0.78		
Total	40.83	51			

It is important for alumni volunteers to teach students how to engage faculty outside of the classroom.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5.64	5	1.13	0.94	0.46
Within Groups	55.05	46	1.20		
Total	60.69	51			

It is important for alumni volunteers to know the roles of university staff.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.47	5	0.49	0.45	0.81
Within Groups	50.76	46	1.10		
Total	53.23	51			

It is important that alumni volunteers know how good relations with institutional officials can benefit the individual student.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.52	5	0.70	0.87	0.51
Within Groups	37.25	46	0.81		
Total	40.77	51			

It is important that alumni volunteers know how good relations with institutional officials can benefit the organization.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.12	5	0.42	0.86	0.52
Within Groups	22.80	46	0.50		
Total	24.92	51			

It is important for alumni volunteers to know how to get involved in community service.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	10.60	5	2.12	1.45	0.22
Within Groups	67.10	46	1.46		
Total	77.69	51			

It is important for alumni volunteers to know organizational ritual.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.07	5	0.41	0.62	0.69
Within Groups	30.76	46	0.67		
Total	32.83	51			

It is important for alumni volunteers to know ritual's place within the operation of the organization.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	0.99	5	0.20	0.44	0.82
Within Groups	20.78	46	0.45		
Total	21.77	51			

It is important that alumni volunteers have knowledge of resources on the campus.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.69	5	0.74	0.82	0.54
Within Groups	41.29	46	0.90		
Total	44.98	51			

It is important that alumni volunteers understand how to assist the chapter to become involved in volunteer activities on-campus.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	12.65	5	2.53	1.72	0.15
Within Groups	67.87	46	1.48		
Total	80.52	51			

It is important that alumni volunteers understand how to assist the chapter to become involved in volunteer activities off-campus.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	16.92	5	3.38	2.29	0.06
Within Groups	68.06	46	1.48		
Total	84.98	51			

It is important for alumni volunteers to be knowledgeable about responsible use of alcohol.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	0.68	5	0.14	0.58	0.73
Within Groups	11.07	46	0.24		
Total	11.75	51			

It is important that alumni volunteers know about how to assist the chapter to prevent the use of illegal drugs.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.12	5	0.42	0.79	0.57
Within Groups	24.80	46	0.54		
Total	26.92	51			

It is important for alumni volunteers to understand how to assist the chapter to prevent the abuse of prescription drugs.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.17	5	0.43	0.40	0.85
Within Groups	50.06	46	1.09		
Total	52.23	51			

It is important that alumni volunteers must be knowledgeable in methods of recognizing mental health issues of members.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	7.84	5	1.57	1.07	0.39
Within Groups	67.39	46	1.47		
Total	75.23	51			

It is important that alumni volunteers know how to refer members with mental health issues to campus resources.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.90	5	0.98	1.30	0.28
Within Groups	34.54	46	0.75		
Total	39.44	51			

It is important that alumni volunteers know how to refer members with mental health issues to community resources.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	15.36	5	3.07	1.98	0.10
Within Groups	71.47	46	1.55		
Total	86.83	51			

It is important for alumni volunteers to know about how to assist the chapter to prevent tobacco use.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	7.42	5	1.49	0.56	0.73
Within Groups	121.40	46	2.64		
Total	128.83	51			

It is important that alumni volunteers know how to identify potential learning disabilities of members.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	9.71	5	1.94	1.00	0.43
Within Groups	89.22	46	1.94		
Total	98.92	51			

It is important that alumni volunteers know how to refer students with learning disabilities.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	8.53	5	1.71	1.06	0.40
Within Groups	74.24	46	1.61		
Total	82.77	51			

It is important that alumni volunteers know where to refer students with learning disabilities.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	7.29	5	1.46	.90	0.49
Within Groups	74.16	46	1.61		
Total	81.44	51			

It is important that alumni volunteers understand the law of disability (ADA, Section 504 of the Rehabilitation Act of 1973).

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	7.36	5	1.47	0.73	0.61
Within Groups	92.87	46	2.02		
Total	100.23	51			

It is important for alumni volunteers to know about issues related to campus security.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	12.74	5	2.55	2.43	0.05
Within Groups	48.24	46	1.05		
Total	60.98	51			

It is important for alumni volunteers to know about state and federal law regarding organizational liability (hazing, risk management, other activities, etc.).

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	0.74	5	0.15	0.57	0.73
Within Groups	11.94	46	0.26		
Total	12.67	51			

It is important that alumni volunteers know how to oversee a chapter budget (developing, coordinating, oversight, etc.).

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	0.88	5	0.18	0.31	0.90
Within Groups	25.94	46	0.56		
Total	26.83	51			

It is important that alumni volunteers know how to assist members in financial management (credit cards, loan debt, financial aid, etc.).

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	17.96	5	3.59	2.11	0.08
Within Groups	78.27	46	1.70		
Total	96.23	51			

It is important that the alumni volunteers assist the members in post-graduation employment issues.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	14.14	5	2.83	1.34	0.26
Within Groups	97.17	46	2.11		
Total	111.31	51			

It is important that the alumni volunteers know how to help the student in resume development.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	16.71	5	3.34	1.75	0.14
Within Groups	88.06	46	1.91		
Total	104.77	51			

It is important that the alumni volunteer know how to assist the student with time management.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6.76	5	1.35	1.08	0.39
Within Groups	57.76	46	1.26		
Total	64.52	51			

It is important that alumni volunteers know about risk management in general (policy, rationale, etc.).

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.62	5	0.32	0.62	0.68
Within Groups	23.83	46	0.52		
Total	25.44	51			

It is important that alumni volunteers understand the skills related to working with fraternity alumni.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.39	5	0.68	1.50	0.21
Within Groups	20.84	46	0.45		
Total	24.23	51			

It is important that alumni volunteers understand the skills related to working with alumni volunteer boards.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.52	5	0.50	0.66	0.65
Within Groups	34.92	46	0.76		
Total	37.44	51			

Appendix H

Number of Active Chapters an Organization Has

It is important that alumni volunteers know the history of the organization.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	18.12	4	4.53	4.10	0.01
Within Groups	51.88	47	1.10		
Total	70.00	51			

It is important that alumni volunteers know information about the organization (constitution, by-laws, staff, etc.).

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.57	4	0.64	1.85	0.14
Within Groups	16.35	47	0.34		
Total	18.92	51			

It is important that alumni volunteers be able to discuss what it means to be an advisor.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.66	4	0.41	1.45	0.23
Within Groups	13.42	47	0.29		
Total	15.08	51			

It is important that alumni advisors know how to aid the members in developing study skills.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.15	4	0.79	0.48	0.75
Within Groups	76.62	47	1.63		
Total	79.77	51			

It is important that alumni volunteers know how to aid the members in developing critical thinking skills.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.92	4	0.98	0.94	0.45
Within Groups	48.90	47	1.04		
Total	52.83	51			

It is important that alumni volunteers know how to help advise the members academically.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.05	4	0.76	0.67	0.61
Within Groups	53.25	47	1.13		
Total	56.31	51			

It is important that alumni volunteers know how to assist members in determining a major.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5.65	4	1.41	0.56	0.69
Within Groups	118.28	47	2.52		
Total	123.92	51			

It is important that alumni volunteers know the importance of a member being involved in an organization outside of the Fraternity.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5.80	4	1.45	1.95	0.12
Within Groups	35.02	47	0.75		
Total	40.83	51			

It is important for alumni volunteers to teach students how to engage faculty outside of the classroom.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.86	4	0.71	0.58	0.68
Within Groups	57.84	47	1.23		
Total	60.69	51			

It is important for alumni volunteers to know the roles of university staff.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5.23	4	1.31	1.28	0.29
Within Groups	48.01	47	1.02		
Total	53.23	51			

It is important that alumni volunteers know how good relations with institutional officials can benefit the individual student.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.99	4	0.75	0.93	0.46
Within Groups	37.78	47	0.80		
Total	40.77	51			

It is important that alumni volunteers know how good relations with institutional officials can benefit the organization.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	8.73	4	2.18	6.34	0.00
Within Groups	16.19	47	0.35		
Total	24.92	51			

It is important for alumni volunteers to know how to get involved in community service.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.52	4	1.13	0.73	0.58
Within Groups	73.17	47	1.56		
Total	77.69	51			

It is important for alumni volunteers to know organizational ritual.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	0.94	4	0.23	0.34	0.85
Within Groups	31.89	47	0.68		
Total	32.83	51			

It is important for alumni volunteers to know ritual's place within the operation of the organization.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.54	4	0.89	2.28	0.07
Within Groups	18.23	47	0.39		
Total	21.77	51			

It is important that alumni volunteers have knowledge of resources on the campus.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6.23	4	1.56	1.89	0.13
Within Groups	38.75	47	0.82		
Total	44.98	51			

It is important that alumni volunteers understand how to assist the chapter to become involved in volunteer activities on-campus.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	11.90	4	2.98	2.04	0.10
Within Groups	68.62	47	1.46		
Total	80.52	51			

It is important that alumni volunteers understand how to assist the chapter to become involved in volunteer activities off-campus.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	9.46	4	2.37	1.47	0.23
Within Groups	75.52	47	1.61		
Total	84.98	51			

It is important for alumni volunteers to be knowledgeable about responsible use of alcohol.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	0.60	4	0.15	0.64	0.64
Within Groups	11.15	47	0.24		
Total	11.75	51			

It is important that alumni volunteers know about how to assist the chapter to prevent the use of illegal drugs.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5.06	4	1.27	2.72	0.04
Within Groups	21.87	47	0.47		
Total	26.92	51			

It is important for alumni volunteers to understand how to assist the chapter to prevent the abuse of prescription drugs.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	12.42	4	3.10	3.67	0.01
Within Groups	39.81	47	0.85		
Total	52.23	51			

It is important that alumni volunteers must be knowledgeable in methods of recognizing mental health issues of members.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6.82	4	1.71	1.17	0.34
Within Groups	68.41	47	1.46		
Total	75.23	51			

It is important that alumni volunteers know how to refer members with mental health issues to campus resources.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5.46	4	1.37	1.89	0.13
Within Groups	33.98	47	0.72		
Total	39.44	51			

It is important that alumni volunteers know how to refer members with mental health issues to community resources.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	10.77	4	2.69	1.66	0.17
Within Groups	76.06	47	1.62		
Total	86.83	51			

It is important for alumni volunteers to know about how to assist the chapter to prevent tobacco use.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.49	4	1.12	0.42	0.79
Within Groups	124.34	47	2.65		
Total	128.83	51			

It is important that alumni volunteers know how to identify potential learning disabilities of members.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	8.94	4	2.24	1.17	0.34
Within Groups	89.98	47	1.92		
Total	98.92	51			

It is important that alumni volunteers know how to refer students with learning disabilities.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	17.65	4	4.41	3.18	0.02
Within Groups	65.12	47	1.39		
Total	82.77	51			

It is important that alumni volunteers know where to refer students with learning disabilities.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	19.47	4	4.867	3.69	0.01
Within Groups	61.98	47	1.32		
Total	81.44	51			

It is important that alumni volunteers understand the law of disability (ADA, Section 504 of the Rehabilitation Act of 1973).

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	15.34	4	3.84	2.12	0.09
Within Groups	84.89	47	1.81		
Total	100.23	51			

It is important for alumni volunteers to know about issues related to campus security.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.42	4	1.11	0.92	0.46
Within Groups	56.56	47	1.20		
Total	60.98	51			

It is important for alumni volunteers to know about state and federal law regarding organizational liability (hazing, risk management, other activities, etc.).

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.93	4	0.48	2.10	0.10
Within Groups	10.75	47	0.23		
Total	12.67	51			

It is important that alumni volunteers know how to oversee a chapter budget (developing, coordinating, oversight, etc.).

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	0.42	4	0.10	0.19	0.95
Within Groups	26.41	47	0.56		
Total	26.83	51			

It is important that alumni volunteers know how to assist members in financial management (credit cards, loan debt, financial aid, etc.).

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	8.95	4	2.24	1.20	0.32
Within Groups	87.28	47	1.86		
Total	96.23	51			

It is important that the alumni volunteers assist the members in post-graduation employment issues.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5.35	4	1.34	0.59	0.67
Within Groups	105.96	47	2.25		
Total	111.31	51			

It is important that the alumni volunteers know how to help the student in resume development.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6.01	4	1.50	0.72	0.59
Within Groups	98.76	47	2.10		
Total	104.77	51			

It is important that the alumni volunteer know how to assist the student with time management.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5.46	4	1.37	1.09	0.37
Within Groups	59.06	47	1.26		
Total	64.52	51			

It is important that alumni volunteers know about risk management in general (policy, rationale, etc.).

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.46	4	0.37	0.72	0.59
Within Groups	23.98	47	0.51		
Total	25.44	51			

It is important that alumni volunteers understand the skills related to working with fraternity alumni.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.42	4	1.10	2.62	0.05
Within Groups	19.81	47	0.42		
Total	24.23	51			

It is important that alumni volunteers understand the skills related to working with alumni volunteer boards.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	8.60	4	2.15	3.50	0.01
Within Groups	28.85	47	0.61		
Total	37.44	51			

Appendix I

Length of Time in Position

It is important that alumni volunteers know the history of the organization.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	8.544	4	2.136	1.633	0.182
Within Groups	61.456	47	1.308		
Total	70.000	51			

It is important that alumni volunteers know information about the organization (constitution, by-laws, staff, etc.).

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.58	4	0.40	1.07	0.38
Within Groups	17.34	47	0.37		
Total	18.92	51			

It is important that alumni volunteers be able to discuss what it means to be an advisor.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.18	4	0.29	0.99	0.42
Within Groups	13.90	47	0.30		
Total	15.08	51			

It is important that alumni advisors know how to aid the members in developing study skills.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.80	4	0.70	0.43	0.79
Within Groups	76.97	47	1.64		
Total	79.77	51			

It is important that alumni volunteers know how to aid the members in developing critical thinking skills.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	12.91	4	3.23	3.80	0.01
Within Groups	39.92	47	0.85		
Total	52.83	51			

It is important that alumni volunteers know how to help advise the members academically.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5.25	4	1.31	1.21	0.32
Within Groups	51.06	47	1.09		
Total	56.31	51			

It is important that alumni volunteers know how to assist members in determining a major.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	16.73	4	4.18	1.83	0.14
Within Groups	107.19	47	2.28		
Total	123.92	51			

It is important that alumni volunteers know the importance of a member being involved in an organization outside of the Fraternity.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.93	4	0.48	0.58	0.68
Within Groups	38.90	47	0.83		
Total	40.83	51			

It is important for alumni volunteers to teach students how to engage faculty outside of the classroom.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	7.44	4	1.86	1.64	0.18
Within Groups	53.25	47	1.13		
Total	60.69	51			

It is important for alumni volunteers to know the roles of university staff.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.89	4	0.97	0.97	0.46
Within Groups	49.34	47	1.05		
Total	53.23	51			

It is important that alumni volunteers know how good relations with institutional officials can benefit the individual student.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5.36	4	1.34	1.78	0.15
Within Groups	35.41	47	0.75		
Total	40.77	51			

It is important that alumni volunteers know how good relations with institutional officials can benefit the organization.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.43	4	0.36	0.72	0.59
Within Groups	23.49	47	0.50		
Total	24.92	51			

It is important for alumni volunteers to know how to get involved in community service.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.00	4	1.00	0.64	0.64
Within Groups	73.40	47	1.57		
Total	77.69	51			

It is important for alumni volunteers to know organizational ritual.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.74	4	0.43	0.66	0.63
Within Groups	31.09	47	0.66		
Total	32.83	51			

It is important for alumni volunteers to know ritual's place within the operation of the organization.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.08	4	0.77	1.93	0.12
Within Groups	18.69	47	0.40		
Total	21.77	51			

It is important that alumni volunteers have knowledge of resources on the campus.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	0.95	4	0.24	0.25	0.91
Within Groups	44.04	47	0.94		
Total	44.98	51			

It is important that alumni volunteers understand how to assist the chapter to become involved in volunteer activities on-campus.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.21	4	1.05	0.65	0.63
Within Groups	76.31	47	1.62		
Total	80.52	51			

It is important that alumni volunteers understand how to assist the chapter to become involved in volunteer activities off-campus.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.02	4	1.01	0.58	0.68
Within Groups	80.96	47	1.72		
Total	84.98	51			

It is important for alumni volunteers to be knowledgeable about responsible use of alcohol.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	0.52	4	0.13	0.54	0.71
Within Groups	11.23	47	0.24		
Total	11.75	51			

It is important that alumni volunteers know about how to assist the chapter to prevent the use of illegal drugs.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.36	4	0.84	1.68	0.17
Within Groups	23.56	47	0.50		
Total	26.92	51			

It is important for alumni volunteers to understand how to assist the chapter to prevent the abuse of prescription drugs.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.56	4	0.89	0.86	0.50
Within Groups	48.68	47	1.04		
Total	52.23	51			

It is important that alumni volunteers must be knowledgeable in methods of recognizing mental health issues of members.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.64	4	0.66	0.43	0.79
Within Groups	72.59	47	1.54		
Total	75.23	51			

It is important that alumni volunteers know how to refer members with mental health issues to campus resources.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.45	4	0.36	0.45	0.77
Within Groups	38.00	47	0.81		
Total	39.44	51			

It is important that alumni volunteers know how to refer members with mental health issues to community resources.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	7.50	4	1.87	1.10	0.37
Within Groups	79.3	47	1.69		
Total	86.83	51			

It is important for alumni volunteers to know about how to assist the chapter to prevent tobacco use.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	13.11	4	3.28	1.33	0.27
Within Groups	115.72	47	2.46		
Total	128.83	51			

It is important that alumni volunteers know how to identify potential learning disabilities of members.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	8.04	4	2.01	1.04	0.40
Within Groups	90.89	47	1.93		
Total	98.92	51			

It is important that alumni volunteers know how to refer students with learning disabilities.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	15.94	4	3.98	2.80	0.04
Within Groups	66.83	47	1.42		
Total	82.77	51			

It is important that alumni volunteers know where to refer students with learning disabilities.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	11.07	4	2.77	1.85	0.14
Within Groups	70.38	47	1.50		
Total	81.44	51			

It is important that alumni volunteers understand the law of disability (ADA, Section 504 of the Rehabilitation Act of 1973).

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.00	4	1.00	0.49	0.74
Within Groups	96.23	47	2.05		
Total	100.23	51			

It is important for alumni volunteers to know about issues related to campus security.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	10.24	4	2.56	2.37	0.07
Within Groups	50.75	47	1.08		
Total	60.98	51			

It is important for alumni volunteers to know about state and federal law regarding organizational liability (hazing, risk management, other activities, etc.).

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	0.07	4	0.02	0.06	0.99
Within Groups	12.61	47	0.27		
Total	12.67	51			

It is important that alumni volunteers know how to oversee a chapter budget (developing, coordinating, oversight, etc.).

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.02	4	0.51	0.96	0.44
Within Groups	24.81	47	0.53		
Total	26.83	51			

It is important that alumni volunteers know how to assist members in financial management (credit cards, loan debt, financial aid, etc.).

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5.71	4	1.43	0.74	0.57
Within Groups	90.52	47	1.93		
Total	96.23	51			

It is important that the alumni volunteers assist the members in post-graduation employment issues.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.50	4	1.13	0.50	0.74
Within Groups	106.81	47	2.27		
Total	111.31	51			

It is important that the alumni volunteers know how to help the student in resume development.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.71	4	0.93	0.43	0.79
Within Groups	101.06	47	2.15		
Total	104.77	51			

It is important that the alumni volunteer know how to assist the student with time management.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5.62	4	1.40	1.12	0.36
Within Groups	58.90	47	1.25		
Total	64.52	51			

It is important that alumni volunteers know about risk management in general (policy, rationale, etc.).

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.05	4	0.26	0.51	0.73
Within Groups	24.39	47	0.52		
Total	25.44	51			

It is important that alumni volunteers understand the skills related to working with fraternity alumni.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	0.31	4	0.08	0.15	0.96
Within Groups	23.92	47	0.51		
Total	24.23	51			

It is important that alumni volunteers understand the skills related to working with alumni volunteer boards.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.95	4	0.74	1.01	0.41
Within Groups	34.49	47	0.73		
Total	37.44	51			

Appendix J

AST – Agree Strongly
AM – Agree Moderately
ASL – Agree Slightly
NA/D – Neither Agree or Disagree

DST – Disagree Strongly
DM – Disagree Moderately
DSL – Disagree Slightly

It is important that alumni volunteers know the history of the organization.

Position within Organization

<u>Position</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
President/Executive Director	8	5	2	1	0	0	0	16
Assistant Exec. Director	4	2	2	0	0	0	0	8
Director of Chapter Development	1	1	2	0	0	0	1	5
Director of Alumni Services	4	4	1	0	0	0	0	9
Director of Leadership Development	0	3	2	0	0	0	0	5
Other	4	2	2	0	1	0	0	9
Total	21	17	11	1	1	0	1	52

Number of Chapters

<u>Number of Chapters</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
Under 25	6	0	0	0	0	0	0	6
26-50	4	2	2	1	0	0	0	9
51-75	0	1	1	0	0	0	1	3
76-125	5	6	4	0	0	0	0	15
126 and more	6	8	4	0	1	0	0	19
Total	21	17	11	1	1	0	1	52

Length of Time in Position

<u>Length</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
Under 1 year	4	4	2	1	1	0	0	12
1 to 2 years	2	5	0	0	0	0	0	7
3 to 5 years	6	2	6	0	0	0	1	15
6 to 10 years	2	4	3	0	0	0	0	9
11 years or more	7	2	0	0	0	0	0	9
Total	21	17	11	1	1	0	1	52

It is important that alumni volunteers know information about the organization (constitution, by-laws, staff, etc.).

Position within Organization

<u>Position</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
President/Executive Director	11	4	1	0	0	0	0	16
Assistant Exec. Director	4	3	1	0	0	0	0	8
Director of Chapter Development	3	2	0	0	0	0	0	5
Director of Alumni Services	4	4	1	0	0	0	0	9
Director of Leadership Development	2	3	0	0	0	0	0	5
Other	7	2	0	0	0	0	0	9
Total	31	18	3	0	0	0	0	52

Number of Chapters

<u>Number of Chapters</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
Under 25	5	1	0	0	0	0	0	6
26-50	3	4	2	0	0	0	0	9
51-75	1	2	0	0	0	0	0	3
76-125	10	5	0	0	0	0	0	15
126 and more	12	6	1	0	0	0	0	19
Total	31	18	3	0	0	0	0	52

Length of Time in Position

<u>Length</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
Under 1 year	7	5	0	0	0	0	0	12
1 to 2 years	3	4	0	0	0	0	0	7
3 to 5 years	8	5	2	0	0	0	0	15
6 to 10 years	5	3	1	0	0	0	0	9
11 years or more	8	1	0	0	0	0	0	9
Total	31	18	3	0	0	0	0	52

It is important that alumni volunteers be able to discuss what it means to be an advisor.

Position within Organization

<u>Position</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
President/Executive Director	12	4	0	0	0	0	0	16
Assistant Exec. Director	6	1	1	0	0	0	0	8
Director of Chapter Development	4	1	0	0	0	0	0	5
Director of Alumni Services	7	1	1	0	0	0	0	9
Director of Leadership Development	3	2	0	0	0	0	0	5
Other	6	3	0	0	0	0	0	9
Total	38	12	2	0	0	0	0	52

Number of Chapters

<u>Number of Chapters</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
Under 25	5	1	0	0	0	0	0	6
26-50	6	1	2	0	0	0	0	9
51-75	3	0	0	0	0	0	0	3
76-125	13	2	0	0	0	0	0	15
126 and more	11	8	0	0	0	0	0	19
Total	38	12	2	0	0	0	0	52

Length of Time in Position

<u>Length</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
Under 1 year	7	5	0	0	0	0	0	12
1 to 2 years	5	2	0	0	0	0	0	7
3 to 5 years	12	1	2	0	0	0	0	15
6 to 10 years	5	4	0	0	0	0	0	9
11 years or more	9	0	0	0	0	0	0	9
Total	38	12	2	0	0	0	0	52

It is important that alumni advisors know how to aid the members in developing study skills.

Position within Organization

<u>Position</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
President/Executive Director	1	4	6	4	1	0	0	16
Assistant Exec. Director	0	4	2	1	1	0	0	8
Director of Chapter Development	2	1	1	1	0	0	0	5
Director of Alumni Services	2	4	3	0	0	0	0	9
Director of Leadership Development	0	2	1	1	0	0	1	5
Other	4	2	1	2	0	0	0	9
Total	9	17	14	9	2	0	1	52

Number of Chapters

<u>Number of Chapters</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
Under 25	2	2	1	1	0	0	0	6
26-50	0	4	4	0	1	0	0	9
51-75	1	1	0	1	0	0	0	3
76-125	1	7	3	2	1	0	1	15
126 and more	5	3	6	5	0	0	0	19
Total	9	17	14	9	2	0	1	52

Length of Time in Position

<u>Length</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
Under 1 year	3	5	2	2	0	0	0	12
1 to 2 years	0	3	3	1	0	0	0	7
3 to 5 years	3	4	5	1	1	0	1	15
6 to 10 years	1	4	1	3	0	0	0	9
11 years or more	2	1	3	2	1	0	0	9
Total	9	17	14	9	2	0	1	52

It is important that alumni volunteers know how to aid the members in developing critical thinking skills.

Position within Organization

<u>Position</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
President/Executive Director	3	6	3	3	1	0	0	16
Assistant Exec. Director	4	2	2	0	0	0	0	8
Director of Chapter Development	3	2	0	0	0	0	0	5
Director of Alumni Services	4	5	0	0	0	0	0	9
Director of Leadership Development	3	0	1	1	0	0	0	5
Other	4	4	1	0	0	0	0	9
Total	21	19	7	4	1	0	0	52

Number of Chapters

<u>Number of Chapters</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
Under 25	1	3	1	1	0	0	0	6
26-50	3	5	0	1	0	0	0	9
51-75	3	0	0	0	0	0	0	3
76-125	7	5	2	0	1	0	0	15
126 and more	7	6	4	2	0	0	0	19
Total	21	19	7	4	1	0	0	52

Length of Time in Position

<u>Length</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
Under 1 year	7	5	0	0	0	0	0	12
1 to 2 years	1	3	2	1	0	0	0	7
3 to 5 years	9	5	0	1	0	0	0	15
6 to 10 years	3	3	1	2	0	0	0	9
11 years or more	1	3	4	0	1	0	0	9
Total	21	19	7	4	1	0	0	52

It is important that alumni volunteers know how to help advise the members academically.

Position within Organization

<u>Position</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
President/Executive Director	1	5	10	0	0	0	0	16
Assistant Exec. Director	1	3	1	3	0	0	0	8
Director of Chapter Development	2	0	2	1	0	0	0	5
Director of Alumni Services	2	1	4	2	0	0	0	9
Director of Leadership Development	1	0	2	0	2	0	0	5
Other	3	1	5	0	0	0	0	9
Total	10	10	24	6	2	0	0	52

Number of Chapters

<u>Number of Chapters</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
Under 25	2	2	2	0	0	0	0	6
26-50	0	3	5	1	0	0	0	9
51-75	1	0	1	1	0	0	0	3
76-125	3	2	7	1	2	0	0	15
126 and more	4	3	9	3	0	0	0	19
Total	10	10	24	6	2	0	0	52

Length of Time in Position

<u>Length</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
Under 1 year	4	2	5	1	0	0	0	12
1 to 2 years	2	1	2	1	1	0	0	7
3 to 5 years	1	4	6	3	1	0	0	15
6 to 10 years	2	3	4	0	0	0	0	9
11 years or more	1	0	7	1	0	0	0	9
Total	10	10	24	6	2	0	0	52

It is important that alumni volunteers know how to assist members in determining a major.

Position within Organization

<u>Position</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
President/Executive Director	0	1	2	7	3	2	1	16
Assistant Exec. Director	0	2	2	1	2	1	0	8
Director of Chapter Development	1	0	0	0	2	1	1	5
Director of Alumni Services	1	1	1	4	1	0	1	9
Director of Leadership Development	0	0	2	1	0	0	2	5
Other	0	2	5	1	1	0	0	9
Total	2	6	12	14	9	4	5	52

Number of Chapters

<u>Number of Chapters</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
Under 25	0	1	3	1	1	0	0	6
26-50	0	0	1	6	1	1	0	9
51-75	0	1	0	0	2	0	0	3
76-125	1	2	3	1	3	2	3	15
126 and more	1	2	5	6	2	1	2	19
Total	2	6	12	14	9	4	5	52

Length of Time in Position

<u>Length</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
Under 1 year	2	3	3	2	1	0	1	12
1 to 2 years	0	0	3	1	2	0	1	7
3 to 5 years	0	2	2	6	3	1	1	15
6 to 10 years	0	0	2	4	2	1	0	9
11 years or more	0	1	2	1	1	2	2	9
Total	2	6	12	14	9	4	5	52

It is important that alumni volunteers know the importance of a member being involved in an organization outside of the Fraternity.

Position within Organization

<u>Position</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
President/Executive Director	5	6	4	1	0	0	0	16
Assistant Exec. Director	2	3	2	1	0	0	0	8
Director of Chapter Development	2	3	0	0	0	0	0	5
Director of Alumni Services	4	3	1	1	0	0	0	9
Director of Leadership Development	0	3	2	0	0	0	0	5
Other	6	2	1	0	0	0	0	9
Total	19	20	10	3	0	0	0	52

Number of Chapters

<u>Number of Chapters</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
Under 25	5	1	0	0	0	0	0	6
26-50	1	5	2	1	0	0	0	9
51-75	1	2	0	0	0	0	0	3
76-125	7	4	3	1	0	0	0	15
126 and more	5	8	5	1	0	0	0	19
Total	19	20	10	3	0	0	0	52

Length of Time in Position

<u>Length</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
Under 1 year	6	5	0	1	0	0	0	12
1 to 2 years	2	2	3	0	0	0	0	7
3 to 5 years	5	5	4	1	0	0	0	15
6 to 10 years	3	5	1	0	0	0	0	9
11 years or more	3	3	2	1	0	0	0	9
Total	19	20	10	3	0	0	0	52

It is important for alumni volunteers to teach students how to engage faculty outside of the classroom.

Position within Organization

<u>Position</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
President/Executive Director	1	6	7	1	0	1	0	16
Assistant Exec. Director	2	3	1	2	0	0	0	8
Director of Chapter Development	1	2	1	1	0	0	0	5
Director of Alumni Services	1	4	3	1	0	0	0	9
Director of Leadership Development	1	1	2	1	0	0	0	5
Other	5	2	1	1	0	0	0	9
Total	11	18	15	7	0	1	0	52

Number of Chapters

<u>Number of Chapters</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
Under 25	2	3	1	0	0	0	0	6
26-50	0	4	4	1	0	0	0	9
51-75	1	1	0	1	0	0	0	3
76-125	3	5	5	2	0	0	0	15
126 and more	5	5	5	3	0	1	0	19
Total	11	18	15	7	0	1	0	52

Length of Time in Position

<u>Length</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
Under 1 year	6	4	1	1	0	0	0	12
1 to 2 years	0	3	4	0	0	0	0	7
3 to 5 years	3	4	5	3	0	0	0	15
6 to 10 years	1	4	1	3	0	0	0	9
11 years or more	1	3	4	0	0	1	0	9
Total	11	18	15	7	0	1	0	52

It is important for alumni volunteers to know the roles of university staff.

Position within Organization

<u>Position</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
President/Executive Director	5	6	2	1	2	0	0	16
Assistant Exec. Director	2	2	4	0	0	0	0	8
Director of Chapter Development	2	2	1	0	0	0	0	5
Director of Alumni Services	2	2	3	2	0	0	0	9
Director of Leadership Development	0	4	1	0	0	0	0	5
Other	2	5	2	0	0	0	0	9
Total	13	21	13	3	2	0	0	52

Number of Chapters

<u>Number of Chapters</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
Under 25	2	3	0	0	1	0	0	6
26-50	1	3	3	2	0	0	0	9
51-75	0	1	2	0	0	0	0	3
76-125	6	6	3	0	0	0	0	15
126 and more	4	8	5	1	1	0	0	19
Total	13	21	13	3	2	0	0	52

Length of Time in Position

<u>Length</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
Under 1 year	6	3	3	0	0	0	0	12
1 to 2 years	1	4	1	0	1	0	0	7
3 to 5 years	2	7	4	2	0	0	0	15
6 to 10 years	1	3	5	0	0	0	0	9
11 years or more	3	4	0	1	1	0	0	9
Total	13	21	13	3	2	0	0	52

It is important that alumni volunteers know how good relations with institutional officials can benefit the individual student.

Position within Organization

<u>Position</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
President/Executive Director	4	10	2	0	0	0	0	16
Assistant Exec. Director	4	2	1	1	0	0	0	8
Director of Chapter Development	3	2	0	0	0	0	0	5
Director of Alumni Services	4	1	4	0	0	0	0	9
Director of Leadership Development	1	3	0	0	1	0	0	5
Other	5	3	1	0	0	0	0	9
Total	21	21	8	1	1	0	0	52

Number of Chapters

<u>Number of Chapters</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
Under 25	4	2	0	0	0	0	0	6
26-50	1	5	3	0	0	0	0	9
51-75	0	3	0	0	0	0	0	3
76-125	8	3	3	0	1	0	0	15
126 and more	8	8	2	1	0	0	0	19
Total	21	21	8	1	1	0	0	52

Length of Time in Position

<u>Length</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
Under 1 year	7	5	0	0	0	0	0	12
1 to 2 years	3	2	1	1	0	0	0	7
3 to 5 years	4	5	5	0	1	0	0	15
6 to 10 years	3	5	1	0	0	0	0	9
11 years or more	4	4	1	0	0	0	0	9
Total	21	21	8	1	1	0	0	52

It is important that alumni volunteers know how good relations with institutional officials can benefit the organization.

Position within Organization

<u>Position</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
President/Executive Director	10	6	0	0	0	0	0	16
Assistant Exec. Director	4	2	1	1	0	0	0	8
Director of Chapter Development	3	2	0	0	0	0	0	5
Director of Alumni Services	4	3	2	0	0	0	0	9
Director of Leadership Development	3	2	0	0	0	0	0	5
Other	5	4	0	0	0	0	0	9
Total	29	19	3	1	0	0	0	52

Number of Chapters

<u>Number of Chapters</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
Under 25	5	1	0	0	0	0	0	6
26-50	1	5	3	0	0	0	0	9
51-75	1	1	0	1	0	0	0	3
76-125	12	3	0	0	0	0	0	15
126 and more	10	9	0	0	0	0	0	19
Total	29	19	3	1	0	0	0	52

Length of Time in Position

<u>Length</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
Under 1 year	6	5	0	1	0	0	0	12
1 to 2 years	4	2	1	0	0	0	0	7
3 to 5 years	7	6	2	0	0	0	0	15
6 to 10 years	5	4	0	0	0	0	0	9
11 years or more	7	2	0	0	0	0	0	9
Total	29	19	3	1	0	0	0	52

It is important for alumni volunteers to know how to get involved in community service.

Position within Organization

<u>Position</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
President/Executive Director	5	7	3	1	0	0	0	16
Assistant Exec. Director	4	3	0	0	1	0	0	8
Director of Chapter Development	1	1	2	1	0	0	0	5
Director of Alumni Services	4	3	1	0	1	0	0	9
Director of Leadership Development	0	3	1	0	0	0	1	5
Other	5	3	1	0	0	0	0	9
Total	19	20	8	2	2	0	1	52

Number of Chapters

<u>Number of Chapters</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
Under 25	4	2	0	0	0	0	0	6
26-50	4	2	2	0	1	0	0	9
51-75	1	1	0	1	0	0	0	3
76-125	5	5	3	1	0	0	1	15
126 and more	5	10	3	0	1	0	0	19
Total	19	20	8	2	2	0	1	52

Length of Time in Position

<u>Length</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
Under 1 year	5	6	1	0	0	0	0	12
1 to 2 years	3	1	2	0	1	0	0	7
3 to 5 years	5	6	1	1	1	0	1	15
6 to 10 years	3	3	3	0	0	0	0	9
11 years or more	3	4	1	1	0	0	0	9
Total	19	20	8	2	2	0	1	52

It is important for alumni volunteers to know organizational ritual.

Position within Organization

<u>Position</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
President/Executive Director	11	5	0	0	0	0	0	16
Assistant Exec. Director	5	0	2	1	0	0	0	8
Director of Chapter Development	2	2	1	0	0	0	0	5
Director of Alumni Services	5	3	1	0	0	0	0	9
Director of Leadership Development	3	1	1	0	0	0	0	5
Other	6	1	2	0	0	0	0	9
Total	32	12	7	1	0	0	0	52

Number of Chapters

<u>Number of Chapters</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
Under 25	4	2	0	0	0	0	0	6
26-50	6	1	2	0	0	0	0	9
51-75	1	1	1	0	0	0	0	3
76-125	8	5	2	0	0	0	0	15
126 and more	13	3	2	1	0	0	0	19
Total	32	12	7	1	0	0	0	52

Length of Time in Position

<u>Length</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
Under 1 year	8	1	2	1	0	0	0	12
1 to 2 years	5	0	2	0	0	0	0	7
3 to 5 years	7	5	3	0	0	0	0	15
6 to 10 years	7	2	0	0	0	0	0	9
11 years or more	5	4	0	0	0	0	0	9
Total	32	12	7	1	0	0	0	52

It is important for alumni volunteers to know ritual's place within the operation of the organization.

Position within Organization

<u>Position</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
President/Executive Director	12	4	0	0	0	0	0	16
Assistant Exec. Director	6	0	2	0	0	0	0	8
Director of Chapter Development	3	2	0	0	0	0	0	5
Director of Alumni Services	6	2	0	1	0	0	0	9
Director of Leadership Development	4	1	0	0	0	0	0	5
Other	7	2	0	0	0	0	0	9
Total	38	11	2	1	0	0	0	52

Number of Chapters

<u>Number of Chapters</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
Under 25	5	1	0	0	0	0	0	6
26-50	4	3	1	1	0	0	0	9
51-75	2	1	0	0	0	0	0	3
76-125	13	2	0	0	0	0	0	15
126 and more	14	4	1	0	0	0	0	19
Total	38	11	2	1	0	0	0	62

Length of Time in Position

<u>Length</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
Under 1 year	8	3	1	0	0	0	0	12
1 to 2 years	7	0	0	0	0	0	0	7
3 to 5 years	8	5	1	1	0	0	0	15
6 to 10 years	7	2	0	0	0	0	0	9
11 years or more	8	1	0	0	0	0	0	9
Total	38	11	2	1	0	0	0	52

It is important that alumni volunteers have knowledge of resources on the campus.

Position within Organization

<u>Position</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
President/Executive Director	3	6	6	1	0	0	0	16
Assistant Exec. Director	3	4	1	0	0	0	0	8
Director of Chapter Development	2	1	1	1	0	0	0	5
Director of Alumni Services	5	3	0	0	1	0	0	9
Director of Leadership Development	1	3	1	0	0	0	0	5
Other	4	4	1	0	0	0	0	9
Total	18	21	10	2	1	0	0	52

Number of Chapters

<u>Number of Chapters</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
Under 25	4	2	0	0	0	0	0	6
26-50	1	5	2	0	1	0	0	9
51-75	0	2	0	1	0	0	0	3
76-125	6	4	4	1	0	0	0	15
126 and more	7	8	4	0	0	0	0	19
Total	18	21	10	2	1	0	0	52

Length of Time in Position

<u>Length</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
Under 1 year	5	4	3	0	0	0	0	12
1 to 2 years	3	2	2	0	0	0	0	7
3 to 5 years	4	8	1	1	1	0	0	15
6 to 10 years	3	4	2	0	0	0	0	9
11 years or more	3	3	2	1	0	0	0	9
Total	18	21	10	2	1	0	0	52

It is important that alumni volunteers understand how to assist the chapter to become involved in volunteer activities on-campus.

Position within Organization

<u>Position</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
President/Executive Director	2	4	6	3	1	0	0	16
Assistant Exec. Director	2	1	3	2	0	0	0	8
Director of Chapter Development	1	1	2	0	1	0	0	5
Director of Alumni Services	2	4	2	0	1	0	0	9
Director of Leadership Development	0	2	1	0	1	1	0	5
Other	4	3	2	0	0	0	0	9
Total	11	15	16	5	4	1	0	52

Number of Chapters

<u>Number of Chapters</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
Under 25	3	3	0	0	0	0	0	6
26-50	1	3	2	2	1	0	0	9
51-75	0	1	1	0	1	0	0	3
76-125	3	4	3	2	2	1	0	15
126 and more	4	4	10	1	0	0	0	19
Total	11	15	16	5	4	1	0	52

Length of Time in Position

<u>Length</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
Under 1 year	4	3	4	1	0	0	0	12
1 to 2 years	3	1	1	1	1	0	0	7
3 to 5 years	1	7	3	1	2	1	0	15
6 to 10 years	2	1	5	0	1	0	0	9
11 years or more	1	3	3	2	0	0	0	9
Total	11	15	16	5	4	1	0	52

It is important that alumni volunteers understand how to assist the chapter to become involved in volunteer activities off-campus.

Position within Organization

<u>Position</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
President/Executive Director	3	7	3	3	0	0	0	16
Assistant Exec. Director	2	2	2	2	0	0	0	8
Director of Chapter Development	1	2	1	1	0	0	0	5
Director of Alumni Services	1	4	2	1	0	1	0	9
Director of Leadership Development	0	2	0	0	2	1	0	5
Other	4	3	2	0	0	0	0	9
Total	11	20	10	7	2	2	0	52

Number of Chapters

<u>Number of Chapters</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
Under 25	3	3	0	0	0	0	0	6
26-50	1	4	0	3	0	1	0	9
51-75	0	3	0	0	0	0	0	3
76-125	3	6	3	1	1	1	0	15
126 and more	4	4	7	3	1	0	0	19
Total	11	20	10	7	2	2	0	52

Length of Time in Position

<u>Length</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
Under 1 year	3	5	2	2	0	0	0	12
1 to 2 years	3	0	0	2	2	0	0	7
3 to 5 years	1	9	2	1	0	2	0	15
6 to 10 years	2	2	4	1	0	0	0	9
11 years or more	2	4	2	1	0	0	0	9
Total	11	20	10	7	2	2	0	52

It is important for alumni volunteers to be knowledgeable about responsible use of alcohol.

Position within Organization

<u>Position</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
President/Executive Director	11	5	0	0	0	0	0	16
Assistant Exec. Director	7	1	0	0	0	0	0	8
Director of Chapter Development	5	0	0	0	0	0	0	5
Director of Alumni Services	7	1	1	0	0	0	0	9
Director of Leadership Development	3	2	0	0	0	0	0	5
Other	7	2	0	0	0	0	0	9
Total	40	11	1	0	0	0	0	52

Number of Chapters

<u>Number of Chapters</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
Under 25	5	1	0	0	0	0	0	6
26-50	6	2	1	0	0	0	0	9
51-75	3	0	0	0	0	0	0	3
76-125	11	4	0	0	0	0	0	15
126 and more	15	4	0	0	0	0	0	19
Total	40	11	1	0	0	0	0	52

Length of Time in Position

<u>Length</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
Under 1 year	11	1	0	0	0	0	0	12
1 to 2 years	5	2	0	0	0	0	0	7
3 to 5 years	11	3	1	0	0	0	0	15
6 to 10 years	7	2	0	0	0	0	0	9
11 years or more	6	3	0	0	0	0	0	9
Total	40	11	1	0	0	0	0	52

It is important that alumni volunteers know about how to assist the chapter to prevent the use of illegal drugs.

Position within Organization

<u>Position</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
President/Executive Director	8	7	0	1	0	0	0	16
Assistant Exec. Director	7	1	0	0	0	0	0	8
Director of Chapter Development	3	1	1	0	0	0	0	5
Director of Alumni Services	6	1	2	0	0	0	0	9
Director of Leadership Development	3	1	1	0	0	0	0	5
Other	7	2	0	0	0	0	0	9
Total	34	13	4	1	0	0	0	52

Number of Chapters

<u>Number of Chapters</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
Under 25	5	1	0	0	0	0	0	6
26-50	3	4	1	1	0	0	0	9
51-75	1	1	1	0	0	0	0	3
76-125	12	3	0	0	0	0	0	15
126 and more	13	4	2	0	0	0	0	19
Total	34	13	4	1	0	0	0	52

Length of Time in Position

<u>Length</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
Under 1 year	10	2	0	0	0	0	0	12
1 to 2 years	5	1	1	0	0	0	0	7
3 to 5 years	7	5	2	1	0	0	0	15
6 to 10 years	7	2	0	0	0	0	0	9
11 years or more	5	3	1	0	0	0	0	9
Total	34	13	4	1	0	0	0	52

It is important for alumni volunteers to understand how to assist the chapter to prevent the abuse of prescription drugs.

Position within Organization

<u>Position</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
President/Executive Director	6	7	2	1	0	0	0	16
Assistant Exec. Director	5	2	1	0	0	0	0	8
Director of Chapter Development	3	1	0	0	1	0	0	5
Director of Alumni Services	6	0	2	0	1	0	0	9
Director of Leadership Development	2	3	0	0	0	0	0	5
Other	6	2	1	0	0	0	0	9
Total	28	15	6	1	2	0	0	52

Number of Chapters

<u>Number of Chapters</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
Under 25	5	1	0	0	0	0	0	6
26-50	1	6	0	1	1	0	0	9
51-75	1	1	0	0	1	0	0	3
76-125	11	4	0	0	0	0	0	15
126 and more	10	3	6	0	0	0	0	19
Total	28	15	6	1	2	0	0	52

Length of Time in Position

<u>Length</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
Under 1 year	8	3	1	0	0	0	0	12
1 to 2 years	4	2	1	0	0	0	0	7
3 to 5 years	7	5	0	1	2	0	0	15
6 to 10 years	4	2	3	0	0	0	0	9
11 years or more	5	3	1	0	0	0	0	9
Total	28	15	6	1	2	0	0	52

It is important that alumni volunteers must be knowledgeable in methods of recognizing mental health issues of members.

Position within Organization

<u>Position</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
President/Executive Director	1	7	5	3	0	0	0	16
Assistant Exec. Director	3	3	1	1	0	0	0	8
Director of Chapter Development	3	1	0	0	0	0	1	5
Director of Alumni Services	2	4	1	1	1	0	0	9
Director of Leadership Development	1	3	1	0	0	0	0	5
Other	5	3	1	0	0	0	0	9
Total	15	21	9	5	1	0	1	52

Number of Chapters

<u>Number of Chapters</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
Under 25	3	2	1	0	0	0	0	6
26-50	0	5	2	1	1	0	0	9
51-75	2	0	0	0	0	0	1	3
76-125	5	5	3	2	0	0	0	15
126 and more	5	9	3	2	0	0	0	19
Total	15	21	9	5	1	0	1	52

Length of Time in Position

<u>Length</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
Under 1 year	6	2	2	2	0	0	0	12
1 to 2 years	2	4	1	0	0	0	0	7
3 to 5 years	3	8	2	0	1	0	1	15
6 to 10 years	1	5	2	1	0	0	0	9
11 years or more	3	2	2	2	0	0	0	9
Total	15	21	9	5	1	0	1	52

It is important that alumni volunteers know how to refer members with mental health issues to campus resources.

Position within Organization

<u>Position</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
President/Executive Director	7	6	3	0	0	0	0	16
Assistant Exec. Director	5	1	1	1	0	0	0	8
Director of Chapter Development	4	1	0	0	0	0	0	5
Director of Alumni Services	4	2	1	2	0	0	0	9
Director of Leadership Development	1	4	0	0	0	0	0	5
Other	7	2	0	0	0	0	0	9
Total	28	16	5	3	0	0	0	52

Number of Chapters

<u>Number of Chapters</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
Under 25	5	1	0	0	0	0	0	6
26-50	2	5	1	1	0	0	0	9
51-75	3	0	0	0	0	0	0	3
76-125	7	8	0	0	0	0	0	15
126 and more	11	2	4	2	0	0	0	19
Total	28	16	5	3	0	0	0	52

Length of Time in Position

<u>Length</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
Under 1 year	9	1	2	0	0	0	0	12
1 to 2 years	3	3	0	1	0	0	0	7
3 to 5 years	7	7	0	1	0	0	0	15
6 to 10 years	5	2	2	0	0	0	0	9
11 years or more	4	3	1	1	0	0	0	9
Total	28	16	5	3	0	0	0	52

It is important that alumni volunteers know how to refer members with mental health issues to community resources.

Position within Organization

<u>Position</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
President/Executive Director	5	4	6	1	0	0	0	16
Assistant Exec. Director	4	3	1	0	0	0	0	8
Director of Chapter Development	2	2	0	0	1	0	0	5
Director of Alumni Services	3	2	2	2	0	0	0	9
Director of Leadership Development	2	1	0	0	1	0	1	5
Other	7	2	0	0	0	0	0	9
Total	23	14	9	3	2	0	1	52

Number of Chapters

<u>Number of Chapters</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
Under 25	5	0	1	0	0	0	0	6
26-50	0	6	2	1	0	0	0	9
51-75	1	1	0	0	1	0	0	3
76-125	5	5	2	1	1	0	1	15
126 and more	12	2	4	1	0	0	0	19
Total	23	14	9	3	2	0	1	52

Length of Time in Position

<u>Length</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
Under 1 year	8	2	2	0	0	0	0	12
1 to 2 years	4	2	0	0	1	0	0	7
3 to 5 years	4	6	2	1	1	0	1	15
6 to 10 years	3	3	2	1	0	0	0	9
11 years or more	4	1	3	1	0	0	0	9
Total	23	14	9	3	2	0	1	52

It is important for alumni volunteers to know about how to assist the chapter to prevent tobacco use.

Position within Organization

<u>Position</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
President/Executive Director	0	3	3	8	1	1	0	16
Assistant Exec. Director	0	3	2	2	0	0	1	8
Director of Chapter Development	1	0	0	2	0	1	1	5
Director of Alumni Services	4	0	2	0	1	1	1	9
Director of Leadership Development	0	2	2	0	0	1	0	5
Other	1	0	5	3	0	0	0	9
Total	6	8	14	15	2	4	3	52

Number of Chapters

<u>Number of Chapters</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
Under 25	0	2	2	2	0	0	0	6
26-50	1	1	1	4	1	1	0	9
51-75	0	1	0	1	0	0	1	3
76-125	3	1	6	2	0	3	0	15
126 and more	2	3	5	6	1	0	2	16
Total	6	8	14	15	2	4	3	52

Length of Time in Position

<u>Length</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
Under 1 year	4	2	2	2	1	0	1	12
1 to 2 years	1	1	4	1	0	0	0	7
3 to 5 years	1	1	5	4	1	2	1	15
6 to 10 years	0	2	1	5	0	1	0	9
11 years or more	0	2	2	3	0	1	1	9
Total	6	8	14	15	2	4	3	52

It is important that alumni volunteers know how to identify potential learning disabilities of members.

Position within Organization

<u>Position</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
President/Executive Director	0	3	5	6	1	0	1	16
Assistant Exec. Director	0	2	2	1	2	1	0	8
Director of Chapter Development	1	0	1	2	0	0	1	5
Director of Alumni Services	1	1	2	3	2	0	0	9
Director of Leadership Development	0	0	1	2	1	1	0	5
Other	1	3	3	1	1	0	0	9
Total	3	9	14	15	7	2	2	52

Number of Chapters

<u>Number of Chapters</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
Under 25	0	2	2	1	1	0	0	6
26-50	0	1	2	4	2	0	0	9
51-75	0	0	1	1	0	0	1	3
76-125	1	2	3	5	2	1	1	15
126 and more	2	4	6	4	2	1	0	19
Total	3	9	14	15	7	2	2	52

Length of Time in Position

<u>Length</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
Under 1 year	2	3	3	3	0	1	0	12
1 to 2 years	0	0	2	3	1	1	0	7
3 to 5 years	0	4	3	4	3	0	1	15
6 to 10 years	0	0	4	3	2	0	0	9
11 years or more	1	2	2	2	1	0	1	9
Total	3	9	14	15	7	2	2	52

It is important that alumni volunteers know how to refer students with learning disabilities.

Position within Organization

<u>Position</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
President/Executive Director	2	4	7	2	1	0	0	16
Assistant Exec. Director	0	2	4	2	0	0	0	8
Director of Chapter Development	1	0	1	2	0	0	1	5
Director of Alumni Services	2	2	2	2	0	1	0	9
Director of Leadership Development	0	2	2	0	1	0	0	5
Other	3	1	5	0	0	0	0	9
Total	8	11	21	8	2	1	1	52

Number of Chapters

<u>Number of Chapters</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
Under 25	0	2	3	0	1	0	0	6
26-50	0	2	3	3	0	1	0	9
51-75	0	0	1	1	0	0	1	3
76-125	3	3	7	1	1	0	0	15
126 and more	5	4	7	3	0	0	0	19
Total	8	11	21	8	2	1	1	52

Length of Time in Position

<u>Length</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
Under 1 year	5	2	4	1	0	0	0	12
1 to 2 years	0	1	4	1	1	0	0	7
3 to 5 years	1	4	4	3	1	1	1	15
6 to 10 years	0	1	6	2	0	0	0	9
11 years or more	2	3	3	1	0	0	0	9
Total	8	11	21	8	2	1	1	52

It is important that alumni volunteers know where to refer students with learning disabilities.

Position within Organization

<u>Position</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
President/Executive Director	2	3	8	3	0	0	0	19
Assistant Exec. Director	0	2	4	2	0	0	0	8
Director of Chapter Development	1	0	1	2	0	0	1	5
Director of Alumni Services	3	1	2	2	0	1	0	9
Director of Leadership Development	1	1	2	0	1	0	0	5
Other	2	2	5	0	0	0	0	9
Total	9	9	22	9	1	1	1	52

Number of Chapters

<u>Number of Chapters</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
Under 25	0	2	4	0	0	0	0	6
26-50	0	1	4	3	0	1	0	9
51-75	0	0	1	1	0	0	1	3
76-125	3	3	6	2	1	0	0	15
126 and more	6	3	7	3	0	0	0	19
Total	9	9	22	9	1	1	1	52

Length of Time in Position

<u>Length</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
Under 1 year	4	9	4	1	0	0	0	12
1 to 2 years	0	2	5	1	0	0	0	7
3 to 5 years	2	1	5	3	1	1	1	15
6 to 10 years	1	2	5	2	0	0	0	9
11 years or more	2	1	3	2	0	0	0	9
Total	9	3	22	9	1	1	1	52

It is important that alumni volunteers understand the law of disability (ADA, Section 504 of the Rehabilitation Act of 1973).

Position within Organization

<u>Position</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
President/Executive Director	1	2	5	7	0	1	0	18
Assistant Exec. Director	0	2	2	3	0	0	1	8
Director of Chapter Development	1	0	0	3	0	0	1	5
Director of Alumni Services	2	2	2	2	0	1	0	9
Director of Leadership Development	0	2	2	0	0	1	0	5
Other	1	1	6	1	0	0	0	9
Total	5	9	17	16	0	3	2	52

Number of Chapters

<u>Number of Chapters</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
Under 25	0	1	4	1	0	0	0	6
26-50	0	0	3	5	0	1	0	9
51-75	0	0	0	2	0	0	1	3
76-125	3	2	6	2	0	2	0	15
126 and more	2	6	4	6	0	0	1	19
Total	5	9	17	16	0	3	2	52

Length of Time in Position

<u>Length</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
Under 1 year	2	3	4	2	0	0	1	12
1 to 2 years	0	2	2	2	0	1	0	7
3 to 5 years	1	2	7	3	0	1	1	15
6 to 10 years	0	0	3	6	0	0	0	9
11 years or more	2	2	1	3	0	1	0	9
Total	5	9	17	16	0	3	2	52

It is important for alumni volunteers to know about issues related to campus security.

Position within Organization

<u>Position</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
President/Executive Director	3	5	8	0	0	0	0	16
Assistant Exec. Director	0	2	4	2	0	0	0	8
Director of Chapter Development	1	0	2	1	1	0	0	5
Director of Alumni Services	3	0	3	3	0	0	0	9
Director of Leadership Development	0	2	2	0	1	0	0	5
Other	5	2	2	0	0	0	0	9
Total	12	11	21	6	2	0	0	52

Number of Chapters

<u>Number of Chapters</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
Under 25	2	2	2	0	0	0	0	6
26-50	1	2	4	2	0	0	0	9
51-75	0	1	1	0	1	0	0	3
76-125	4	3	7	0	1	0	0	15
126 and more	5	3	7	4	0	0	0	19
Total	12	11	21	6	2	0	0	52

Length of Time in Position

<u>Length</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
Under 1 year	7	2	1	2	0	0	0	12
1 to 2 years	0	1	6	0	0	0	0	7
3 to 5 years	2	3	5	3	2	0	0	15
6 to 10 years	1	2	6	0	0	0	0	9
11 years or more	2	3	3	1	0	0	0	9
Total	12	11	21	6	2	0	0	52

It is important for alumni volunteers to know about state and federal law regarding organizational liability (hazing, risk management, other activities, etc.).

Position within Organization

<u>Position</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
President/Executive Director	14	1	1	0	0	0	0	16
Assistant Exec. Director	6	2	0	0	0	0	0	8
Director of Chapter Development	4	0	1	0	0	0	0	5
Director of Alumni Services	6	3	0	0	0	0	0	9
Director of Leadership Development	4	1	0	0	0	0	0	5
Other	9	0	0	0	0	0	0	9
Total	43	7	2	0	0	0	0	52

Number of Chapters

<u>Number of Chapters</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
Under 25	5	0	1	0	0	0	0	6
26-50	5	4	0	0	0	0	0	9
51-75	2	0	1	0	0	0	0	3
76-125	15	0	0	0	0	0	0	15
126 and more	16	3	0	0	0	0	0	19
Total	43	7	2	0	0	0	0	52

Length of Time in Position

<u>Length</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
Under 1 year	10	2	0	0	0	0	0	12
1 to 2 years	5	2	0	0	0	0	0	7
3 to 5 years	13	1	1	0	0	0	0	15
6 to 10 years	7	2	0	0	0	0	0	9
11 years or more	8	0	1	0	0	0	0	9
Total	43	7	2	0	0	0	0	52

It is important that alumni volunteers know how to oversee a chapter budget (developing, coordinating, oversight, etc.).

Position within Organization

<u>Position</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
President/Executive Director	10	5	0	1	0	0	0	16
Assistant Exec. Director	4	2	2	0	0	0	0	8
Director of Chapter Development	3	2	0	0	0	0	0	5
Director of Alumni Services	5	3	1	0	0	0	0	9
Director of Leadership Development	2	2	1	0	0	0	0	5
Other	5	4	0	0	0	0	0	9
Total	29	18	4	1	0	0	0	52

Number of Chapters

<u>Number of Chapters</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
Under 25	3	3	0	0	0	0	0	6
26-50	6	2	1	0	0	0	0	9
51-75	2	1	0	0	0	0	0	3
76-125	9	4	1	1	0	0	0	15
126 and more	9	8	2	0	0	0	0	19
Total	29	18	4	1	0	0	0	52

Length of Time in Position

<u>Length</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
Under 1 year	7	3	2	0	0	0	0	12
1 to 2 years	3	4	0	0	0	0	0	7
3 to 5 years	9	4	2	0	0	0	0	15
6 to 10 years	7	2	0	0	0	0	0	9
11 years or more	3	5	0	1	0	0	0	9
Total	29	18	4	1	0	0	0	52

It is important that alumni volunteers know how to assist members in financial management (credit cards, loan debt, financial aid, etc.).

Position within Organization

<u>Position</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
President/Executive Director	3	5	3	4	0	0	1	16
Assistant Exec. Director	1	4	1	1	1	0	0	8
Director of Chapter Development	1	1	2	1	0	0	0	5
Director of Alumni Services	2	4	2	1	0	0	0	9
Director of Leadership Development	0	0	2	1	1	0	1	5
Other	2	2	5	0	0	0	0	9
Total	9	16	15	8	2	0	2	52

Number of Chapters

<u>Number of Chapters</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
Under 25	1	4	1	0	0	0	0	6
26-50	2	3	3	1	0	0	0	9
51-75	1	0	1	1	0	0	0	3
76-125	2	4	4	2	1	0	2	15
126 and more	3	5	6	4	1	0	0	19
Total	9	16	15	8	2	0	2	52

Length of Time in Position

<u>Length</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
Under 1 year	5	2	4	0	1	0	0	12
1 to 2 years	1	3	0	2	1	0	0	7
3 to 5 years	1	5	5	3	0	0	1	15
6 to 10 years	1	2	5	1	0	0	0	9
11 years or more	1	4	1	2	0	0	1	9
Total	9	16	15	8	2	0	2	52

It is important that the alumni volunteers assist the members in post-graduation employment issues.

Position within Organization

<u>Position</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
President/Executive Director	3	3	4	5	1	0	0	16
Assistant Exec. Director	2	3	1	1	1	0	0	8
Director of Chapter Development	1	1	2	0	0	1	0	5
Director of Alumni Services	1	4	2	2	0	0	0	9
Director of Leadership Development	0	0	2	1	1	0	1	5
Other	2	3	3	0	0	0	1	9
Total	9	14	14	9	3	1	2	52

Number of Chapters

<u>Number of Chapters</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
Under 25	3	2	0	0	0	0	1	6
26-50	1	2	3	3	0	0	0	9
51-75	1	1	1	0	0	0	0	3
76-125	2	5	2	3	2	0	1	15
126 and more	2	4	8	3	1	1	0	19
Total	9	14	14	9	3	1	2	52

Length of Time in Position

<u>Length</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
Under 1 year	3	3	3	1	1	1	0	12
1 to 2 years	3	1	1	1	1	0	0	7
3 to 5 years	1	7	3	3	0	0	1	15
6 to 10 years	0	1	6	1	0	0	1	9
11 years or more	2	2	1	3	1	0	0	9
Total	9	14	14	9	3	1	2	52

It is important that the alumni volunteers know how to help the student in resume development.

Position within Organization

<u>Position</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
President/Executive Director	1	3	4	7	0	1	0	16
Assistant Exec. Director	1	3	1	1	2	0	0	8
Director of Chapter Development	1	0	3	0	0	0	1	5
Director of Alumni Services	1	4	2	1	1	0	0	9
Director of Leadership Development	0	0	2	0	2	0	1	5
Other	2	1	5	1	0	0	0	9
Total	6	11	17	10	5	1	2	52

Number of Chapters

<u>Number of Chapters</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
Under 25	1	1	4	0	0	0	0	6
26-50	1	2	2	3	1	0	0	9
51-75	1	0	2	0	0	0	0	3
76-125	1	4	4	3	1	1	1	15
126 and more	2	4	5	4	3	0	1	19
Total	6	11	17	10	5	1	2	52

Length of Time in Position

<u>Length</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
Under 1 year	4	2	3	1	1	0	1	12
1 to 2 years	0	2	3	0	2	0	0	7
3 to 5 years	1	6	4	1	2	0	1	15
6 to 10 years	0	0	5	4	0	0	0	9
11 years or more	1	1	2	4	0	1	0	9
Total	6	11	17	10	5	1	2	52

It is important that the alumni volunteer know how to assist the student with time management.

Position within Organization

<u>Position</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
President/Executive Director	0	4	5	6	1	0	0	16
Assistant Exec. Director	1	3	2	2	0	0	0	8
Director of Chapter Development	1	0	3	1	0	0	0	5
Director of Alumni Services	2	2	2	1	2	0	0	9
Director of Leadership Development	0	0	4	0	1	0	0	5
Other	3	1	4	1	0	0	0	9
Total	7	10	20	11	4	0	0	52

Number of Chapters

<u>Number of Chapters</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
Under 25	1	3	2	0	0	0	0	6
26-50	0	2	4	2	1	0	0	9
51-75	1	0	2	0	0	0	0	3
76-125	2	3	5	3	2	0	0	15
126 and more	3	2	7	6	1	0	0	19
Total	7	10	20	11	4	0	0	52

Length of Time in Position

<u>Length</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
Under 1 year	5	1	3	3	0	0	0	12
1 to 2 years	0	1	5	0	1	0	0	7
3 to 5 years	0	6	6	1	2	0	0	15
6 to 10 years	1	0	5	3	0	0	0	9
11 years or more	1	2	1	4	1	0	0	9
Total	7	10	20	11	4	0	0	52

It is important that alumni volunteers know about risk management in general (policy, rationale, etc.).

Position within Organization

<u>Position</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
President/Executive Director	13	2	0	1	0	0	0	16
Assistant Exec. Director	6	2	0	0	0	0	0	8
Director of Chapter Development	3	1	0	1	0	0	0	5
Director of Alumni Services	7	1	1	0	0	0	0	9
Director of Leadership Development	3	2	0	0	0	0	0	5
Other	8	1	0	0	0	0	0	9
Total	40	9	1	2	0	0	0	52

Number of Chapters

<u>Number of Chapters</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
Under 25	5	1	0	0	0	0	0	6
26-50	6	2	1	0	0	0	0	9
51-75	2	1	0	0	0	0	0	3
76-125	11	2	0	2	0	0	0	15
126 and more	16	3	0	0	0	0	0	19
Total	40	9	1	2	0	0	0	52

Length of Time in Position

<u>Length</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
Under 1 year	11	1	0	0	0	0	0	12
1 to 2 years	5	2	0	0	0	0	0	7
3 to 5 years	10	4	1	0	0	0	0	15
6 to 10 years	7	1	0	1	0	0	0	9
11 years or more	7	1	0	1	0	0	0	9
Total	40	9	1	2	0	0	0	52

It is important that alumni volunteers understand the skills related to working with fraternity alumni.

Position within Organization

<u>Position</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
President/Executive Director	5	9	2	0	0	0	0	16
Assistant Exec. Director	1	6	1	0	0	0	0	8
Director of Chapter Development	2	3	0	0	0	0	0	5
Director of Alumni Services	3	3	3	0	0	0	0	9
Director of Leadership Development	3	2	0	0	0	0	0	5
Other	7	1	1	0	0	0	0	9
Total	21	24	7	0	0	0	0	52

Number of Chapters

<u>Number of Chapters</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
Under 25	5	1	0	0	0	0	0	6
26-50	1	5	3	0	0	0	0	9
51-75	1	2	0	0	0	0	0	3
76-125	7	7	1	0	0	0	0	15
126 and more	7	9	3	0	0	0	0	19
Total	21	24	7	0	0	0	0	52

Length of Time in Position

<u>Length</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
Under 1 year	6	3	3	0	0	0	0	12
1 to 2 years	4	2	1	0	0	0	0	7
3 to 5 years	5	8	2	0	0	0	0	15
6 to 10 years	3	5	1	0	0	0	0	9
11 years or more	3	6	0	0	0	0	0	9
Total	21	24	7	0	0	0	0	52

It is important that alumni volunteers understand the skills related to working with alumni volunteer boards.

Position within Organization

<u>Position</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
President/Executive Director	4	9	3	0	0	0	0	16
Assistant Exec. Director	3	4	0	1	0	0	0	8
Director of Chapter Development	3	1	1	0	0	0	0	5
Director of Alumni Services	4	1	3	1	0	0	0	9
Director of Leadership Development	2	2	1	0	0	0	0	5
Other	6	2	1	0	0	0	0	9
Total	22	19	9	2	0	0	0	52

Number of Chapters

<u>Number of Chapters</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
Under 25	5	1	0	0	0	0	0	6
26-50	0	6	1	2	0	0	0	9
51-75	2	1	0	0	0	0	0	3
76-125	8	4	3	0	0	0	0	15
126 and more	7	7	5	0	0	0	0	19
Total	22	19	9	2	0	0	0	52

Length of Time in Position

<u>Length</u>	<u>AST</u>	<u>AM</u>	<u>ASL</u>	<u>NA/D</u>	<u>DSL</u>	<u>DM</u>	<u>DST</u>	<u>Total</u>
Under 1 year	5	4	3	0	0	0	0	12
1 to 2 years	5	1	1	0	0	0	0	7
3 to 5 years	6	5	2	2	0	0	0	15
6 to 10 years	1	6	2	0	0	0	0	9
11 years or more	5	3	1	0	0	0	0	9
Total	22	19	9	2	0	0	0	52

Appendix K

Multiple Comparisons Post-hoc Analysis – Games-Howell

It is important for alumni volunteers to know about issues related to campus security.

(I) What is your position at your Organization?	(J) What is your position at your Organization?	Mean Diff (I- J)	Std. Error	Sig.	95% Conf. Int. Lower Bound Upper Bound	
President or Exec Dir	Assistant Exec Dir	-0.69	0.33	0.36	-1.77	0.40
	Dir of Chapter Dev	-0.89	0.69	0.79	-3.91	2.14
	Dir of Alumni Serv	-0.35	0.48	0.97	-2.00	1.29
	Dir of Leadership Dev	-0.69	0.58	0.831	-3.15	1.78
	Other	0.65	0.35	0.468	-0.49	1.78
Assistant Exec Dir	President or Exec Dir	0.69	0.33	0.36	-0.40	1.77
	Dir of Chapter Dev	-0.20	0.72	1.00	-3.17	2.77
	Dir of Alumni Serv	0.33	0.52	0.99	-1.38	2.04
	Dir of Leadership Dev	0.00	0.61	1.00	-2.43	2.43
	Other	1.33*	0.39	0.04	0.06	2.61
Dir of Chapter Dev	President or Exec Dir	0.89	0.69	0.79	-2.14	3.91
	Assistant Exec Dir	0.20	0.72	1.00	-2.77	3.17
	Dir of Alumni Ser	0.53	0.80	0.98	-2.42	3.49
	Dir of Leadership Dev	0.20	0.86	1.00	-2.97	3.37
	Other	1.53	0.72	0.39	-1.43	4.49
Dir of Alumni Services	President or Exec Dir	0.35	0.48	0.97	-1.29	2.00
	Assistant Exec Dir	-0.33	0.52	0.99	-2.04	1.38
	Dir of Chapter Dev	-0.53	0.80	0.98	-3.49	2.42
	Dir of Leadership Dev	-0.33	0.70	1.00	-2.83	2.17
	Other	1.00	0.52	0.44	-0.73	2.73
Dir of Leadership Dev	President or Exec Dir	0.69	0.58	0.83	-1.78	3.15
	Assistant Exec Dir	0.00	0.61	1.00	-2.43	2.43
	Dir of Chapter Dev	-0.20	0.86	1.00	-3.37	2.97
	Dir of Alumni Ser	0.33	0.70	1.00	-2.17	2.83
	Other	1.33	0.61	0.37	-1.09	3.76
Other	President or Exec Dir	-0.65	0.35	0.468	-1.78	0.49
	Assistant Exec Dir	-1.33*	0.39	0.039	-2.61	-0.06
	Dir of Chapter Dev	-1.53	0.72	0.391	-4.49	1.43
	Dir of Alumni Serv	-1.00	0.53	0.443	-2.73	0.73
	Dir of Leadership Dev	-1.33	0.61	0.37	-3.76	1.09

*. The mean difference is significant at the 0.05 level.

It is important that alumni volunteers know the history of the organization.

(I) How many active Chapters does your organization have (this does not include inactive Chapters)?		(J) How many active Chapters does your organization have (this does not include inactive Chapters)?		95% Confidence Interval		
# of Chapters	# of Chapters	Mean Diff (I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
Under 25	26 – 50	-1.00	0.37	0.14	-2.29	0.29
	51 – 75	-3.00	1.53	0.49	-14.75	8.75
	76 – 125	-0.93	0.21	0.00	-1.58	-0.29
	126 and more	-1.05	0.24	0.00	-1.76	-0.34
26 – 50	Under 25	1.00	0.37	0.14	-0.29	2.29
	51 – 75	-2.00	1.57	0.73	-12.69	8.69
	76 – 125	0.07	0.43	1.00	-1.28	1.41
	126 and more	-0.05	0.44	1.00	-1.42	1.31
51 – 75	Under 25	3.00	1.53	0.49	0.29	1.58
	26 – 50	2.00	1.57	0.73	-1.41	1.28
	76 – 125	2.07	1.54	0.70	-13.45	9.32
	126 and more	1.95	1.55	0.74	-1.02	0.79
76 – 125	Under 25	0.93*	0.21	0.00	0.29	1.58
	26 – 50	-0.07	0.43	1.00	-1.41	1.28
	51 – 75	-2.07	1.54	0.70	-13.45	9.32
	126 and more	-0.12	0.31	1.00	-1.02	0.79
126 and more	Under 25	1.05*	0.24	0.02	0.34	1.76
	26 – 50	0.05	0.44	1.00	-1.31	1.42
	51 – 75	-1.95	1.55	0.74	-13.23	9.34
	76 – 125	0.12	0.31	1.00	-0.79	1.02

It is important that alumni volunteers know how good relations with institutional officials can benefit the organization.

(I) How many active Chapters does your organization have (this does not include inactive Chapters)?		(J) How many active Chapters does your organization have (this does not include inactive Chapters)?		95% Confidence Interval		
# of Chapters	# of Chapters	Mean Difference (I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
Under 25	26-50	-1.06*	0.28	0.02	-1.93	-0.18
	51-75	-1.17	0.90	0.72	-7.56	5.23
	76-125	-0.03	0.20	1.00	-0.69	0.63
	126 and more	-0.31	0.20	0.58	-0.97	0.36
26-50	Under 25	1.06*	0.28	0.16	0.18	1.93
	51-75	-0.11	0.91	1.00	-6.25	6.03
	76-125	1.02*	0.25	0.01	0.23	1.81
	126 and more	0.75	0.25	0.07	-0.05	1.54
51-75	Under 25	1.17	0.90	0.72	-5.23	7.56
	26-50	0.11	0.91	1.00	-6.03	6.25
	76-125	1.13	0.25	0.73	-5.48	7.75
	126 and more	0.86	0.25	0.85	-5.72	7.44
76-125	Under 25	0.03	0.20	1.00	-0.63	0.69
	26-50	-1.02*	0.25	0.01	-1.81	-2.34
	51-75	-1.13	0.89	0.73	-7.75	5.48
	126 and more	-0.27	0.16	0.44	-0.73	0.19
126 and more	Under 25	0.31	0.20	0.58	-0.36	0.97
	26-50	-0.75	0.25	0.70	-1.54	0.05
	51-75	-0.86	0.89	0.85	-7.44	5.72
	76-125	0.27	0.16	0.44	-0.19	0.73

It is important that alumni volunteers to understand how to assist the chapter to prevent the use of illegal drugs.

(I) How many active Chapters does your organization have (this does not include inactive Chapters)?		(J) How many active Chapters does your organization have (this does not include inactive Chapters)?		95% Confidence Interval		
# of Chapters	# of Chapters	Mean Difference (I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
Under 25	26-50	-0.83	0.37	0.23	-2.03	0.37
	51-75	-0.83	0.60	0.68	-4.75	3.09
	76-125	-0.03	0.20	1.00	-0.69	0.63
	126 and more	-0.25	0.23	0.80	-0.70	0.46
26-50	Under 25	0.83	0.37	0.23	-0.37	2.03
	51-75	0.00	0.67	1.00	-3.22	3.22
	76-125	0.80	0.35	0.23	-0.36	1.96
	126 and more	0.58	0.37	0.54	-0.60	1.76
51-75	Under 25	0.83	0.60	0.68	-3.09	4.75
	26-50	0.00	0.67	1.00	-3.22	3.22
	76-125	0.80	0.59	0.70	-3.39	4.99
	126 and more	0.58	0.60	0.85	-3.37	4.53
76-125	Under 25	0.03	0.20	1.00	-0.63	0.69
	26-50	-0.80	0.35	0.23	-1.96	0.36
	51-75	-0.80	0.59	0.70	-4.99	3.39
	126 and more	-0.22	0.19	0.78	-0.78	0.33
126 and more	Under 25	0.25	0.23	0.80	-0.46	0.97
	26-50	-0.58	0.37	0.54	-1.76	0.60
	51-75	-0.58	0.60	0.85	-4.53	3.37
	76-125	0.22	0.19	0.78	-0.33	0.78

It is important that alumni volunteers to understand how to assist the chapter to prevent the abuse of prescription drugs.

(I) How many active Chapters does your organization have (this does not include inactive Chapters)?	(J) How many active Chapters does your organization have (this does not include inactive Chapters)?	95% Confidence Interval				
# of Chapters	# of Chapters	Mean Difference (I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
Under 25	26-50	-1.28	0.44	0.09	-2.73	0.18
	51-75	-1.50	1.21	0.75	-10.45	7.45
	76-125	-0.10	0.20	0.99	-0.77	0.57
	126 and more	-0.63	0.27	0.18	-1.43	0.18
26-50	Under 25	1.28	0.44	0.09	-0.18	2.73
	51-75	-0.22	1.27	1.00	-8.05	7.61
	76-125	1.18	0.43	0.12	-0.25	2.61
	126 and more	0.66	0.46	0.63	-0.81	2.12
51-75	Under 25	1.50	1.21	0.75	-7.45	10.45
	26-50	0.22	1.27	1.00	-7.61	8.05
	76-125	1.40	1.21	0.78	-7.69	10.49
	126 and more	0.88	1.22	0.94	-7.90	9.66
76-125	Under 25	0.10	0.20	0.99	-0.57	0.77
	26-50	-1.18	0.43	0.12	-2.61	0.25
	51-75	-1.40	1.21	0.78	-10.49	7.69
	126 and more	-0.52	0.24	0.22	-1.23	0.18
126 and more	Under 25	0.62	0.27	0.18	-0.18	1.43
	26-50	-0.66	0.46	0.63	-2.12	0.81
	51-75	-0.88	1.22	0.94	-9.66	7.90
	76-125	0.52	0.24	0.22	-0.18	1.23

It is important that alumni volunteers know how to refer students with learning disabilities.

(I) How many active Chapters does your organization have (this does not include inactive Chapters)?		(J) How many active Chapters does your organization have (this does not include inactive Chapters)?		95% Confidence Interval		
# of Chapters	# of Chapters	Mean Difference (I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
Under 25	26-50	-0.44	0.61	0.95	-2.39	1.50
	51-75	-1.67	1.28	0.72	-9.34	6.01
	76-125	0.40	0.53	0.94	-1.37	2.17
	126 and more	0.58	0.51	0.79	-1.17	2.33
26-50	Under 25	0.44	0.61	0.95	-1.50	2.39
	51-75	-1.22	1.27	0.86	-9.05	6.61
	76-125	0.84	0.50	0.48	-0.70	2.39
	126 and more	1.02	0.48	0.26	-0.47	2.52
51-75	Under 25	1.67	1.28	0.72	-6.01	9.34
	26-50	1.22	1.27	0.86	-6.61	9.05
	76-125	2.07	1.24	0.57	-6.36	10.49
	126 and more	2.25	1.23	0.52	-6.38	10.88
76-125	Under 25	-0.40	0.53	0.94	-2.17	1.37
	26-50	-0.84	0.50	0.48	-2.39	0.70
	51-75	-2.07	1.24	0.57	-10.49	6.36
	126 and more	0.18	0.38	0.99	-0.92	1.28
126 and more	Under 25	-0.58	0.51	0.79	-2.33	1.17
	26-50	-1.02	0.48	0.26	-2.52	0.47
	51-75	-2.25	1.23	0.52	-10.88	6.38
	76-125	-0.18	0.38	0.99	-1.28	0.92

It is important that alumni volunteers know where to refer students with learning disabilities.

(I) How many active Chapters does your organization have (this does not include inactive Chapters)?		(J) How many active Chapters does your organization have (this does not include inactive Chapters)?		95% Confidence Interval		
# of Chapters	# of Chapters	Mean Difference (I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
Under 25	26-50	-0.89	0.43	0.30	-2.27	0.49
	51-75	-2.00	1.22	0.59	-10.78	6.78
	76-125	0.00	0.37	1.00	-1.11	1.11
	126 and more	0.30	0.33	0.89	-0.70	1.30
26-50	Under 25	0.89	0.43	0.30	-0.49	2.27
	51-75	-1.11	1.26	0.89	-9.11	6.89
	76-125	0.89	0.48	0.39	-0.58	2.36
	126 and more	1.19	0.46	0.12	-0.21	2.59
51-75	Under 25	2.00	1.22	0.59	-6.78	10.78
	26-50	1.11	1.26	0.89	-6.89	9.11
	76-125	2.00	1.24	0.59	-6.36	10.36
	126 and more	2.30	1.23	0.51	-6.29	10.88
76-125	Under 25	0.00	0.37	1.00	-1.11	1.11
	26-50	-0.89	0.48	0.39	-2.36	0.58
	51-75	-2.00	1.24	0.59	-10.36	6.36
	126 and more	0.30	0.40	0.94	-0.86	1.45
126 and more	Under 25	-0.30	0.33	0.89	-1.30	0.70
	26-50	-1.19	0.46	0.12	-2.59	0.21
	51-75	-2.30	1.23	0.51	-10.88	6.29
	76-125	-0.30	0.40	0.94	-1.45	0.86

It is important that alumni volunteers understand the skills related to working with fraternity alumni.

(I) How many active Chapters does your organization have (this does not include inactive Chapters)?		(J) How many active Chapters does your organization have (this does not include inactive Chapters)?		95% Confidence Interval		
# of Chapters	# of Chapters	Mean Difference (I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
Under 25	26-50	-1.06*	0.28	0.02	-1.93	-0.18
	51-75	-0.50	0.37	0.69	-2.45	1.45
	76-125	-0.43	0.23	0.38	-1.16	0.29
	126 and more	-0.62	0.23	0.11	-1.34	0.10
26-50	Under 25	1.06*	0.28	0.02	0.18	1.93
	51-75	0.56	0.40	0.67	-1.23	2.34
	76-125	0.62	0.28	0.21	-0.22	1.47
	126 and more	0.43	0.28	0.54	-0.41	1.27
51-75	Under 25	0.50	0.37	0.69	-1.45	2.45
	26-50	-0.56	0.40	0.67	-2.34	1.23
	76-125	0.07	0.37	1.00	-1.88	2.01
	126 and more	-0.12	0.37	1.00	-2.07	1.82
76-125	Under 25	0.43	0.23	0.38	-0.29	1.16
	26-50	-0.62	0.28	0.21	-1.47	0.22
	51-75	-0.07	0.37	1.00	-2.01	1.88
	126 and more	-0.19	0.23	0.92	-0.86	0.48
126 and more	Under 25	0.62	0.23	0.11	-0.10	1.34
	26-50	-0.43	0.28	0.54	-1.27	0.41
	51-75	0.12	0.37	1.00	-1.82	2.07
	76-125	0.19	0.23	0.92	-0.48	0.86

It is important that alumni volunteers understand the skills related to working with alumni volunteer boards.

(I) How many active Chapters does your organization have (this does not include inactive Chapters)?		(J) How many active Chapters does your organization have (this does not include inactive Chapters)?		95% Confidence Interval		
# of Chapters	# of Chapters	Mean Difference (I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
Under 25	26-50	-1.39*	0.34	0.01	-2.47	-0.31
	51-75	-0.17	0.37	0.99	-2.12	1.79
	76-125	-0.50	0.27	0.37	-1.31	0.31
	126 and more	-0.73	0.25	0.60	-1.48	0.03
26-50	Under 25	1.39*	0.34	0.01	0.31	2.47
	51-75	1.22	0.44	0.17	-0.50	2.94
	76-125	0.89	0.36	0.15	-0.22	2.00
	126 and more	0.66	0.35	0.36	-0.42	1.74
51-75	Under 25	0.17	0.37	0.99	-1.79	2.12
	26-50	-1.22	0.44	0.17	-2.94	0.50
	76-125	-0.33	0.39	0.90	-2.13	1.46
	126 and more	-0.56	0.38	0.63	-2.42	1.30
76-125	Under 25	0.50	0.27	0.37	-0.31	1.31
	26-50	-0.89	0.36	0.15	-2.00	0.22
	51-75	0.33	0.39	0.90	-1.46	2.13
	126 and more	-0.23	0.28	0.93	-1.04	0.59
126 and more	Under 25	0.73	0.25	0.06	-0.03	1.48
	26-50	-0.66	0.35	0.36	-1.74	0.42
	51-75	0.56	0.38	0.63	-1.30	2.42
	76-125	0.23	0.28	0.93	-0.59	1.04

It is important that alumni volunteers know how to aid the members in developing critical thinking skills.

(I) How long have you been in your current position?	(J) How long have you been in your current position?	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Under 1 year	1 to 2 years	-1.01	0.40	0.17	-2.39	0.36
	3 to 5 years	-0.12	0.26	0.99	-0.89	0.66
	6 to 10 years	-0.81	0.43	0.38	-2.21	0.60
	11 years or more	-1.25	0.40	0.06	-2.56	0.06
1 to 2 years	Under 1 year	1.01	0.40	0.17	-0.36	2.39
	3 to 5 years	0.90	0.43	0.29	-0.50	2.29
	6 to 10 years	0.21	0.55	1.00	-1.49	1.90
	11 years or more	-0.24	0.52	0.99	-1.88	1.40
3 to 5 years	Under 1 year	0.12	0.26	0.99	-0.66	0.89
	1 to 2 years	-0.90	0.43	0.29	-2.29	0.50
	6 to 10 years	-0.69	0.46	0.57	-2.13	0.75
	11 years or more	-1.13	0.43	0.12	-2.48	0.22
6 to 10 years	Under 1 year	0.81	0.43	0.38	-0.60	2.21
	1 to 2 years	-0.21	0.55	1.00	-1.90	1.49
	3 to 5 years	0.69	0.46	0.57	-0.75	2.13
	11 years or more	-0.44	0.55	0.92	-2.12	1.23
11 years or more	Under 1 year	1.25	0.40	0.06	-0.06	2.56
	1 to 2 years	0.24	0.52	0.99	-1.40	1.88
	3 to 5 years	1.13	0.43	0.12	-0.22	2.48
	6 to 10 years	0.44	0.55	0.92	-1.23	2.12

It is important that alumni volunteers know how to refer students with learning disabilities.

(I) How long have you been in your current position?	(J) How long have you been in your current position?	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Under 1 year	1 to 2 years	-1.20	0.48	0.14		
	3 to 5 years	-1.32	0.53	0.12		
	6 to 10 years	-1.03	0.37	0.08		
	11 years or more	-0.25	0.46	0.98		
1 to 2 years	Under 1 year	1.20	0.48	0.14		
	3 to 5 years	-0.11	0.56	1.00		
	6 to 10 years	0.18	0.41	0.99		
	11 years or more	0.95	0.49	0.34		
3 to 5 years	Under 1 year	1.32	0.53	0.12		
	1 to 2 years	0.11	0.56	1.00		
	6 to 10 years	0.29	0.47	0.97		
	11 years or more	1.07	0.54	0.31		
6 to 10 years	Under 1 year	1.03	0.37	0.08		
	1 to 2 years	-0.18	0.42	0.99		
	3 to 5 years	-0.29	0.47	0.97		
	11 years or more	0.78	0.39	0.32		
11 years or more	Under 1 year	0.25	0.46	0.98		
	1 to 2 years	-0.95	0.49	0.34		
	3 to 5 years	-1.07	0.54	0.31		
	6 to 10 years	-0.78	0.39	0.32		